

The Quill



VOL. III JULY No. 6

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MARQUETTE, MICHIGAN

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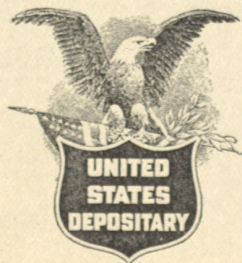
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MARQUETTE, MICHIGAN

The Quill

VOL. III

No. 5

PUBLISHED BY THE
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We hereby publish that we have made statement and complied with the requirements under Act of Congress, of August 24, 1912.

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

TUESDAY, JULY 24, 1917

EDITORIAL

WE are living in troublous times, when responsibilities are great and demands are heavy. This sentiment has been reiterated so often since our country stepped forth to assume its world policy, that it seems to smack of the trite and self-evident. Yet the whole significance of the statement is so fundamental to our life, health, and success that it can not be repeated too often to drive home the fact that each single separate individual of us has his part to do. The name of slacker or even traitor has never been so fully qualified that either is not applicable to any man that leaves his bit undone. We are still repeating the oft repeated, but how does the problem face the school man?

When we turned to our allies for advice at the very beginning of our undertaking, the one great answer to our inquiries was, "Abandon nothing but the trivial and useless, but speed up on every normal activity." England and France had both tried to reduce the expense of government by closing schools, economizing in all policies of reform and advancement, and reducing all the activities of the country to the minimum essentials. Time passed and the policy was a failure. The rehabilitation of the old activities which became necessary to maintain the status of civilization to the next generation was more expensive than the continuation would have been. Hence in both countries there has been an increase in the budgets for education and the improvement of society.

The policy of our own government was forcefully expressed by an official of the war department in a recent bit of advice to a group of educators. He urged that it was not the necessary demand of the emergency that we abandon the customary occupation for something new because war is on hand, but we must go at the job for which we are best prepared with new spirit, a little more seriousness, and a little more thoughtfulness than we had ever used before. Education means something new and something greater than it has ever meant before. Common human intelligence is on the verge of receiving the last

installment of its birthright, and if this precious gift is to be kept unsquandered, it is the intelligence of every man which must preserve it. Education has been busied for some time with a transition from theoretical gropings to practical problems. This tendency has been greatly increased and the school of war times and after faces very definite tasks. The mis-fits and maladjustments of our times are the bombs which threaten the quiet of the world when the war is through. Proper adjustments are the guarantees of efficiency, and efficiency is the product of a well rounded intelligence,—an intelligence that knows the fact and the application of the fact in accomplishing some intended end.

Ideals are only intelligent intentions, so strongly determined that they color all activities. What about the part which the school is playing in the national ideals of the future? The world is seeing enough of the woe of misdirected, selfish, national ideals. If we are to have a different sort, it is for us to train our people to rational social aims which will work to the efficiency and happiness of all. There is no task today greater than that of the educator.

WHILE the other institutions of the country have been contributing from their life and wealth to the support of our government and its undertakings, the Northern State Normal has been doing its bit. There has been a general spirit of economy and liberality running through all of the activities of the spring. Every organization has forgotten its own interests, and many individuals have sacrificed in order that greater causes might prosper among us. Our Red Cross contributions are:

Ygdrasil	\$ 26.25	
Osiris	15.00	
Croquis	20.00	
Hobeltoechter	20.00	
Student Girls' League	100.00	
Training School	90.81	
Music Department	30.00	
Reading Department and Senior play	180.00	
"Melting Pot" (Repeated)	50.00	
Special Senior Gift	40.00	
Faculty	325.00	\$897.06

These figures are only paralleled by the time and effort which is being put into all branches of Red Cross work and study, yielding results quite as valuable, but far less tangible for purposes of computation.

INFORMATION about those of our students and alumni who have thus far enlisted in various departments of the war has been in many cases somewhat uncertain and hard to obtain. THE QUILL, however wishes to make mention of a number who have identified themselves with one or another department of service. Claudius G. Pendill, '11, Felch Pendill, '12-'14, and Mryon Legg, year '16, have entered the navy. The two former may be addressed at the Great Lakes Training Station, Great Lakes, Ill. Mr. Legg is at present in New York. Andrew T. Sweet, '13, Bartlett King, '13, William Byrnes, '14, Leo Bruce, '16, John Morrison, '16, Lee Lindstrom, '10-'12, Eldredge Price, year '16, are in training with Company C, Engineers, and may be addressed at Houghton. Lawrence Tucker, '14-'15, and William Morrison, year '17, are in training with the ambulance corps at Allentown, Pa. Earle Pomeroy, '15, belongs to the Hospital Corps, College Company, San Francisco. Robert Peters, '13-'15, Walter Sterne, year '11, and J. Eskil Johnson are at Fort Sheridan, and Neil Van Horne, at Fort Snelling, Minn. Roy Mitchell, '13-'14, is in the aviation corps, but is at present on leave in Marquette. Amiel Toupin, '17, is also in aviation. His address is St. Justin, Conte' Maskinonge', P. Q. Olius Berkompas, '16-'17, is in Company M, stationed at Marquette.

A tale that holdeth children from their play and old men from the chimney corner.

SPLITS

IT'S heavenly to be so young that a Greek store seems a palace. It was to Daisy and Chub. I can't for the life of me remember what Chub's real name was, but Chub fitted him better, which was the reason of course that his contemporaries had bestowed it upon him. And Daisy, as a matter of fact fitted the girl. She had mops of yellow hair and blue eyes and a fluffy fashion of dress. Chub had very red cheeks and shiny hair and a little pompadour. If you had seen them sitting three nights a week after the show in the paradise called the Candy Counter, kept by unpronounceable Greeks, you would undoubtedly have sighed for your lost youth. Their visits there came to be attended by a kind of ritual. Their corner was furnished with a spider rack on which Chub hung his hat, and it was regarded as advantageous because of the view the mirrors afforded. Daisy loved to sit and count the number of reflections of Chub that she could see. To her mind he couldn't be multiplied too many times. Chub scorned mirrors and gazed straight at Daisy herself, which is the difference between man and woman.

I said that there had grown up during their visits to the Candy Counter a kind of ritual. Chub hung up his hat, and then they sat down and looked over the greasy menu card together. Sometimes they made little marks on it, and were pleased to find them there the next time they came. At first they had tried a good many of the delectably worded concoctions which the card set forth, but Chub called them all bran mash, and finally he settled down to a steady diet of banana split. Daisy had continued for a while to call for a variety, but after going through the menu card she also settled down to a steady diet. She called every time for an aeroplane sundae. Both these things have to be consumed to be appreciated, and perhaps it would be hard to prove that one was any better than the other.

At any rate their relative merits furnished Chub and Daisy with an inexhaustible topic for debate. They timed themselves to see which lasted longest; they counted the number of layers of lusciousness which composed each; they compared the color effects; finally Daisy with some pretense at domestic science, tried to prove that her aeroplane sundae contained the more nourishment. At every trip to the Candy Counter the laughing discussion took some new phase. It was like all those other delightful tiffs over nothing which ought to put to scorn those cynics who ask what lovers find to talk about.

The nameless Greek who always waited on them became perfectly familiar with their preferences. He was a sharp little individual with a curly mustache and a dark, spicy smile; and a white string tied round his waist constituted the one break in the otherwise untouched expanse of spotless white apron. He grew to like Chub and Daisy and brought all his art to bear upon the concoction of banana

splits for him and aeroplane sundaes for her. If an extreme in soda fountain specialization ever comes, banana splits and aeroplane sundaes will be his part. He always waited till they had looked over the card, then waltzed over and smiled till Chub said, "Same order, Aristophanes." He had a different name for him every time.

Whereupon the Greek bowed and moved off to the practice of his art. When he came back with the feast Daisy would always say, "You'll die of that some day, Chubbie," and Chub would reply, "Your aeroplane will carry you off to heaven, Daisy." From which you can see that their conversation was not calculated to thrill anyone but themselves. Chub always stopped and exchanged greetings with the waiter as they passed out, and the little fellow came to regard the pair as his special charges.

So for many moons, which means moonlight nights, Daisy and Chub sauntered into the Candy Counter, read the specialties chalked white on the mirrors, looked at their reflections there, and quarrelled lovingly over their banana splits and aeroplane sundaes. And then one week they didn't come, and the next week the little Greek looked for them in vain. It was just a variation of the ever old story. Chub had danced too much with another girl at the Saturday night hop, Daisy had got mad and gone home with another fellow, so Chub had taken another girl to the show and Daisy hadn't spoken to him the next day on the library steps, and he hadn't spoken to her the day after that in front of the postoffice. By the end of two weeks Chub was at his wits' end. The horrible two weeks ended on Saturday night. Chub strolled gloomily out of the house after supper, walked past Daisy's house three times and surveyed as much as he could see. The parlor was lighted, and he reflected sadly that Daisy was probably in there with someone else and without a thought of him. Then he went down to the Imperial Theatre and sat in the place where he and Daisy usually sat—sat through an abominable show. How dull everything was tonight without Daisy.

Finally in the depths of gloom he decided to try the Candy Counter. Maybe that wouldn't be so bad. The place looked much the same, but it felt so different, what was any place without Daisy? He slammed his hat onto the rack, went over to their corner and sat down at their table. No face to see in the mirror but his own. What in the dickens was life without Daisy? And she'd probably never make up with him. Girls were like that. They got sore and they stayed so. She'd never be there with him and order an aeroplane sundae again. He had never felt so softened in his life, so disgusted with himself, so eager for anything that savored of Daisy. And just at that moment his old friend the Greek approached with inquiry in his very mustache. Chub looked savagely at him.

"Give me an aeroplane sundae," he growled.

The waiter looked at him a moment. "Beg pardon, sir," he said. "You didn't mean a banana split, did you?"

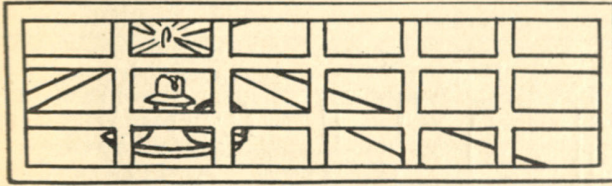
Chub growled again, "I said an aeroplane sundae."

The Greek hesitated. "Very funny," he said at last, "the lady—your lady—she sit in this corner, this afternoon, and she order—she order banana split."

Chub sank back in his chair as the Greek walked off. "Say," he yelled after him, "can I use your telephone a minute?"

C. DORIS KING.





AS THE QUILL HAS SEEN IT

AN EXPERIENCE IN CLOVERLAND

IT is hard to explain why more people do not brave the inconveniences of the wilds to visit the beauty spots of our Upper Peninsula. It was the Yellow Dog, which finds a curious home among the Huron Mountains, that lured us on this occasion into a series of experiences which only serve to enhance the associations of a charming district. This river of falls, rapids, and deep pools commences away back in the woods some thirty-five miles to the northwest of Ishpeming where possibilities of future wealth lurk deep in the unexplored cranies of a country less visited than its proximity would lead one to expect.

There are three means of access to the Yellow Dog territory. One who would train his feet for the strenuous life of army service, may find it worth his while to set out from Ishpeming on foot. It is twenty-four miles to the remains of a once very large lumbering camp, known as Camp No. 35, and one mile beyond this the ruins of Pinnacle Dam overlook a beautiful fall which tumbles the river into the valley some forty or fifty feet below. The man who desires more comfort may ride to the mouth of the river on the Marquette and Southeastern R. R. This route brings one to the town of Big Bay and the large camp on the lake, known as Sosowagaming. He who prefers horse and buggy may drive north from Ishpeming and find the way obstructed only by an occasional ford and the usual uncertainties of such means of travel.

It was Friday night of the twenty-third of June when my Pal and I set out on this trip. On two occasions the trip had been made on foot, and the prospects of a repetition of the experience with the luxuries of easy conveyance left little need for coaxing when my Pal said, "Well, 'Bot', let's set out for the Yellow Dog with horse and buggy."

After digging worms, getting tackle and duffle ready, we left town at nine in the evening. Our horse, which was from the livery, was not well adapted to a night trip, for she was not used to the woods and shied at all of the light and dark spots indistinctly seen in the dark. We covered the road slowly and with twelve miles behind us stopped at Camp Boise about two in the morning. We staked our horse in the dark and turned in for two or three hours of sleep. A breakfast of cold pasties and hot coffee put us on our way again.

We had some forebodings as to the possibility of crossing the fords with our horse, and the stretches of corduroy road made rather strenuous demands on a more sure footed animal. These apprehensions were cleared away, when, with much care and encouragement, our horse was finally urged safely over both. We reached Camp No. 35 at eleven o'clock and after tying our horse to graze began to prepare sleeping quarters for the night.

The old camp is in ruin, but the little shack of a winter trapper, built of the lumber strewn about the place, afforded us a shelter. The planked and sodded sides and low slanting roof were adequate, but the porcupines

had played such havoc with the interior that the two rooms were scenes of utter desolation. The stove was beyond use, so we prepared to cook out of doors, and when all was ready for the night we set out soon after noon for the river, equipped with bait and tackle.

We struck the river at the rapids close below the falls, and after a few trials began pulling in the finny creatures which gave hunger even to our full stomachs. At the foot of the falls there is a large deep pool where an unlimited host of trout must live, for I have never failed to make a catch in that basin. Nevertheless it is always well to fish on down the stream as it winds its way in and out among the pine covered hills which thrust their uneven heads against the sky at a sharp angle of sixty degrees above your head. When our catch numbered fifty or more, and we felt satisfied with the results of the day, we returned to the camp with thoughts of supper and rest.

As we approached the camp, we could see it from some distance, but to our dismay there was no horse in sight. No hope that she had lain down out of sight was realized, but a broken halter rope told the true story. The horse had gone. It was now six o'clock. Between us and the ford lay a sand hill. This might reveal traces of the horse's passing, or the ford might stop the horse as the water was some three feet or more in depth. We hurried to learn what we might, but there were no tracks, and evidently the ford had not been crossed. A serious situation grew still more serious, for night was near. We went back for food and the lantern and started out once more in hope that the horse might have been found and tied somewhere along the road. The broken halter would tell anyone that it was a stray horse and someone would be looking for it. The ford still showed no signs of having been crossed. We went on for some three miles until an instinctive impulse seemed to urge that we return three miles rather than proceed the ten or twelve which would be necessary to reach the nearest camps.

It was gloomy mid-night when we reached the camp again. Much of the road had been hard so the distinction of hoof marks was difficult. It had long been dark and the anxiety was trying. The horse may have crossed the river elsewhere, or may have strayed off into the woods where we should never be able to find her. One camper had told us by way of consolation, that some years previously a horse had strayed away under similar circumstances only to be found during the deer season of the following winter frozen to death in the snow.

It was eight o'clock when we awakened the next morning. Our problem was still unsolved, and we must prepare to walk all of the way home if need be in our effort to locate the horse. We packed everything away well out of the reach of the porcupines, and with the necessary provisions for the trip, set out. We forded the river, and went some two miles beyond when to our delight and relief there appeared on the road a horse's tracks, but they were paralleled by the tracks of some man. Perhaps the horse was stolen; perhaps it was rescued. The tracks remained clear as far as the Silver Lake road where a heavy broadtired wagon had passed by on its way to the lake. The horse went on toward town, and the man with her. We trudged on to the bridge over Dead River; we inquired for news of the stray beast; but no one had seen anything of her. Dinner time came, and with that over we set out on the final twelve miles which still separated us from Ishpeming and home. As soon as we came to town we went directly to Harry's house to leave our packs and then to the livery to face the crisis of our experience. Was the horse in town or in the woods? We approached the barn with grave doubts, with hope and with fear.

The owner was out. We waited for some time for him to return, while various visitors came and went. Among them we recognized a farmer who lived some three or four miles from town on the Yellow Dog road. He too asked for the proprietor, but when he was told that he was not in he started away.

I knew the man and for some reason felt prompted to ask him whether he had seen a horse of the description of ours. His son had picked up such a horse, he said, and had tied it on the road in front of their farm for the owner to find. No one had taken it when evening came on, so he had taken it in to feed about six o'clock. This was just the time when we were passing the farm and we went innocently past not knowing that our horse was safely stabled for the night.

We were able to return the horse to the livery just in time to be delivered to a new owner who was to have possession that evening. The following Monday morning we set out with a new outfit to recover our possessions abandoned in the woods. At the first ford we left the buckboard, and slinging the packs over the horse's back went on foot. We arrived at Camp No. 35 at three in the afternoon, and found everything in the best of shape. At six the next morning, refreshed by twelve hours of sleep, and satisfied with a breakfast of fried potatoes, onions, potted meat, and toast, we packed up and drove back to the buckboard. With this as a trailer we covered the road once more, proud that we had lost nothing, and expectant of another trip when the huckleberry season should come around, and our reimbursed finances should be ready for new emergencies.

HARRY BOTTRELL, '17



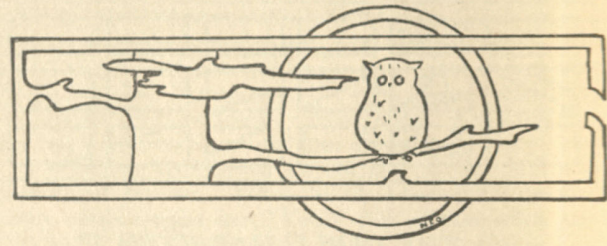
MR. OWL

Oh Mr. Owl! high in the tree,
What makes you sleep all day?
Do you not know, have you not learned
That is a lazy way?
Then too, I think it rude of you,
To call at night your "Who, Who, Who."

Why is it you are called so wise?
Please tell me Mr. Owl,
And if you really do know much,
Why do you hoot and howl?
Why don't you sing a pretty song,
And happy be the whole day long?

Is it because your nails are sharp
You sit on branches small,
No matter how the wind may blow,
And never, never fall?
Why don't you be polite to me,
You cross old owl, up in that tree?

AGNES KILPATRICK,
Children's Literature.



THE QUILL CENSORIOUS

ACTIVITIES UTILIZED IN MOTIVATING PRIMARY ARITHMETIC.

THE suggestions given in the work outlined below are the result of applying some of the well known standard tests to the subject matter of primary arithmetic in order to discover, if possible, why, at the end of three years of work the primary teacher so often fails to help her pupils master the simple fundamental facts of number, and why, even before those three years have passed, many of her pupils feel that arithmetic is something far removed from the needs of their every day life, or even regard it as something far beyond their grasp.

Five of these standards are set forth by Dr. McMurry, and may be applied to arithmetic by asking: (1) Does it deal with live social issues, issues realized by the pupil? (2) Does it provide for the pupil's individuality; that is, is it adapted to their past experiences and their present environment and ability? (3) Is it so presented that motives are provided by giving real human problems? (4) Does it bear upon their daily life? (5) Does it provide for the "use" of knowledge?

In a slightly different way Dr. Dewey applies his great test: Is the work motivated? But it will be noted that school work that meets the first five standards will also meet the requirements of those who advocate the need of greater motivation. This is more clearly seen if we note just what this term, motivation, implies, and how this motive force is acquired.

Some of the most suggestive means of motivation that the teacher of primary arithmetic should constantly recall may be summed up thus: (1) Appeal to the child's native instincts. This sounds very trite, but when we realize how completely we are swayed by instinct and how rich are the opportunities to use these instincts in number work, we see the significance of this statement. Many of the activities of this study are based directly on the more noticeable instinctive inclinations of the pupils. Competition, curiosity, imitation, play, love of rhythm, interest in novel things, eagerness to build up or tear down, tendencies to express ideas by drawing, dramatic art or by using common materials—all these should find expression in number work. (2) Appeal to the child's interest in seasonal changes, natural phenomena, and surrounding environment. The garden work, and the work leading up to various holidays utilizes these interests. (3) Give the pupils work for which they can realize a "felt need", or for which they can see a real use. The work based on school needs is a type of this so called "problematic" work.

(4) Remember that the pupil is interested in whatever pertains to him personally. Common activities related to his home and school environment suggests opportunities for number work.

One of the greatest criticisms frequently made against the common methods of teaching arithmetic is that there is very little attention given to these means of motivation.

Opportunities are constantly lost—opportunities, that, if utilized, would add life and zest to the work and would be of a great help in fixing the facts to be learned by associating them with every day problems.

In these days of efficiency we must not fail to test primary number work by asking: Does it eliminate, as far as possible, all sources of waste in effort? One of the greatest sources of waste in education is due to the neglect to use the valuable past experiences of the pupil. Facts he learned at home are not recalled and related to those facts the teacher is endeavoring to teach at school. Even the facts learned by practical work in drawing and construction classes are not related to those same facts when taught in the arithmetic class. Useless repetition is another chief source of waste. Instead of spending so much energy in meaningless drill upon abstract facts, the teacher, if she would not allow so many opportunities to slip by, could teach the fundamental facts and processes, in much less time and with much less effort. The purpose of these suggestions is to set forth some of those opportunities.

I. Home experiences involving number.

[Purpose: (1) to show the pupils their need for number; (2) to show the teacher each pupil's number concept; (3) to provide for use of past experiences; (4) to show that school work is related to the pupils' every day life; (5) to make a personal appeal to each pupil's interests.]

1. Number of the house, street, post office box, or telephone.
2. Number of members in the family, of places set at the table, of knives, plates, etc.
3. Number of the desired page in a story book.
4. Number of objects required; e. g., marbles.
5. Recitation of Mother Goose rhymes; e. g., "1, 2, 3, 4, 5, I caught a hare alive."
6. Counting in games.
7. Amount of milk, and cost of milk tickets.
8. Cost of telephoning in public booths.
9. Recognition of one and two cent stamps.
10. Amount of money kept in child's bank.
11. Value of nickel, dime, etc., given for pin money.
12. Value of articles bought with spending money.
13. Time for dinner, for bed, for church, etc.
14. Date of morning newspaper.
15. Familiar dates; e. g., birthdays, Christmas.
16. Recognition of terms: hour, half hour, quarter hour.
17. Recognition of summer, winter, spring, fall; morning, noon, night; week. Idea of season.
18. Use of terms: gallon, quart, pint, dozen, etc.; e. g., quart of milk, gallon of ice cream; dozen eggs.
19. Use of small kitchen scales to weigh meat, etc.
20. Use of large scales in weighing one's self.
21. Recognition of inch and feet in measuring one's height.
22. Comparison of heights; terms; tallest, shortest.
23. Division of apple, etc., into halves or quarters.
24. Sharing objects; e. g., half of the candy.
25. Use of terms: part, whole. Idea of fractions.
26. Use of terms: twice, times. Idea of multiplication.
27. Combining spending money. Idea of addition.
28. Use of terms: take away, left. Idea of subtraction.
29. Use of term divide; e. g., Divide the candy evenly.
30. Tendency of children to count everything.

II. Preliminary activities of school work.

[Purpose: (1) to keep arithmetic work practical; (2) to show the frequent use of number; (3) to appeal to the pupils' interest in immediate needs; (4) to appeal to the pupils' desire to help.]

1. Tell the number of pupils present, absent, tardy.

2. Find the day on the calendar or date on the board.
3. Count the seats or rows of seats.
4. Tell the number of books, etc., required.
5. Find the page or chapter in books.
6. Tell when school begins, length of classes, etc.
7. Write name and age for teacher's record.
8. Write name and address on personal possessions.
9. Count words spelled, problems worked, etc.
10. Read marks or grading; find averages.
11. Keep a record of marks; find weekly or monthly averages.
12. Help teachers keep records of pupils' heights and weights for health record.
13. Space the blackboard for work. Measure.
14. Divide the class into groups of required sizes.
15. Read the number on the school room door, lockers, etc.

III. Activities involved in securing and preparing supplies.

[Purpose: (1) to give pupils an idea of money values; (2) to show relative amounts and costs; (3) to acquire accuracy in measuring and computation; (4) to keep work practical; (5) to keep the work truly problematic by utilizing social problems.]

1. Tell the number of papers, pencils, etc., required by the entire class or by each pupil.
2. Distribute the material evenly among pupils.
3. Divide material; e. g., take $\frac{1}{4}$ of this paper.
4. Find the cost of pens, tablets, etc., bought of pupils.
5. Find the cost of school lunches. Keep books.
6. Find the cost of book fines. Keep library record.
7. Find the cost of school picnic, parties, Thanksgiving basket, Christmas gifts, valentines, etc.
8. Estimate the cost of school facilities and needs: books, furniture, buildings, repairs, lights, heat, telephones, salaries, etc.
9. Find the cost of postage on materials received.
10. Practice making change. Appoint pupils to collect money, pay bills, etc.
11. Solve individual problems:
 - (1.) Cost of two yds. of curtain muslin at 20c a yd.
 - (2.) Cost of each pupil's bag if 20 bags cost 80c.
 - (3.) Amount of material required for cantata.
 - (4.) Number of books required for 4 rows of 5 pupils each.
12. Tell kind of measures used in measuring cloth for bean bags, milk for lunch, wood for boxes, etc.
13. Write a post office money order to send with order for seeds, books, etc.
14. Estimate money made on school play, etc.
15. Tell value of tickets sold by pupils.

IV. Activities involved in plays and games.

[Purpose: (1) to keep work interesting by appealing to instincts for play, rhythm, imitation, etc; (2) to keep the work seasonal; (3) to develop social side of school work; (4) to give a concrete meaning to abstract terms.]

1. Games involving counting to find the size of the group; e. g., Philadelphia.
2. Games involving "counting out" by 1's, 2's, 5's, or 10's; e. g., Hide and go seek, Circle Ball.
3. Counting games; e. g., Ten Step, Jumping Rope, Jacks, Ten Pins, Bean Bag, Ring Toss, Dominoes.
4. Counting for time limit, as in Land, Sky, and Water.
5. Keeping score for games.
6. Dancing, marching, and rhythmic games:
 - (1) Dividing groups into pairs, threes, etc.
 - (2) Counting pupils in each group.
 - (3) Counting rows, partners, etc.
 - (4) Counting the beats (2, 3, 4, 6 pulse.)
 - (5) Counting the various steps and movements.

7. Athletic games. Tell number of feet jumped, etc.
8. Use of toy money in playing store.

V. Activities involved in gardening.

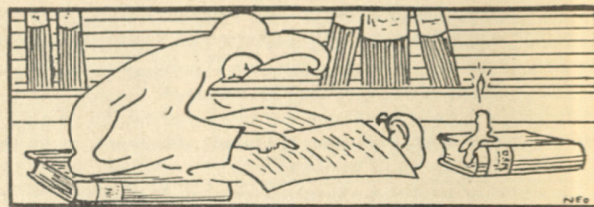
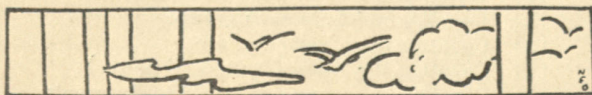
[Purpose: (1) to appeal to the pupil's interest in seasonal changes and phenomena; (2) to keep the work practical.]

1. Tell the number of beds, flowers, or rows required.
2. Tell the number of seeds, packages of seeds, etc. required for the room or for each pupil.
3. Divide seeds evenly among pupils.
4. Tell the number of seeds to put in each hill or row.
5. Find the cost of seeds.
6. Read and follow directions on packages.
7. Measure the garden space, beds, rows, depth to plant seeds, etc.
8. Tell the amount held by the sprinkler.
9. Count the spades, hoes, etc., required by pupils.
10. Find the cost of garden implements.
11. Measure the number of feet of hose required.
12. Measure, and find the cost, of wire, etc.
13. Keep a record giving; date of planting, amount spent and gained, etc.
14. Find money gained by selling vegetables or flowers.
15. Tell the measures used; e. g., quart of peas, dozen ears of corn, etc.
16. Estimate the cost of the garden.
17. Measure the height of corn stalks, weight of vegetables, etc., sent to the school exhibit.
18. Tell the time of planting, growth, and harvest.

VI. Activities involved in construction and industrial work.

[Purpose: (1) to appeal to the pupil's constructive and expressive instincts; (2) to give problems involving a "felt need"; (3) to show the numerous uses for number; (4) to keep the work practical; (5) to fix the fundamental processes by concrete application and association.]

1. Count beads, strips of paper, cords for weaving, similar pieces of wood for furniture, etc.
2. Count by 2's, 3's, etc., to find number in groups of beads, strips, tiles, etc.
3. Count motifs repeated in designs.
4. Make rulers to use in construction.
5. Measure to find size of doll house, frame for weaving, box for windows, baskets, picture frames, chains for tree, envelopes for drawings, targets for games, cloth for bean bags, rugs for doll house, etc.
6. Measure to fit similar pieces in boxes, etc.
7. Measure and buy cloth for curtains, paper, etc.
8. Measure amount of liquid held by clay vessels.
9. Compare sizes of objects to be fitted; e. g., This is half as long.
10. Add two lengths to get whole length required.
11. Divide material into required parts.
12. Find the amount of material left.
13. Make paper money for school store.
14. Use technical expressions: 8 inch square; oblong, triangle; width, length; long, wide; inch, foot; part, whole, etc.
15. Solve problems related to the work.
 - (1) My doll house has 4 windows upstairs and 5 down stairs, so I need 9 pairs of curtains.
 - (2) There are 7 red and 6 white stripes on our flag, so I must cut 13 stripes.
 - (3) Each piece requires 6 inches of cloth, so 3 pieces require 18 inches, or $\frac{1}{2}$ yard.



PURPOSEFUL SEAT WORK FOR SECOND GRADE

THE purpose of all of our busy work, or seat work, is educational. Any form of seat work which does not have a definite bearing upon school requirements should not be. Busy work designed to amuse and entertain, without any educational value, is worse than useless.

Good seat work which will stand the test of being work and not play has three definite characteristics which even an untrained teacher can detect. First, it must always be closely connected with the class work. In this way, the seat work period takes the place of the study period of the older children. Second, it must be varied. When the same material is used day after day, the children lose interest. The third characteristic is that it must be of such a form that close supervision on the part of the teacher will not be required. A glance now and then in the direction of the children working at their seats with a word of praise for one who has finished first, or for the one who is working well, is all that is necessary.

The first few attempts at new seat work should be directed until the children understand what is expected.

Seat work should always be corrected by the teacher, if results are to be secured. The teacher must be interested in the busy work and must feel that it is an essential part of school requirements.

As reading is the most important subject that is taught the first two years in the grades, a large amount of the seat work is based on the reading material.

Busy work based on numbers is next in importance. Another kind of seat work within the reach of every primary teacher is the illustrating of stories with the scissors. This furnishes one of the very best kinds of work, as it places the child where he must execute with the fingers what he sees with the mind's eye, and he is at the same time working out his own individuality. The story is told to the children and they do the cutting while the teacher is caring for another class. Mother Goose Rhymes are splendid.

LANGUAGE SEAT WORK.

1. Object—Teaching children to build sentences, thus forming a story.

Material—Short story printed on envelopes with a few important words omitted in each sentence. Below the story, the omitted words are placed in a column. The story, complete, is cut up and placed in envelope.

Work—Child builds story, supplying omitted words in proper places.

2. Object—To drill children in recognizing the difference between the singular and plural forms of nouns.

Material—Envelope containing two large cards on one of which is printed, "One", on the other the word "Many." On small cards are printed singular and plural forms of common words in the child's vocabulary, as bird, birds, girl, girls, etc.

Work—Child arranges small cards under proper headings.

3. Object—To teach abbreviations.

Material—Envelopes on which are printed words and their abbreviations. Envelopes contain words and their abbreviations on separate slips.

Work—Child, with aid of copy on envelope, arranges words with their abbreviations side by side. Later, child does this without use of envelopes.

4. Object—Teaching months.

Material—Names of months cut from old calendars. Large prints of months pasted on cardboard, placed in front of room. Each child supplied with written or printed names of months.

Work—Build months in order with card to follow, then without.

5. Give children clippings from magazines—large print. They cut out or underscore words having the first or last initial of their own names.

6. Jumbled birds or words.

Words written on board.

l—O—w	t—a—C
r—L—a—k	C—w—o
y—a—J	D—g—o
v—e—o—D	

Children arrange correctly. Capitals for the first letter in the words help them.

7. Write stories on board, omitting familiar words: "Spring—here." "The bird—in the—." Children fill in blanks.

8. Bring leaves to school; press, trace, color, and cut; mount, and beneath write story during supervised language class.

9. Large picture at board. Around it are written difficult words, suggested by the children. With help of these words children are able to build stories.

10. Pass slips of paper with two base forms written at top. Different families are written on each slip. Child writes words beneath belonging to that family,—at, cat, rat, sat, etc.; in, tin, bin, pin, etc.

11. Cut pictures from magazines, paste on ruled paper, leaving space below for children to write about picture. Then write story, using the words. Allow them to take pictures home with their own story, to increase interest.

12. Draw picture of six things that come in pairs.

13. Name parts of body that go in pairs, then those of which there is only one.

14. Write words on pieces of colored pasteboard or colored papers. Put several copies of each word in each envelope. Add new words occasionally. Have child pick out words he knows.

ARITHMETIC SEAT WORK.

1. Object—To secure drill on number facts.

Materials—Envelopes containing slips on which number facts are printed, and slips on which are printed answers to these facts. Facts and their answers are printed on outside of envelopes. Work—Children match facts to answers with aid of statements on envelope. Later, children do this without aid of the envelope.

Same drill in division, multiplication, and subtraction facts. Avoid having slips or figures too small.

2. Object—To teach children to recognize numbers written in various ways.

Materials—Card on which numbers are arranged as follows:

1, I, one, (same again in script);
2, II, two, (same again in script).

Work—Children place slips on corresponding numbers on card.

3. Material—Envelopes on which tables of weights and measures are printed as follows; 1 gal. = 4 qts. 1 qt. = 2 pts. 1 ft. = 12 in.

In envelope are placed similar cards cut up so that the equalities are on separate cards.

4. Object—To give drill on tables mentioned above.

Work—Children arrange tables correctly on desk first with aid of envelope, later without it.

5. Object—To teach inch and foot rule.

Material—Ruler, pegs.

Work—Arrange pegs in primary colors in vertical, parallel lines under the ruler, one inch apart, and in right order.

6. Object—To teach measures.

Material—Slips or strips of paper measuring different lengths, one 4 inches, one 6 inches, one 10 inches, etc. Word builders.

Work—Build, I have a 4 inch strip.

I have a 6 inch strip.

7. Object—To teach inch.

Material—8x8 strip paper.

Work—Measure, fold and cut into strips.

Then into inch squares.

8. Build Roman Numerals with tooth picks.

Copy from numbers written on board.

Then without. Toothpicks very good to use for addition and subtraction combinations.

9. Trace circle putting in Roman numbers for clock face. Careful to place VI. under XII., and III. opposite IX.

10. During number work lesson dictate numbers from 2—100. Seat work—class cut separate slip for each number. Put in envelopes. Another seat work class may arrange correctly. Same plan may be carried out with 3's, 4's, etc.

11. Write all even numbers from 2 to 50. (b) All uneven numbers.

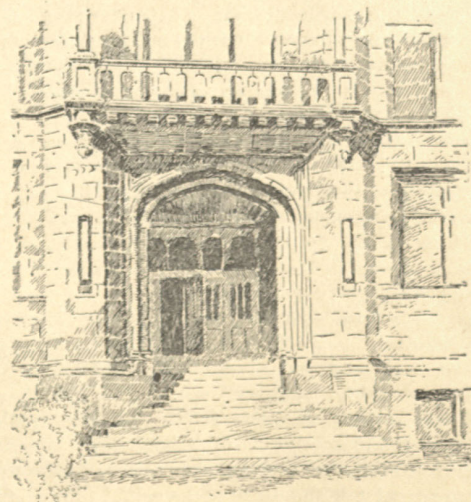
12. Object—Visualizing numbers.

Material—Old calendar.

Work—Cut and arrange numbers in order 1—2—3 etc. To make numbers like 31, paste two numbers on one slip, as highest number from calendar is 31.

13. Children enjoy inserting number combinations in all sorts of designs, circles, flags, flowers, etc.

CORINNE M. EISTER, '14.





"THE Melting Pot," presented as the commencement play by the graduating class of 1917 was another triumph for the Northern State Normal School, and, especially for Mrs. Eulie Gay Rushmore, under whose direction it was staged.

Those familiar with the play know that it was peculiarly appropriate for this year, when our country has entered the great "World War" for the sole purpose of preserving what she has so hardly won, liberty,—freedom for the individual human soul so that each may have the opportunity to work toward the very highest ideal which he can conceive for himself and humanity. Our America is the "Melting Pot" of the world, as David, the leading character proclaims it to be the crucible into which have been cast for the last three hundred years, the hopes, the dreams, the aspirations of the oppressed from all the nations of the world, and out of which is emerging the crystalizing ideal of a democracy where each individual with a worthy vision of life before him, may have its fullest scope for the attainment of his ideal.

Gordon Plourde, as David Quixano a young Jewish refugee from Russian persecution, was a revelation to every one. He lived the character of the sensitive, artist-spirit, seeking and finding in his beloved America the ideal home of the free. His work was more truly professional than most that we are privileged to see on the stage by those who spend their lives in acting. The same may as truly be said of Lillian Gilmet in the exacting role of Vera Revendal. She had an artistic insight into the character, and developed a dramatic sense and feeling of its merits, to a remarkable degree. She exhibited a faithfulness, an unlimited patience and an ability to work hard in character study which is usually found only among professionals.

Grace Williams, as the old grandmother, Frau Quixano, showed true understanding of the Jewish nature among the old, as she gave David the Sabbath blessing and as she uttered the candle prayer. In order that she might do this truly she consulted with intelligent Jewish people on the meaning of these customs and the speech used in them, and her work was warmly commended by all of those who saw the play.

Mendel, the uncle, by Stanley Barnett was a difficult role to handle. He was an old man with the Jewish sense of accumulation so prominent in his race, but softened by a degree of spirituality which recognized while it scoffed at the finer quality in David. Mr. Barnett never forgot his age, as shown in his stooping form, his feeble gestures and walk and in his trembling voice.

Harry Rigg took well the part of Quincy Davenport the rich dilettante. James Farrell, as the Baron Revendal, did excellent work and was given much credit especially for the scene with his daughter Vera. The Baroness, Ruth Miller, was entirely adequate to the childish, spoiled darling of a rich and indulgent older husband. She valiantly defended her beloved Russia, the country with the "best restaurants and telephones in the world." Francis Daniels pleased everyone in his acting as Herr Papelmeister the leader of Quincy Davenport's private orchestra. Hazel Flynn won laughter from her audience with her Irish

impersonation of the servant Kathleen.

"The Melting Pot" was repeated before the Summer School on the insistent demand of many who heard it in June. The original cast were all in place excepting Francis Daniels who is studying at the University of Chicago. His part was taken by Albert Janzen, who won such deserved praise last year as Sir Toby in Shakespeare's "Twelfth Night."

The profits of the play on both occasions were turned over to the Red Cross Fund instead of being used for the purchase of a class memorial as has been the case heretofore.

DUE to the fact that a number of Osiris members are attending the summer session, Osiris decided to give a program of music and readings. This was presented July 6 with the help of a few Ygdrasil members, as follows:

Selection by the N. S. N. Orchestra.

Address.....Tynni Silberg

Duet.....Sarah Cummings and Lois Freeman

Reading.....Lidia Artz

Reading of an Original Poem...Florence Johnson

Vocal Duet...Margaret Dunlop and Ruth Adkins

Reading.....Gertude Krafft

Selection by the N. S. N. Orchestra.

MISS Sydney Haring, critic teacher in the first grade of the training school, is absent this summer taking special work at Columbia University. Miss Grace Stafford is attending the University of Wisconsin taking advanced physical training courses offered at the university.

THE Student Girls' League welcomed the summer students on the afternoon of June 20 at an informal gathering. There was a tour of the buildings via the tunnel, followed by an interesting program of readings and music, after which everyone danced in the gym. The work of the League for the summer is being directed by Clara Hansen, president elect for next year.

THERE has been plenty of social activity during this term. We have already had two social evenings, one on the sixth and one on the thirteenth of July. These evenings have been of the informal, enjoyable type known to all Normal people, and have had much to do with making us better acquainted.

AT the first assembly of the term President Kaye gave his usual talk on etiquette and conduct. Mrs. Jeffers spoke July 5 on democracy in its various phases. On July 12 Mr. Chase talked on the relation of the teacher to the war.

ON July 17 Professor C. H. Van Tyne, of the University of Michigan, addressed the assembly on the subject "Why We Are At War With Germany."

ALARGE number of the members of the class of 1917 have already been placed for next year. The list, in part, follows: Marian Hathaway, Augusta Kronlund, Clara Larson, Esther Lindquist, Marie Nichols, Amy Swanson, Lucile Anderson, Olive Dobbs, and Anne Eplett will teach in Ironwood; Ruth Miller, Beulah Howe, Alla Asire, and Hilda Newcomb, in Gwinu; Pearl White, Ellen Falk, Julia Korteniemi, Leona Lugviel, and Isabel Moyle, in Crystal Falls; Elizabeth Diederichs, Mamie Henriksen, Marie Heppen, and Kathryn Mahon, in Iron River; Joe Martin, Dorice Mitchell, Mae Farson, and Jane Hosking, in Quinnesec; Mabel Richards, Hattie Spencer, and Pauline Brinkmann, in Foster City; Katherine MacDonald, Mildred

Thomas, and Rose Gaffney, in Negaunee; Lillian Pearce, and Gertrude Phillips, in Trenary; Eva Prince, Marie Moe and Ila Stoddart, in Isle Royale; Bertha Olson and Margaret Dunlop, in Trout Creek; Grace Williams and Clem Flanagan, in Hancock. Ruth Bielenberg is to be in Republic; Phillippa Treloar, in Escanaba; Lillian Gilmet, in St. Paul; Ruthe Hassenger, in Carrington, N. D.; Lois Freeman, in Pittsburg; Hazel Flynn, in Watersmeet; Eva Martin, in Iron Mountain; Walter McKie, in Ellsworth; Ella MacDonald, in the Soo; Elizabeth Erdlitz, at Superior Mine; Henrietta Lenz, at Onoway; Dorothy Stetter, in Point Mills; Eliza Thomas, in Newberry; Florence Johns, in Niagara, Wis.; Lillian Penglase, in Alpha; Gertrude Jeffery, in Quincy Mine; Dorothy Perron, in Hurley, Wis.; Elvera Wickstrom, in Dodgeville; Esther Connors, in Nadeau; Aileen Champion, in Redridge; Margaret Johnson, in Felch; Florence Johnson, at Otter Lake.

ON July 11 Miss Linton, Miss Hamby, Mrs. Rushmore, and Mrs. Jeffers, assisted by Miss Basso, gave a very delightful concert for the benefit of the Red Cross. The program follows:

- Midsummer DreamsD'Hardelot
- I Hear a Thrush at Eve Cadman
- The Nightingale's Song Nevin
Miss Sophia Linton
- Hungarian Rhapsody No. 6Liszt
Miss Ethel Hamby
- Russian Folk Dance—Ukarainsky Chalif
Mrs. F. A. Jeffers
- A Sisterly SchemeBunner
Mrs. Eulie Gay Rushmore
- Robert le DiableMeyerbeer
Miss Linton
- To a Wild Rose.....MacDowell
- Sicilians.....Moszkowski
- PreludeHuff
Miss Hamby
- Aesthetic Dance Chalif
Mrs. Jeffers and Miss Johanna Basso
- A Birthday Cowen
- Enchantment Salter
- Birth of Mora Leoni
Miss Linton

ON Friday evening, June 29, the faculty entertained the students of the summer session at an informal dancing party in the gymnasium. The ever welcome ice cream cones were served during the latter part of the evening.

THE Normal gladly welcomes those members of the summer school who are accustomed to be with us as well as those who are here for the first time. Superintendent S. O. Clinton, of Baraga, Mr. L. A. Chase, of Houghton, Miss Winnifred Lacey, of Ishpeming, and Commissioner W. T. S. Cornell, of Manistique, are now old friends. Our summer faculty has been further increased this year by Mrs. Cora Jeffers, principal of the Painesdale High School, who is in charge of the work in physical training. Miss Florence Wilson, of Iron Mountain, who is in the science department, and Mr. W. F. Lewis, concerning whose coming our issue of November 1916 made note. Mr. Lewis is making his first appearance with us this summer, and is to take the position as head of the department of physical science left vacant by the resignation of Dr. T. C. Hebb.

THE following students have been granted Palmer Certificates
Ruth Bielenberg

- Tillie Blomgren
- Henrietta M. James
- Lucille James
- Signe Johnson
- Florence Johns
- Anna Abramson
- Anna I. Anderson
- H. Orville Bell
- Irene E. Bond
- Harry Bottrell
- Arbutus Brown
- Ruth Burns
- Edith E. Carlson
- Ethel Carlson
- Beatrice E. Crawford
- Olive P. Dobbs
- Ellen C. Dahl
- Elizabeth Diederichs
- Hazel Flynn
- Mae Farson
- Helen Giesen
- Geraldine K. Harrington
- Beulah Howe
- Julia Korteniemi
- Ella La Perriere
- Minnie Jundin
- Etta Lavers
- Clara Larson
- Elma Moilanaen
- Jennie McCauley
- Bertha Mitchell
- Isabell Moyle
- Irene Miles
- Marie Moe
- Fannie E. Martin
- Viola Nepper
- Emma Nichols
- Gertrude Netterblad
- Klara M. Nelson
- Eva G. Prince
- Lillian M. Pearce
- Nina Rule
- Clara Richards
- Helen Stanchina
- Ila M. Stoddart
- Albena Stanchina
- Margaret Schannenk
- Dorothy Stetter
- Hildur Sandberg
- Clarence Saunders
- Lily Strand
- Eliza Thomas
- Helen Trevarrow
- Alice J. Tuoi
- Lucille E. Wareham
- Lillian Wickstrom
- Dorothy Williams

ON July 20 Ygdrasil gave a program followed by a social evening. The program consisted of readings and musical selections.

THE "Pageant of Sunshine and Shadow" and "The Christmas Carol" which were presented by the children of the third and fourth grades with the assistance of a number of students, are to be repeated on the evening of Wednesday, July 25.

THE men attending the summer session entertained their friends at an informal picnic supper at the Island on July 20.

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Home Made Candies

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L. APOSTLE, Prop.

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SPECIAL ATTENTION TO BANKING BY MAIL
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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.

ENGAGEMENTS have recently been announced as follows:

Dumond, Margaret K., '13, and Mr. Clark U. Haire, of West Branch. The time of the wedding has not been decided upon.

Flynn, Hazel, '17, and Mr. Frank C. Donckers, of Marquette. No date has as yet been set for the wedding.

Holley, Clarence, year '04, and Miss Vera Robinson, of Ironwood. The date for the wedding has not been set.

Phelps, Emily Fitch, '17, and Mr. Clarence B. Randall, of Ishpeming. The wedding is to take place in August.

Purchase, Gertrude, '13, and Mr. Roy Bedell, of Wakefield. The date for the wedding has not been given out.

Williams, Catherine Armstrong, '16, and Mr. James Austin Stockwell, of Marquette. Definite arrangements for the wedding have not been made.

MARRIED on June 28, 1917, at Rockland, Pearl Adair, '16, and Mr. Carl F. L. Jessen, of Clinton, Iowa. Their address will be Rockland. Mr. Jessen is to teach music in the Illinois Woman's Institute in Jacksonville, Illinois.

Bellstrom, Alma, '13, and Mr. John Lindquist, of Marquette, were married on June 9, 1917. They are living at 312 Waldo Street, Marquette.

Bucket, Edith Irene, '12, and Mr. S. S. Safford, of Bisbee, Arizona, were married on Wednesday, June 6, 1917. They are living in Bisbee, Arizona.

Fassbender, Clara, '16, and Langan Foard, '16, were married in Marquette on March 4, 1917. They will make their home after the first of September in Dodgeville, where Mr. Foard is principal of the Isle Royale School.

Flaa, Kristine, G. S. '14, and Mr. Henry Sherman, of Sault Ste. Marie, were married on Saturday, June 30, 1917, at Ishpeming. They will make their home at Sault Ste. Marie. Mr. Sherman is in the employ of the tanning company in Algonquin.

Gallup, Beatrice, '17, and Mr. Henry C. Perry were married on July 7, 1917. They will make their home in Gastra.

Gullans, Elsie, G. S. '14, of Mass, and Mr. Ernest E. Walline were married in Greenland on June 24, 1917. They will make their home near Pittsburgh, Pennsylvania.

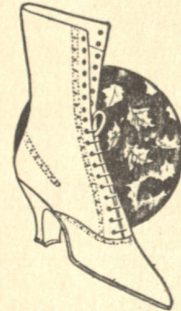
Henrietta, Elizabeth G., (Bessie), '14, and Mr. Walter Vincent Blaney were married at Escanaba on June 20, 1917. They will be at home after August 1, at Nahma.

Jenkin, Beatrice A., '13, and Mr. William Davey of Painesdale were married in May, 1917. They will make their home in Painesdale where Mr. Davey is a jeweler.

Jenkin, Ethel M., '10, and Mr. Alfred Kelly were married June 7, 1917, at Ishpeming. They are living in Ishpeming where Mr. Kelly is employed by the Oliver Iron Mining Company. Mrs. Kelly has been a member of the teaching staff of the Ishpeming schools since her graduation from the Normal.

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Kamrath, Bertha M., '10, and Mr. Alfred Verville, of Houghton, were married on July 9, 1917. Mrs. Verville has been teaching school in Houghton and Escanaba since her graduation from the Normal. Mr. Verville, who is an aeronautical engineer, has been employed by the Curtis brothers, but has recently accepted a position with the United States government and will be located in Washington, D. C., where they will make their home.

Kelley, Belle, '05, and Mr. Fred W. McGinnis, of Houston, Texas, were married on June 5, 1917, in Beaumont, Texas. They are living at 919 Dallas Avenue, Houston, Texas.

Kincaid, Gladys, '13, and Mr. Guy L. Aucutt of Antigo, Wisconsin, were married at West Houghton on July 6, 1917. They will make their home in Antigo, Wisconsin, where Mr. Aucutt is a produce merchant.

Lord, Susie, '15, and Mr. Armond Berdinner, of Iron Mountain, were married on June 16, 1917. They are living in Iron Mountain.

Love, Mary V., '13, and Mr. Ralph R. Eldredge were married on Thursday, June 14, 1917, in Marquette. They are living at 501 East Ridge Street, Marquette.

Luciere, Evelyn, '15, and Mr. Arnold J. Valaske, of Iron Mountain, were married at the close of school in June. They will make their home in Iron Mountain, where Mr. Valaske is employed as manual training instructor.

McCombs, Jean, '14, and Mr. Forrest J. Kepler were married on July 12, 1917, at Marquette. They will reside at 255 West Specular Street, Marquette.

Madden, Hazel Jean, '12, and Mr. David Lynn Holmes, of Detroit, were married on June 22, 1917, in Detroit. They will make their home in Detroit, where Mr. Holmes is coach in the Cass Technical High School.

Neault, Irene B., '13, and Mr. John E. Horngren were married on July 5, 1917, at Marquette. They will reside at 140 West Michigan Street, Marquette.

Richardson, Johanna, '15, and Mr. Matthew A. Brami were married in Bessemer on June 15, 1917. They may be addressed at Bessemer.

Ruona, Lempi S., G. S. '16, and Rev. M. Eli Meryjarvy were married on June 4, 1917. They are living at Lake Norden, South Dakota.

Soddy, M. Irene, '13, and Mr. Erle Hunter Thompson, of Jerome, Arizona, were married on Saturday, June 30, 1917, at Calumet. They will make their home in Jerome, Arizona.

Stafford, Ruth Flower, years '06-'16, and Dr. Roscoe C. Main, of Marquette, were married on July 12, 1917. Dr. Main has enlisted in the U. S. Medical Corps, and until he is called into service they will reside in Marquette.

Tousignant, Emma, years '16-'17, and Mr. John Lapoint, Jr., of Ishpeming, were married on Wednesday, June 27, 1917. Mrs. Lapoint taught a rural school near Ishpeming last year. Mr. Lapoint is employed by the Aetna Powder Company near National Mine.

Huntington, Florence J., and Mr. George P. Brown, of Marquette, were married on July 12, 1917, in Toledo, Ohio. They will make their home at 608 Spruce Street, Marquette.

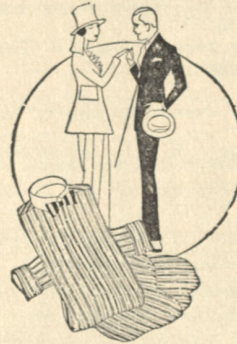
Bennett, Dr. A. K., city health officer and medical examiner at the Normal, was married on June 20, 1917, at Penn Yan, N. Y., to Miss Margaret Conlin, of that place. Dr. and Mrs. Bennett live at 209 East Arch Street, Marquette.

BORN, on July 2, 1917, to Mr. and Mrs. Frank Vincent Burroughs (Katharine Watson, '11), of 1321 W. Genesee Street, Saginaw, a son, Frank Vincent, Jr.

On June 21, 1917, to Rev. James E. Crosbie, year '13, and Mrs. Crosbie (Satie S. Thompson, '02), of 116 East

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Main Street, Negaunee, a son, Arthur Edward.

On June 22, 1917, to Mr. and Mrs. Perry Hatch (Marguerite Kimball, '14), of 336 E. Crescent Street, Marquette, a daughter, Mary Lorraine.

On June 19, 1917, to Mr. and Mrs. Frederick W. Hyde (Rhoda Williams, years '06-'09), of Rumley, a son, Frederick Walton, Jr.

On September 18, 1916, to Mr. and Mrs. C. Rowe (Ida M. Simons, '13), of Amasa, a daughter, Marion Eunice.

DEATH came to Cecile Huddleston, G. S. '15, in May of this year at her home in Rockland. Miss Huddleston taught second and third grades in Victoria Mine for one year after she left the Normal, but owing to illness she was obliged to discontinue her work last year. Her death was due to tuberculosis.

Mrs. Victor Hardes (Clara Whitney, '11), died at Escanaba on June 11, 1917. She is survived by her husband and an infant son.

COLLINS, Victoria, '01, is Mrs. Thomas H. Harvey, of Alpha.

Nys, Elizabeth, '06, is Sister Mary Rosalie, of St. Joseph's Academy, Green Bay, Wisconsin.

Bahrman, Harriet, '07, is Mrs. Fred Saunders, of 318 West Michigan Street, Marquette.

Aldrich, Thomas Bailey, '09, has resigned the superintendency of the Brimley schools, and is now commissioner of schools in Chippewa county. His address is Sault Ste. Marie.

Donovan, Rose, '09, is Mrs. V. F. Kim, of Missoula, Montana.

Harrington, Margaret, '09, is teaching the eighth grade in the school in National Mine.

Benson, Matie A., '10, has been teaching in Chippewa county during the past year, but is now at her home, 208 Chippewa Avenue, Manistique.

Byrne, Mary Marcelline, '10, is Sister Roberta, of St. Joseph's Academy, St. Louis, Missouri.

Clark, Martha Bacon, '10, resides at her home at 200 South Fourth Street, Marquette.

Fletcher, Grace, G. S. '11, is Mrs. W. H. Kelling, of Marquette. Mr. Kelling died last October, and Mrs. Kelling returned to Marquette. Since the beginning of the year she has been a student in the School of Chiropractics in Davenport, Iowa. Her present address is 429 Iowa Street, Davenport.

Liberty, Gordon R., '11, has been teaching in St. Ignace during the past year, but has been elected superintendent of schools in Deerfield, Wayne county, for the coming year.

Pendill, Claudius Grant, '11, and his brother, Alpheus Felch, '12-'14, have resigned their positions in Racine and have enlisted in the navy. At present they are at the United States Naval Training Station at Great Lakes, Illinois.

Goodney, Pearl, G. S. '12, is Mrs. Hugh Crandall, of West Crescent Street, Marquette.

Steimle, John M., '12, is teaching in the high school in Painesdale. His address is Atlantic Mine, Houghton county.

Myrene, Delia, G. S. '13, is Mrs. Herbert Anderson, of Mass City, Michigan.

Cornell, W. T. S., '14, is Commissioner of Schools in Schoolcraft county, and lives in Manistique. During the present summer, however, he is teaching agriculture in the Normal.

DeBoer, Ruth, '17 may be addressed at 1811 South Washington Street, Saginaw, where she has been teaching during the past year. She has been reelected to the same position for the coming year.

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