

# The Weekly Almanian

VOL. VI, NO. 6.

TUESDAY, OCTOBER 15, 1912

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## INAUGURAL PROGRAM

And Anniversary Day Attended by  
Synod of Michigan

REV. J. CLIZBE RECEIVES D. D.

Both Addresses Much Appreciated by Large  
Audience

At nine-thirty Friday morning the student body and faculty of the college met at Wright Hall, where they formed a procession, which was led by the senior class in caps and gowns for the first time this year. The faculty took up the rear. When the head of the line reached the door of the administration building all stopped forming a line on each side of the walk, then the faculty marched through and into the building first, followed by the lower classmen, the seniors this time taking up the rear of the line. They were seated on the left side and rear of the auditorium reserving the center of the room for the Synod of Michigan, which came in a few minutes later. The Board of Trustees, which had just adjourned from a short meeting in the Presbyterian church, took its place upon the rostrum with Dr. Blaisdell, the Moderator of the Synod, and visitors from other colleges.

When these bodies entered the student body led by Oral Misenar greeted them with rousing Alma yells.

Rev. Daniel Starker, D. D., Moderator of the Synod, then called the meeting to order. The first number of the program was "Unfold Ye Portals" (Redemption), Gounod, which was rendered in a splendid manner by the chorus. Rev. Jay Clizbe then offered prayer. The student body, led by Prof. Veatch and his chorus sang the College Song for the third number. Then came the big number of the celebration of the twenty-fifth anniversary of the opening of the college. This was the commemoration address of Rev. James M. Barkley, D. D., LL. D., "The Logic and the Men Who Made Alma." Dr. Barkley sent his regrets for his inability to be at Alma in person and turned the written address over to Rev. C. A. Lippincott, of Flint, who read the masterpiece in a masterful and pleasing manner. Brief extracts of the splendid address are found in other columns of this issue. This part of the program was closed by a hymn, "O God of Bethel."

Immediately the long-looked-for inaugural program was opened by the same presiding officer. Dr. Stark of the First Presbyterian church of Saginaw offered prayer. Dr. Starker then administered the following vows, which were repeated by the president-elect:

"I, Thomas Charles Blaisdell, do solemnly promise to support the Constitution of the United States; so help me, God.

"I do solemnly promise to bear true faith and allegiance to the government established in the State of Michigan under the authority of the people; so help me, God.

Continued on page 4.

## ... Alma 6, U. of M. Freshmen 0 ...

With the snap and the dash that will win every remaining game on the schedule the football team scored the first victory of the season last Saturday against the University of Michigan Freshmen in one of the most thrilling games played on their home gridiron. That same unconquerable spirit which held the Agies to a scant victory and is characteristic of all their playing was the principal feature of the struggle Saturday. While the Freshmen, on the other hand, though far superior in weight, lacked coherent team work and played with spasmodic effort.

A regular gale was blowing and the Freshmen's kick-off was a weak attempt, scarcely reaching Von Thurn on the thirty yard line, who carried it back ten yards. After short gains through the line a forward pass was tried, but unfortunately a strenuous breeze grasped it and propelled into the outstretched arms of one of the enemy the ball was lost to Alma. Three plunges over the guard's body netted five yards but, when, on the next play, a forward pass was essayed, Vogt scooped up the squirming spheroid and sprinted fifteen yards to the middle of the field. Judging his opponent's choice a good one, Vogt, following suit, shot a long pass to Goodrich who was downed after twenty yards had been gained for the Maroon and Cream. Three attempts in succession were made to pierce the enemy's line and all were barren of result. Goodrich was then called upon to try for a dropkick from the thirty five yard line, but the mud spoiled the kick and the Freshmen put the ball in play on their own five yard mark. Goddess Fortune smiled on them, for on the punt out they recovered their own punt. Two fumbles of the slippery ball by the University youngsters at this point of the quarter marred the playing. The second of these "Ox" fell on and the ball was Alma's. But a fifteen yard penalty and a failure at a forward pass sent the ball up into the enemy's territory and gave it to them, and they proceeded to lose in four downs.

Just to discourage the visitors a trifle, Harry Shultz lifted a spiral for fifty yards, when the ball could not be advanced by other means, and then Captain Johnson dropped the quarter-back in his tracks. "Eph" carried the ball for ten yards on a bewildering fake which took the Fresh line off its feet by its suddenness. Edgerton added five more on a tackle around play. The quarter ended with the ball on the University's one yard line and despairing prayers being uttered from the Ithaca contingent.

Alma's backfield men could not carry the ball across in three downs, so Vogt with unexpected celerity took the ball himself and under the shadow of Misenar's back crossed the goal line for what proved to be the only score of the game. Goodrich failed to goal from a very difficult angle.

In the second half, W. Schultz took Wood's place, but otherwise there were no changes in the roster of either teams as they took the field to renew the game. The brother, Harry, kicked to Beechler and Yerex tackled him after he had made a short gain. Various kinds of football were played

in the next five minutes; with the ball on their own forty yard line the Freshmen fumbled again and as usual recovered. After a small loss they tried a forward pass which failed and on the following play ran fifteen yards on a cross-buck. Another long pass fell short and Galt punted to Vogt; a fifty-yard twister. A series of short gains followed, with Henning, W. Schultz, Edgerton and Vogt contributing between five and ten yards apiece.

A forward pass brought nothing for Alma and Schultz punted to Cattlet who was tackled by Von Thurn in a spectacular manner. Henning was called upon for a line plunge and responded with a five yard gain through tackle, but was laid out in the play, though he resumed the game after he had gotten his bearings. A fumble lost the ball on the next play. This so enraged the big blonde leader of the Alma team that, when the ball was put in play by the Freshman center, he jostled the whole right side of the line and tackled the fullback who had scarcely received the ball, and threw him for a loss of ten yards. The Freshmen punted and "Stub" Vogt returned the kick five yards. On the subsequent play was pulled off the prettiest specimen of real football of the whole afternoon; Henning received a forward pass from Vogt and ran for thirty-five yards before he was finally brought low; and this the quarterback followed up with a ten yard pass, with "Von" on the receiving end. Henning added five more on a buck. A loss necessitated a punt which Schultz performed with creditable vehemence. At this point the visitors came to life with a rush and gained fifteen yards in three downs by straight football and enforced with a forward pass for thirty yards. At that time only, did the Freshmen look dangerous. But the Alma line speedily put a damper on their aspirations and held them for downs. To end the third quarter Galt punted fifty yards.

With the beginning of the last quarter Harry Schultz returned the punt against the wind for forty yards and Johnson made a pretty flying tackle. Goodrich downed the next man in an even more decisive manner. Alma punted for fifty yards and the Freshmen gained five on the play. They immediately kicked for the sum total of five yards and "Ox" returned it for an equal distance. Again did the forward pass fail and the Freshmen gained possession of the ball. Yerex threw the runner for a small loss. On the next play, Misenar did the "Horine" stunt over the center's head and caught the quarterback before he had time to get rid of the football. Alma's ball, first down, and "Bill" Schultz made two first downs in the same number of trials. The younger brother added two more by skirting the ends. Beechler retired with a sprained ankle and Hodges took his place till the end of the game. Harry Schultz gained five between their guard and tackle and "Eph" duplicated his feat. Henning carried the ball forward ten yards in three downs but fumbled and a Freshman secured it. The half and game ended with the ball in the visitors' possession on their twenty yard line and with Alma playing harder than

Continued on page 5.

## 250 AT BANQUET

President Hutchins of U. of M. and Men  
from Other Colleges Speak

L. S. BROOKE '96 TOASTMASTER

Many Pledge Support and Pay Tribute to New  
President

The fine social feature of the day was the informal banquet at Wright Hall, directly following the inaugural address. This was attended by about two hundred and fifty persons, including members of the Synod of Michigan, the Board of Trustees, members of the faculty, friends of the college and students. After the Synod, Board of Trustees and faculty had faced the camera on the steps of the hall, all were conducted into the dining room under the direction of Prof. James E. Mitchell. President Blaisdell leading the way was followed in order by visiting members from other colleges, trustees, alumni, seniors, members of the Synod, visitors, juniors and all the rest. When all were nicely at their proper places, Dr. Spencer of Ionia invoked the divine blessing. Then came the splendid luncheon so nicely prepared under the direction of Miss Albertson. At 2:30 p. m., Dr. Starker, of Calumet, moderator of the Synod, rose to his feet and called the Synod to order. Rev. Cleaver of Big Rapids then offered the following motion: "Be it here resolved that the Synod of Michigan extend their hearty thanks to the Trustees and Faculty of Alma College for their liberal arrangements in bringing us to Alma and providing this splendid banquet." This was passed upon by a hearty hand clap from the members of the Synod. Dr. Bryant of Detroit then moved that the Synod adjourn to meet in Adrian, October 2nd, 1913.

Things were then turned over to Rev. Louis S. Brooke, '96, of Howell, who was the toastmaster of the occasion. Introductions were very short at first as several of the speakers had to get through in time for the three-thirty train, nevertheless he brought in some of his humor, which is always enjoyed by the friends and alumni of Alma. He first called upon Prof. Albert P. Cook to read greetings from absent friends, which we give here only in part.

President Samuel Dickie of Albion College: "Cannot get through. Albion sends congratulations and best wishes."

Ex-president A. F. Bruske: "It will be a great day; probably the greatest that Alma has ever seen. I congratulate you upon it and upon the happy beginning of your work."

Dr. Remsen Bishop, Principal of Detroit Eastern High School: "Alma College has stood for high moral ideals and sound scholarship. Everyone interested in education, and especially everyone so interested and living in Michigan, will join in the confident expectation that under President Blaisdell Alma will continue its valuable work for the state and for the nation."

Continued on Page 8

### THE LOGIC AND THE MEN WHO MADE ALMA.

It was much regretted that Dr. Jas. M. Barkley was not present to deliver his splendid address on "The Logic and the Men who Made Alma." However, it was read in a masterful manner by Rev. C. A. Lippencott of Flint. The paper was a masterful history of the beginning of Alma College. It showed a great deal of work and splendid diction. Many compliments were tendered the splendid history. The reading of the paper took a little more than an hour and held the listeners spellbound during the entire period. Below is a brief extract; space does not permit a more lengthy statement. The College will have this address printed in full, so that it will be within the reach of all who desire it. Every person interested in Alma should not be without a copy when it is published.

"Stirring with the sense of immortality, man instinctively resists the tendency to decay and oblivion. With the most urgent appeals of his faith, aye, of his fanaticism; with every appliance known to science, he tries to wave back into its gloomy abode, the shadow that somewhere waits and sits for all. When faith and effort cannot avail to give him faith and discharge in that war, then, like the great Greek artist who sketched his own lineaments amongst the warriors on the battle shield of the goddess Athena, man strives to live in his own works. With Moses, the man of God, he chants as his dying request, "Establish thou the work of our hand upon us; yea, the work of our hand, establish thou it." If this distinction be denied him, then he tries to leave at least some simple stone graven by art and man's device and dedicated to his sacred memory. Rare and poor and pitiful, indeed, is the grave at whose head there stands no memorial. With myriads of ideals and innumerable forms of expression, the instinct of humanity registers its protest against forgottenness and decay.

"Today, instinctively with this general conception, we stand on this eminence of a quarter of a century in the history of our college. For a few swift moments of memorial, we mark time on this mountain. We recall, in part, at least, the men who made Alma college what it is today. Some of them remain unto this present, but the greater part are fallen asleep. We rapidly pass their work in review. We analyze their logic. We balance their motives. We breathe again such atmosphere, as, rushing down from the high mountain of vision, exhilarated and inspired them for their splendid task twenty-five years ago. We let the dynamics that energized them play over our spirits. With the sympathies of our spirits, we are in unison with them. We will here hallow their memory. And then taking fresh courage and inspiration from that which they did here, we shall lift our heads, square our shoulders and swing away into quick step that shall swiftly carry us into those still rarer regions of achievement for our college, of which they dreamed, but unto which neither they nor we have yet attained."

With the preceding introduction, the powerful theme of the address was gone into. "The logic that overbore a reluctant synod and transformed its indifference into enthusiasm, was the logic part, of a theological system that dominated these college builders. \* \* \* Another phase of the masterful logic that convinced the synod and swung it into line for its own college, was what one may call the logic of reaction." Following this the history of the formation of the college was told in detail as taken from the records of the synod.

Before the college was organized, the Presbyterian church of Michigan contributed liberally to the support of Olivet college and in return were to

send their students to the Congregational college. Because of the small number of young men studying for the Presbyterian ministry each year and in some years none, a small minority of the synod believe that a Presbyterian college in Michigan would give an impetus to proselyting for the Presbyterian ministry. The majority of the synod were not in favor of a Presbyterian college and were strongly in favor of continuing to send the Presbyterian students to Olivet. The small minority struggled along year after year, gaining gradually in numbers and finally under the politic leadership of Dr. A. F. Bruske came into the majority. Then the college was assured as soon as the necessary funds could be obtained.

Among the members of the synod was a man of singular intellectual force, the Dr. J. Ambrose Wight, pastor of the Bay City Presbyterian church. At the conclusion of the session of the synod which voted favorably to the establishment of a Presbyterian college, Dr. Wight returned to his home and on the next Sunday evening service preached a remarkable sermon favoring the foundation of the college. So strong so powerful, was the effect of this effort, that at the conclusion of the service, Alexander Folsom, a bosom friend of Dr. Wight and a wealthy lumberman, met Dr. Wight as they were leaving the church and subscribed \$50,000 to the project. In a short time the late Ammi W. Wright invited the committee of the synod, who had the matter in charge, to his home, entertained them and gave property and grounds, at that time valued at \$40,000, upon the condition that the committee raise \$150,000 including the amount of his donation. Thus the college was founded.

The preceding is a brief history of the founding of the college. After an elaborate account of those facts, the address continued, "And they have kept their vow and redeemed their pledge. They? And who are they? They are the men who made Alma. Were we to call the roll of them, how great and frequent would the gaps of silence be. \* \* \* One original trustee, that princely man, that Nestor of the session of the church, in which we have just been meeting, that munificent giver, Mr. Thomas Merrill, passed in but a few days ago, at the ripe age of 97 years, into the land of eternal youth. He was one of the generous givers and wise counsellors of the college in its early years of struggle. \* \* \*

"Standing at the head, the first unconscious builder of Alma, is a stalwart figure. In physique, in mind, in initiative, in energy he was a stalwart. A dominant personality looked forth through his eyes. He had a command of a veritable Captain of Industry. He had the spirit of the pioneer. He laid the axe upon the great trees, made a clearing and carved out a fortune. With the value of education in appreciation of Alma, he began to build educational institutions here. And he builded better than he knew. When the Synod sent out its committee to consider the founding of the college and to discover the means of founding the institution, it did not know of him. The committee did not discover him, but he discovered it. He heard their needs, he learned their plans, he weighed their purposes and motives, he made them his guests for a day, and, then this princely gentleman, of another communion, laid down at the feet of this committee of Presbyterians, grounds and buildings worth at the very least \$40,000, the nucleus of a great educational equipment. And from that moment the existence of Alma college was made a certainty by the generosity of Mr. Ammi W. Wright. He added yet other gifts as the years went by, till the grand total must be hardly less than \$250,000. And more than that, he gave himself as the friend and counsellor of Alma. By his freshly made grave

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# ALMA COLLEGE

## ALMA, MICH.

### COLLEGE EXTENSION DEPARTMENT.

Alma College is planning to bring college instruction, with college credit, to many who cannot enter the college halls. The Extension Work will include:

**Saturday Classes** for teachers who will come to Alma for instruction. Work will be offered in Public School Music, Public School Drawing, Story Telling, Biology (nature Study), Teachers' German, and Pedagogy. Teachers may take any one course, or several courses, as they will be presented at different hours.

**Evening Classes** for high school graduates and others fitted to do college work, living in or near Alma. These classes will be given at the college and in nearby towns. Work will be offered in college mathematics, public speaking, lyceum reading, German (Goethe and Schiller), pedagogy, psychology, philosophy, political economy, money and banking, European history, American history, chemistry (for drug clerks), qualitative and quantitative analysis (for high school teachers and others having available laboratory opportunities), Bible study, gymnasium work, and other subjects that may be demanded.

**Correspondence Work** in any of the subjects mentioned under the preceding paragraph, so far as possible, and also in book-keeping, in Greek art, in ancient literature in English, in famous and current biography, in Tennyson's poetry, in Shakespeare, and in other subjects for which special arrangements may be made

**Music.** The School of Music plans to establish branch schools in adjoining towns, in which instruction in voice, piano, pipe organ and violin will be given, under the instruction of members of the faculty. Where practicable, competent instructors now working in these communities will be affiliated with the college, thus enabling credits to be received toward graduation from the College School of Music. Choral Clubs, Glee Clubs, and Orchestras will be organized wherever the musical demand warrants. These organizations will affiliate with like organizations at the College, and an exchange of talent will become possible that is now difficult to accomplish.

**Popular and Semi-Popular Lectures** by faculty members, either single or in courses. Courses in History, in The Chemistry of the House, The Chemistry of the Farm, The Makers of the American Nation, How to Appreciate Literature, and single lectures on Popular Bacteriology, Common Insects, The Glory of the Heavens, etc., are available, besides many lectures and addresses purely popular and appropriate to lyceum and platform occasions, Memorial Day, Grange Meetings, Farmers' Clubs, Sunday School Associations, Men's Clubs, etc. Write us your needs.

**Lyceum Courses.** The College offers to towns and rural communities within reasonable distance a course of five entertainments for \$100 and local expenses. This includes (1) the Male Quartet, an organization of soloists, with a reader, a whistler, and a pianist; (2) The Alma Concert Trio, made up of faculty members, and including a Concert Pianist, a Violinist, and a Baritone Soloist; (3) an entertainment by the department of Public Speaking and Reading, accompanied by a Soloist; and (4 and 5) two lectures of a popular or semi-popular nature, by faculty members. Full particulars if you are interested.

#### WRITE US YOUR WANTS

A Bulletin containing full information will be published shortly. Help us make it complete by letting us know at once concerning the work in which you may be interested.

Full college credits for college subjects completed in a satisfactory manner. Fees will be moderate.

Address, President THOS. C. BLAISDELL,

Alma, Mich.

we pause today in grateful memory of his generous gifts."

The address continued with fine tributes to Alexander Folsom of Bay City and especially to Dr. Wight, for it seems to that notable gentleman, more than to any other is due the lion's share of the credit for the real beginning. Around him were attracted by the force of his wonderful personality and infinite endeavor, a group of noted men, who through his influence were attracted to the project of the college and gave liberally to its founding and preservation. Among them was the Hon. Nathan B. Bradley, a member of congress and a wealthy lumberman. "He was one of Nature's noblemen. A man of large vision and great business interests, his time, his wisdom, his money were freely given to the making of Alma."

To the ministers of that day grand tributes were given and especially to Darwin C. Smalley, Rev. Wm. A. McCorkle and Rev. David Mack Cooper, D.D., for their great wisdom and guidance. Speaking of Dr. Cooper, the following was said: "He sent to Alma the Benjamin of his heart to be trained there, and the stored treasures of wisdom that had enriched his own life, were laid by him in Alma's library."

In the highest terms were Dr. G. F. Hunting, first president of the college, Miss Mary C. Gelston, the first ladies' principal, Dr. Kendall Brooks, and Prof. J. W. Ewing, "that noble man and father of the present Prof. Ewing," spoken of.

"And here is another that must be named in the honor roll of Alma. He was a pioneer in the enterprise. He was one of the first trustees. He was the second president of the college, called to that high place before the first college class had been graduated, and there to give every diploma hitherto conferred by the college, was Rev. August F. Bruske, D.D., LL.D. Dr. Bruske was called to the presidency in a critical period of the history of the college. He left a most attractive pastorate to take this weighty charge upon him. And from that time on for him to live was Alma. "This one thing I do," was his motto. He thought Alma, he talked Alma, he dreamed Alma. He was Alma incarnate. After twenty-one years of such service to this synod in its college, Dr. Bruske asked to be relieved of its executive duty. He laid down the presidency full of labors and of honors. Your representatives of the Board of Trustees released him and conferred upon him the highest honorary degree given by the college and they bade him, in your name, go apart and rest awhile. If you would see his monument and the monument of the mighty men who wrought with him unto this day, look about you."

"And now turning in the tenderest regard from a past pathetic, splendid and inspiring, we face the luring future. We clasp hands with the new order and the new opportunity. We hail the incoming administration. We pledge to our prayers, our gifts and our confidences and our co-operation. It finds Alma brick. May it leave it stone. It finds an endowment of a few hundred thousands; may it leave it millions. It finds here already established, a solid reputation for sound learning. May it leave it a luster of letters full high advanced. It finds here enthroned the Christianity of Christ and the Bible. May it leave here a faith that sees more deeply and truly into the truth of God and into the widening vision of the Eternal City. May the coming generations of youth find here a love of learning and a love of righteousness that shall make Alma a praise and a joy unto the ends of the earth."

Dr. Blaisdell, in chapel—"If you don't believe it is right, don't be Democrats or Republicans or Bull Moosers—what is the plural of Bull Moose?"

Prof. Cook—"There is only one."

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## Advertising Rates on Application

## ASSOCIATION MEETINGS.

Wednesday, October 16 — "The Power of United Prayer." Gladys Dershem.

Y. M. C. A. Sunday evening—"Fellowship"—Lester Von Thurn.

Sunday, October 20 — Missionary Rally.

## TO OUR READERS.

Alma college is starting on a new era. The inauguration of our new President is fully told in this issue. Thus, thinking that the Alumni as well as the Synod of Michigan would be interested in reading about this great event, we have taken the liberty to send the Almanian to a large majority of the old students and friends of the college. If there is anything that may be said about the President's inaugural address, it is progressiveness. Our new leader is certainly a progressive man, and in order that you may all keep in touch with Alma, it is almost necessary to take the Almanian. So if any of you would like to be considered a subscriber, would you be so kind as to pay your subscription of one dollar, or drop us a line, saying that you would like to take the paper, but will remit later.

## PHILOMATHEANS HOLD ANNUAL INITIATION BANQUET.

Dresses, Menu, toasts and what not were discussed and Philo and Philomathean were heard everywhere in Wright Hall Monday. At seven o'clock the old girls were in their places and in time by the beautiful and impressive initiation ceremony the Misses Marguerite O'Donnell, Ruth Ellis, Anda Gill, Marian Karl, Margaret Hoaker and Isabel Henderson became Philomatheans.

This pleasure concluded, the new and old members marched to the first floor where our guests, Mrs. M. Fancher, Mrs. Chas. Rhodes, Mrs. L. Ellison, Mrs. Styles Kennedy, Misses Bjoen and Halfiger joined us. The boys' reception room where the tables were laid was scarcely recognizable. Its stiff, upright, everyday look was completely disguised by great clusters of autumn leaves, ferns and shaded lights. Banners and pillows arranged with artistic skill were everywhere.

At nine-thirty, chairs were pushed back and Della Struthers our president took charge. The fact that the toastmistress was Della puts the Hall Mark on this portion of the program. With tact and cleverness she introduced the five speakers. Marcella Adams, speaking "Smile and the world smiles with you," made every one present not only smile by her witty words but laugh and applaud. Then Mrs. Rhodes told us of "The days gone by." Everything she said was of the greatest interest to

us for both Mrs. Rhodes and Mrs. Ellison were charter members of Philo when it began some twenty odd years ago.

Bernice Walker was just the girl to respond to such a toast, "They talk of woman's sphere as if it had a limit," and Faith Wellor on "Your mission," was excellent as Faith Wellor is in everything. Margaret Hoatson proposed a toast on behalf of the new girls, then Della read letters from many of the old girls, Neilson, Baker, Gorton, Shaw, Mitchell, Ressegue, Messenger, Hewitt, Dulig, Randels, Mrs. Frank, Locker and many others. With Philo spirit, we sang our Philo song and the initiation banquet of 1912 was over. S. B.

## Y. W. C. A.

We have every opportunity of making this year a banner one for the Young Women's Christian Association. On Sunday afternoon, October 6, we received our new members. The beauty of the day added to the beauty of the Recognition service, helped us to realize the significance of the band into which we had entered. At the close of the service each new member was given a white carnation, symbol of the new covenant with Christ.

Thirty-six new girls have joined Y. W. as active and associate members and five faculty women as honorary members. Without exception every girl in Wright Hall belongs to Y. W. Over thirty of the old members are back. This will make our membership of over seventy probably the largest an Alma association has ever had.

Our cabinet is a strong one and it represents in its composition every type of college girl and every college interest. The number of graduate and undergraduate members is almost equal, so that we have the experience of the one combined with the freshness of spirit and initiative of the other; a combination which makes for growth.

Our mission study class will be organized within the next two weeks. This year courses in home and foreign missions both will be offered. The subjects for the courses will be "The Chinese Revolution," and "The Immigrant."

## INAUGURAL PROGRAM

Continued from page 1.

"I do solemnly promise to perform faithfully, impartially and justly all the duties of the office of President of Alma College according to the best of my abilities and understanding; so help me, God."

Dr. Starker then declared him duly inaugurated as president of Alma college and presented him with the keys of the institution amid hearty applause and cheers from the audience.

President Thomas C. Blaisdell, Ph. D., then proceeded to give his splendid inaugural address, "The Renaissance of the Denominational College." It showed great study and was full of the best twentieth century ideas. Time after time he was forced to stop while the audience applauded his splendid address and masterful delivery. The address is printed in full in another part of this paper.

One of the most pleasing things of the whole day followed the address of Dr. Blaisdell. Rev. Jay Clizbe was called to the platform by the new president and in behalf of the Board of Trustees the president conferred the degree of Doctor of Divinity upon him. It came as a great surprise to Mr. Clizbe, who had not dreamed of such a thing. The student body, with which Mr. Clizbe is very popular, showed their appreciation of the act of the Board of Trustees by rousing yells for the new Doctor.

"God of our Fathers" was sung as a closing hymn and Dr. Starker pronounced the benediction. Then all went to Wright Hall to enjoy the splendid luncheon.

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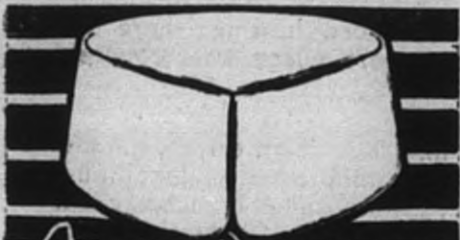
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**ALMA 6, U. OF M. O.**

Continued from page 1.

ever and slowly but surely advancing to the goal line.  
A large crowd was on hand despite the threatening weather and were equally appreciative of the good playing of both teams. Quite a throng came from Ithaca to watch the playing of favorite son, Beechler by name, and they were not disappointed in the least, for he performed in splendid style and was the mainstay on the right side of the line. Though a giant in size, he is fast and carries the ball well.

Vogt played a great game at quarterback and ran the team in fine shape. He also captured every punt which came within a city block of him.

The Line-up:  
Alma. U. of M. Freshmen.  
Von Thurn.....R. E..... Dillman  
Capt. Johnson..R. T..... Norton  
Yerex .....R. G. Beech'r, Hodges  
Misenar .....C..... Cochran  
Van Duzen.....L. G..... Quail  
Edgerton .....L. T..... Deihl  
Goodrich .....L. E..... Davis  
Vogt .....Q..... Cattlet  
Wood, W. Schultz.R. H..... Ream  
H. Schultz.....L. H..... Galt  
Henning .....F..... Benton  
Final score, 6-0.  
Referee, Jenkins.  
Umpire, Smith.  
Head linesman, Gargett.  
Touchdown, Vogt.

"Eph" and "Ox" and Misenar played great games. Find their equals in state college football if you can. It is a hopeless task.

Goodrich encountered a lot of hard luck in his fancy kicking role but will be back better than ever next Saturday against the Methodists.

Hyde and "Ole" Anderson were on the sick and injured list. It is hoped that they will be in shape to help hold Albion.

"Bill" Schultz and Alger Wood alternated at half. Both are brilliant players and reliable.

Henning is improving with every game. He is one of the strong factors both in defense and offense.

**ZETA SIGMA BANQUET.**

At the meeting last Monday night it was decided to hold the annual banquet on the evening of the Olivet football game, November 8. This is about two weeks earlier than usual, but as the Olivet game is the only home contest left for the year and it is the big game of the season, together with the fact that it comes on Friday seemed to make it advisable to change the date. The old Zeta Sigma men who come back for the game or who come back for the banquet can at the same time enjoy the other.

The members of that society take this opportunity of asking all those who expect to be here for the banquet to notify C. A. Montieth as soon as possible, so that arrangements can be made for them. Be sure to notify him not later than October 25th.

A splendid reception was tendered Dr. and Mrs. Bruske by the students and faculty of Hope College last week. By this they have shown the best of good will to their new pastor.

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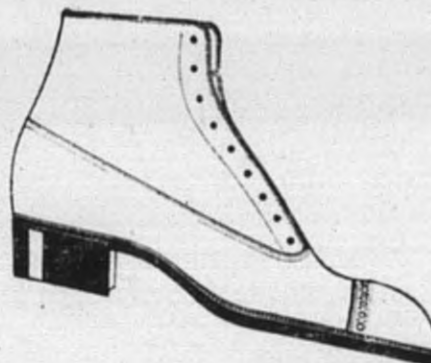
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ALMA, MICH.

## The Renaissance of the Denominational College

### The Renaissance as a Type

The Revival of Learning following the influx into Italy of the "brown Greek manuscripts," after the fall of Constantinople, was not the Renaissance. It was only one of many currents making up that intellectual and moral movement which chronicles the passing from the Middle Ages into modern civilization. The Renaissance, in a word, was the triumph of "progressivism" over conservatism. Its intellectual beginnings were in Italy; its moral beginnings in Germany.

Long before Constantinople yielded to the Turks three of the world's most original creative geniuses, Dante, Petrarch, and Boccaccio, had inaugurated the upward movement known as the Renaissance. Constantinople fell in 1453. Dante died in 1321, and Petrarch and Boccaccio fifty years later. The potent intellectual vigor of these men would have resulted in an intellectual renaissance had the manuscripts of the classical masters never been brought from Constantinople. So too, the moral virility of Martin Luther must have inaugurated a moral renaissance.

The Renaissance was an emerging from ecclesiastical and feudal despotism, a striving for political and spiritual freedom. It was an overthrowing of mental and doctrinal orthodoxy. It was a reaction against long dominant authority. It was the human spirit hurling itself against tradition and demanding a right to think and feel and live for itself. It was man's assertion that he had the same right to delve into the mysteries of life and to attempt their solution that his ancestors had had centuries before. It was a new vision of man and his relation to the world.

Intellectually the Teuton is lethargic compared with the Italian, and this forward movement found him less willing to break with the past than were the Roman peoples. Antiquated methods, conventional dullness, ecclesiastical narrowness, these were almost too powerful in Germany for the progressive movement. The Germanic peoples, however, were open to an influence which would have had but little power in southern Europe. They had a quickened conscience. Service has ever been the dominating trait of the Gothic character. That noble piece of literature, Beowulf, claimed alike by German and Englishman as the literary beginning of his race, is a dedication of service. Therefore it was on the moral side that the Rebirth came to the Germans.

These two great currents, the intellectual from the South, the moral from the North, united in an irresistible force and spread from Western Europe into Great Britain. The result was the Elizabethan Age, that unexampled period of mental and spiritual vigor. Shakespeare, the greatest literary progressive the world has known, dared to throw aside Greek authority with its narrowing dramatic unities and gave the world such tragedies and comedies as none before had even dreamed; the combined spiritual and intellectual greatness of a body of translators to which none since have been comparable gave us the simple, sublime, majestic King James version of the Bible; Francis Bacon dared to revolt from the trammels of the old science and vitalized induction, that new instrument which rendered possible almost all the advances made by science in her ten-league strides of the past three centuries.

The Renaissance gave the world new ideals, new inspiration. It tested intellectual and moral vigor. It allowed no halting between two opinions. It forced men to look forward, or to face backward.

Today's educational renaissance is forcing the denominational college to face forward, or to remain satisfied with the deadening hand of convention.

### The Church, the Mother of Colleges

Of 498 colleges in the United States, 277 are reported as under the control of the church. Many others are partially so. This is inevitable. Harvard was established in 1640 by the church. The records say, "One of the first things we longed for was to advance learning, dreading to leave an illiterate ministry to the churches." William and Mary, chartered in 1693, was affiliated with the Protestant Episcopal church. Yale was a revolt from the "loose theology" of Harvard, founded in 1700 to the end that we may "educate ministers in our own way," as President Thomas Clap succinctly phrased it. Princeton was chartered in 1746, the direct outgrowth of a movement by the Synod of Philadelphia.

As American colleges came out of the church, it is natural that the denominational college should be dominant in numbers and in power, although some of our widely influential institutions are no longer directly under ecclesiastical control. However, by denominational college I mean particularly that group of institutions known as the small colleges, of which Alma is truly representative.

It is their Renaissance, their Rebirth, their future development, in which we are particularly interested. And the Renaissance of these colleges has only begun. It will require decades for its accomplishment.

### The Renaissance of the College

The Renaissance of the Denominational College will not be simply a revival of learning. That will be welcomed, no doubt; it must be one of its currents, for today athletics, social affairs, and other outside interests receive too much attention; but it cannot be its only current. This Rebirth must be a triumph of "progressivism" over conservatism. It must be a breaking away from educational orthodoxy and Middle Age despotism. It must mean a new vision of the education of man and his relation to his world. The denominational college must take its stand formally against tradition and insist on its right to think and plan for itself. It must show its willingness and its ability to delve into the mysteries of life and to compass their solution in a manner far superior to that of the Middle Age monks. So too, it must dare spiritually to take on a new attitude. It must hold forth to young men and young women a career of unselfish service in the world's work as an ideal of highest worth. It must emphasize the Christian ministry, not only as service to the individual and to the church, but also to the state, showing that the active leaders of tomorrow in social betterment, in municipal improvement and in political progress must be ministers; thus offering inducements attractive to a red-blooded type of energy now too often repelled by the ministry. It must emphasize the thankless work of the missionary as one of the great forces in world betterment, in civilization's advance, and in the bearing of the white man's burden. It must hold before every student the ideals of self-sacrificing citizenship, and must put upon young men and young women while they are yet students serious responsibilities, in order that they learn the art of government by governing, as well as by studying.

As the Renaissance stirred Europe intellectually, and the Reformation stirred it spiritually, so must the Renaissance of the Denominational College have its accompanying spiritual Reformation. The moral side of the denominational college, the character building influential denominational college must play its noblest part.

ences there to be found, must take advanced footing; here the In this Renaissance of the Denominational College what concrete changes are demanded?

### College Entrance Requirements

Tradition and educational authority have laid down certain narrow boundaries within which the youth who would enter college must keep during his high school days. These limits must be enlarged, if not overthrown. Already this movement has begun. Many institutions are refusing to abide within these narrowing trammels, and are asserting their independence over the monkish dicta on which even twentieth century education still too firmly rests.

**Greek.** Go back a quarter of a century and we find scarcely a denominational college that is not demanding Greek as an entrance requirement. The language of the Hellenes in beauty, accuracy, and power is unequalled; but today few high school students find in Greek a worth that makes it attractive. Pedagogy has discovered that equally satisfactory mental training is had from the proper teaching of modern languages, which many agree have a more practical value in the day's work. Some of us would like to see Greek retained as a college entrance requirement. We feel its potency and glory; but how few of us with this feeling ever spend an evening reading of the wanderings of Ulysses, in the lucent tongue of Homer, or live through the tragedies of Euripides or of Aeschylus in the original. We love the Greek but we do not use it. Its colors are too dim on memory's walls. They are as glorious as de Vinci's "Last Supper"; but they are also as badly faded; they are too indistinct to have value. The Renaissance has put behind us as an entrance requirement the study of Greek.

**Latin.** Today most denominational colleges still demand some Latin for admission. I believe thoroughly in the study of Latin. I spent many years in the language with no small delight, and after graduation I read thousands of pages of Latin for my own satisfaction; but I realize that Latin has not the value that it had when it was the language of church and of diplomacy, and it was then that it came into the college curriculum. John Milton was compelled to know Latin in order that he might be secretary of state for Cromwell.

But Latin is no longer a power in the work of the world. It is a helpful handmaiden in mastering one's own language. It is of real value in learning the modern tongues of the Mediterranean. But Bacon wrote his *Novum Organum* and *De Sapientia* in Latin lest they should not endure if he wrote them in English. Three hundred years after we read them only in translation, and Shakespeare's immortal works, written in the vulgar tongue of the same day, are now our classics. Latin is desirable, but Latin as a requirement for college entrance or graduation must soon pass. It should always stand as an earnest recommendation that high school students study Latin; but we must remember that many boys and girls get their inspiration to enter college after they have been in high school two or three or even four years. They have not taken Latin. They wish the college. Shall we compel them to master this tongue before we admit them to our institutions, or shall we even require them after we have admitted them necessarily to do work in Latin? May not a man who has read no Latin be really educated?

**Mathematics.** Colleges today without exception demand at least three years' work in mathematics for entrance, and most of them still insist on a year of mathematics in college. In a recent highly valuable educational volume entitled, "All the Children of all the People," Mr. William Hawley Smith seems clearly to prove that most of us are "born short," to use his phrase, in some ways, and "born long" in other ways. Why should the boy or girl "born short" in mathematics not be privileged to enjoy a college education where he can train himself effectively for worthy service along the lines in which he is "born long"?

Of course the answer will be that the business of education is to develop the weak mental muscle and thus make people normal, if not "long," where they are now "short." The modern science of efficiency discourages such procedure, and the educational psychology of the day does not approve it. My friend was graduated at Rush Medical College because his mother wished him to be a physician. But he was a mechanic, and after starving for fifteen years as a physician, he at forty took a boy's job in a drafting room at \$30 a month. In three years he was a head draftsman. Efficiency, the real aim of education, comes from developing the natural abilities and not from stretching each individual on the bed of Procrustes.

### College Entrance on Power

The Renaissance of the Denominational College must result shortly in admitting boys and girls to college on the basis of power. Four years of careful work in high school will be accepted as an indication that a young man has the ability to do college work, and he will be admitted on this basis whether his work has included Latin and solid geometry or not. It is desirable that most boys and girls study the mathematics now required for college entrance; but why should the boy lacking natural ability along this line be refused the broadening outlook of college life because he is mathematically a "short"?

Educational orthodoxy of yesterday derided such heterodox pedagogy; but I believe it will be universally accepted within a quarter of a century. We are beginning to think for ourselves educationally. We are facing the future. We are studying the good of the nation. We are planning for nobler citizenship; and so we are realizing that efficiency is the thing that counts; that an education must give a man the ability to do effectively and with ease his particular work in life; and many men, and especially many women, can be trained to the highest civic and domestic efficiency without spherical geometry.

**Vocational Work.** I believe that soon the colleges will universally follow the example set by the University of Michigan and accept as entrance units vocational work done under satisfactory conditions. Yes, I believe that the denominational college will go even further than the university, and will accept not merely one or two units of this kind of work, but will be ready to accept as many as four units of it, one-fourth of all the high school work. The ideal must be ability to do college work, and whatever gives this ability must be accepted. Above all, students able to do college work must not be deprived of college privileges because they lack something thought essential in the Middle Ages.

### The Individual Touch

This brings us naturally to another of the results that the Renaissance of the Denominational College will bring about, as I believe. The small institution has always boasted that it is superior to the large institution because of the individual touch between student and instructor. This individual touch is, I believe, the most valuable thing in college life. That a youth should come into intimate acquaintance with a cultured instructor of broad mind and worthy ideals means an inspiration to his whole life. And so the heart-to-heart touch must be fostered. We must know students as individuals, must study their particular abilities, and must guide their work into such lines as will benefit them most.

The football coach knows every man on his team; knows his strength and his weakness. He puts him where he can render the greatest service. He develops him for that place. He studies the individual as no other college instructor studies him. The football ideal will become the college ideal ere the Renaissance has finished its work. Every young man and young woman will be studied as an individual and will be trained to do the work he shows he is best fitted for. And the individual study growing out of a closer touch between instructor and student will enable our colleges to develop an efficiency heretofore unimagined.

#### Education of Women

The contention of the mid-nineteenth century that woman's mind is as good as man's has long been demonstrated. Women have better minds than many men. The fact, however, that they are entitled to as good an education as men does not demonstrate that they should have the same kind of education. Colleges for women in general have courses of study differing but slightly from the courses in colleges for men. Coeducation has rested too largely on the belief that men and women may be educated wholly in the same class rooms. The Renaissance of the Denominational College will, I believe, develop a new and vastly better type of education for women.

Without doubt many women have been rendered more efficient by the college education of today; but if another type of education will bring yet greater efficiency in the sphere for which women as a class should primarily be educated, surely the Renaissance of the College will develop a new course of study for women. Will not that course have as its primary aim the development of a woman superlatively efficient as a home-maker? The woman who does not in her inmost heart long for the duties of the home is without doubt very exceptional; and yet our college work has given almost no consideration to training a woman for this. Many of the subjects now pursued, woman will continue in company with men; but we shall eliminate other subjects now considered almost essential; we shall realize that they do not make for domestic efficiency. In their place we shall introduce work which will develop better mothers, better wives, better home-makers. Already this work has been begun. The Denominational College will bring it to a beautiful flowering within a generation.

#### Value of Pedagogy

The Renaissance of the Denominational College is emphasizing the value of pedagogy. Too much in the past the teaching in the denominational college has been in the hands of men trained in theology rather than in pedagogy. It once was too often assumed that because a man had his degree of Bachelor of Divinity he was therefore fitted for college teaching. The man who has succeeded in the ministry may succeed in the college chair. The man who has failed in the ministry may find his forte in the class room. But the mere fact that a man has been trained in a divinity school is no longer accepted as proof that he is fitted for college instruction.

Today our colleges are insisting that their professors shall be specialists. Many institutions demand even for minor positions men who have secured the coveted doctorate. They are not insisting, however, that these men shall have been trained in the science and art of teaching. Many a Doctor of Philosophy has gone from his university into a position as instructor without ever having pursued a single course in education,—perhaps without ever having sat under a man who knew how to teach. The Renaissance of the Denominational College will make such a thing impossible within its realm. The worst teaching in the world is found in the college; the best teaching is found there. But our high schools and academies as a rule have a far greater proportion of good teaching than our colleges have. In choosing instructors, college authorities twenty-five years from now will choose only men who have made a careful study of the methods of the class room. In no phase of our college is a new birth more needed than along this line.

#### The College and Citizenship

Of importance second to nothing yet mentioned the Renaissance of the Denominational College will put a new force on the value of preparing the youth for worthy citizenship. In the past the colleges have touched upon this phase of training only incidentally. A few My alma mater twenty-five years ago offered a course in Lieber's courses have been offered more or less directly related to citizenship. Civil Liberty and in Story On the Constitution. No other course touched the duties of citizenship. Today this is changed. Courses in political economy, political science, and sociology are offered by almost all colleges. Are they, however, offered with the direct purpose of preparing young men and young women for more efficient civic service? Are they not too often theoretical? Do they not fail in the great laboratory work which is possible along these lines?

#### Student Government

Another way in which the college of tomorrow will seek to train young men and young women for nobler citizenship is by letting them while students have a definite part in citizenship. The George Junior Republic and more than a score of its followers have demonstrated that young people given the responsibility of self government will govern themselves. If this can be done by boys and girls, many of whom have never had advantageous environment, why can it not be done by the selected body of young men and young women who attend our colleges? Will not the young man who has had placed upon him the responsibility of self government go into life far better fitted for the responsibilities of citizenship than will the young man who has been governed while in college? If the college exists for the faculty rather than for the student, student government must be a mistake, for it means harder work and more responsibility on the faculty than does government by the iron hand. But if the college exists for the student and if the faculty are there only as an instrument designed to promote efficiency, it seems to me that the faculty must be ready to assume the heavy responsibilities that always go with student government. The easiest form of government in the home is the rod. It takes far more time to govern through reason. The one, however, results only in a defiant submission. The other results in correct development; and correct development is the great end for which colleges exist.

#### The College and Morals

Within a month the principal of a large high school said to me, "In high school, boys are trained to look upon their instructors as models. What are these same boys to do when they go to college and find instructors smoking, drinking, gambling, and carousing in general, and making light of things which the boys have always held sacred?" That is a problem of less import in the denominational college than elsewhere; but it is everywhere a problem.

The Renaissance must bring about a type of instructor who will consider his influence on the student as of far more importance than any personal satisfaction. If habit has made him a victim of tobacco he will defy habit and throw tobacco into the discard. If other types of personal pleasure improper among youth are dear to him, he will

sacrifice himself that he may the better serve his student friends. In the great universities the days are not past when professors permit students to smoke in the laboratories, and when they invite students to their rooms and there hold smoke- and drink-fests, even deriding students who refuse to have their glasses filled, and suggesting that if it is desired they will send for a bottle of milk. The days are not past when professors and students smoke together at athletic and fraternity banquets and when instructors and professors entertain such gatherings with stories that gentlemen neither listen to nor repeat. The day is not past when instructors invite students to their rooms and there separate them from their money in games of chance. The Renaissance as a Reformation has much to accomplish in American colleges.

#### Efficient Manufactories of Men

Efficiency is the great end of the modern industrial plant. Both men and machinery must work to the top notch of efficiency day in and day out. Machinery three per cent. less efficient than something more modern is thrown on the scrap-heap and new equipment installed at prices which to the layman seem fabulous. Which is of more importance in the development of democracy, a perfect automobile or a perfect citizen? Are the manufactories of citizens which we call colleges as insistent for efficiency in workmen and in machinery as are the manufacturers of automobiles? Do college authorities get rid of inefficient employees as quickly as automobile manufacturers? Do they provide up-to-date equipment as the owner of the modern factory provides it? The log with Dr. Hopkins on one end and a student on the other is not to be despised, but today chemistry and physics, psychology, zoology, and bacteriology,—even literature and languages, sociology and civics, demand great laboratories if the most efficient work is to be done. A recent visit to many of the prominent educational institutions in England and Scotland discovered a lamentable lack of laboratory facilities. In an obscure corner on a third floor in an out of way building was found a small chemical laboratory at the University of Oxford. A few weeks later an examination of educational institutions in Germany showed the most perfectly equipped laboratories in the world. Germany today dominates the commerce of the world. England and America must take their places far behind. What is the reason for this? These modern laboratories with their unexampled equipment give the answer. Germany a generation ago saw that future warfare would be for the markets of the world rather than for the capture of cities or the overthrow of governments. She began to prepare for this type of warfare, and so perfect has been her preparation through the establishment of unnumbered vocational schools, night schools, continuation schools, laboratories, and other practical forms of education definitely adapted to the doing of the day's work and the bearing of the world's burden that she has left her competitors all but wholly out of the race. Only in part is it the duty of the denominational college to care for this phase of American education. But so far as this is its duty, that duty should not be slighted. We should combine with the education of culture and leisure the education of the day's work and of citizenship, and above all else the education for moral leadership.

#### The College and College Extension

In the past the denominational college has ministered only to those who either because of privilege or because of exceptional will power have been enabled to lay aside for a time their share of the world's work and give their hours to college halls. The new conception of the duty of the college will vastly broaden this ideal. College extension work has only just begun. A few years will see a wonder-working development of this type of service. In every college evening classes will be in operation for the benefit of persons prepared for college work but compelled to give their days to bread winning. Saturday classes will afford opportunity for teachers and others in adjoining communities to get college credits and in time to win a college degree. Half the day in the factory and half in the college will become universal. Faculty members will go to neighboring towns once or twice a week to conduct classes just as advanced and just as valuable as the classes which they conduct in the halls set aside to Minerva. Eventually instructors will be employed to give all their time to this extension work. The brilliant ability of faculty men and women will be occasionally directed to popular lecture and entertainment work in nearby communities, work which will not only uplift and ennoble but which will inspire young people to strive for a college education and older people to continue their studies.

Our 250 millions of dollars' worth of college property almost all lies useless now during sixteen weeks of the year. The Renaissance of the Denominational College will make this vast capital earn dividends during fifty-two weeks of the year, and as has already been said during far more hours daily than is now the case. The efficiency of the denominational college will be doubled and trebled within a few years when service of these new types is being rendered.

#### More Money for Wider Service

The most marvelous thing about the denominational college is the service that it renders for the amount of money it costs. Colleges are maintained on an income too small to maintain properly one-fourth of their students. I believe this Renaissance will make available sums of money for endowment, for buildings, and for salaries that are now undreamed of. When moneyed men find that the college is extending its service to hundreds where it is now serving twenties and thirties, when they see that the college is attaining a scientific efficiency, when they see that it is on the forefront of the battle to give of its waters of life to every man and woman who asks, whether they have gone through the particular type of training now considered a prerequisite for college work or not,—when moneyed men find that the college is thus progressive they are going to be ready to give with a new generosity. The moneyed man is usually the business man. He wants to see a plant paying big dividends. He has a right to feel that the college plant today is not returning anything like the dividends which are possible. The increased efficiency brought about by the Renaissance of the Denominational College will appeal to him, and an interest will be aroused in him which will become enthusiasm and which will result in loosened purse strings. Money is seldom lacking when world-ennobling service is being rendered.

The first President of Alma College, in his inaugural address, pointed out that the only safeguard against the dangers that menace our country is "Christian Education." His successor and my predecessor, in speaking of "The Place for the Christian College" emphasizes the necessity of a religious atmosphere in such an institution, of its halls being always open to the poor, and of its ever being a developer of Christian citizens and Gospel ministers.

My message may seem to be one of dreams; I trust rather that it is one of visions, a message holding forth ideals making for a Christian education, for a Christian citizenship, for a Gospel ministry, and, *in nomine Dei*, for a wider, more unselfish, more helpful service on the part of all denominational colleges, and especially on the part of Alma College.

**250 AT BANQUET.**

(Continued from page 1)

Governor Chase S. Osborn: "Only unusual pressure of official business prevents me from accepting the invitation to attend the twenty-fifth anniversary of the opening of Alma College and your inauguration as president. I feel an especial interest in Alma College and in you. I consider that the college is favored in having your services, and I earnestly wish for your success and happiness in your new work. My congratulations go to both you and Alma College. I deeply hope for its continued success and progress."

Supt. Joseph Northon, '96, of East Jordan: "I must write the message of good will for and loyalty to Alma College and her future that I would gladly express in person."

Rev. Harry E. Porter, '00, of Zanesville, Ohio: "I assure you of my good will and the good will of Mrs. Porter in your new office. The fact that I bear in loving memory the history of other times and another administration does not in the least affect my interest in the Alma of today, and in the president of that Alma. May God who has so abundantly blessed our college watch over and prosper your administration."

E. C. Lindemann of Plymouth church, Lansing: "The denominational institutions must surely be the leaven in this wild scramble for industrial and state education \* \* \* I am wishing big things for you."

J. S. Dickerson, Editor Chicago Standard: "I send my best wishes for the old college and the new president."

Rev. Sherman L. Divine, Woodward Avenue Presbyterian church, Detroit: "Rest assured of my readiness to cooperate with you in the upbuilding of our beloved Alma Mater."

President W. A. Mills of Hanover College, Indiana: "I assure you of our best wishes for your administration."

Principal E. E. Gallop of Adrian High School: "Though I cannot be present let me assure you that I am deeply interested in the welfare of Alma College and personally concerned in the success of your administration. I am confident that Alma is in good hands, and if at any time I can do anything to promote the interest of your administration or Alma College, do not fail to call upon me."

Prof. W. D. Henderson of University of Michigan: "I note the title of your inaugural address, 'The Renaissance of the Denominational College,' and feel that if there is anything in a name, or rather a title, that your keynote speech will be a good one."

This part being over the toastmaster called upon Rev. J. M. Rogers for the synod, who spoke of the advantages of the small college in that it brought the professors into much closer touch with the students than was possibly the case in the larger school or universities. He said he spoke from experience, himself being a graduate of Bowdoin, a small college in Maine. This was a splendid talk and started the toasts off with much enthusiasm.

Prof. Elmer A. Lyman, of the state Normal college at Ypsilanti, represented the Board of Trustees in an able manner. He paid a great tribute to the new president and to Alma College. Pledged the support of the Board of Trustees and asked the ministers present not to be afraid to get the money that was laying around loose in their congregation for the support of the college. At the close of his talk the toastmaster suggested that Elders and Professors could orate as well as preachers.

Dr. George B. Randals, '00, in a splendid manner pledged the loyalty of the faculty to the new president and the administration. His words rang true to the spirit that exists in Alma.

Toastmaster Brooke next had the honor of calling upon Dr. Harry B.

Hutchins, president of the University of Michigan. In beginning President Hutchins said he had refused a banquet at Amhurst College, Mass., in order to be here to day. He said he certainly appreciated the opportunity of being at Alma, and that he had enjoyed every minute of the splendid programs of the day. He brought heartiest greetings from the University and welcomed Dr. Blaisdell into the fold of college presidents in Michigan. At this point he proceeded to tell Dr. Blaisdell some of the duties of a president or rather some of the things expected of a president. He related some of the peculiar incidents that had happened to him since he had become a president, then turning to President Blaisdell, said, "See what you are coming to."

He said that he envied the new president his splendid opportunity of coming into such close touch with the young lives of his students. This he said gives an opportunity to bring your individuality into close contact with students. It is an excellent opportunity for character building.

In closing he paid a splendid tribute to Alma and the small colleges of the State. He said, I believe in the small college, and I believe in the large university, each has its place and its work to do. The small college is the great feeder for the university."

President Snider of M. A. C. followed, bringing greetings and congratulations from the Agricultural College. He told of the kindly feeling that had always existed between Alma and M. A. C. Congratulated Alma on her most excellent past and the work of Dr. Bruske, which brought loud applause from the banqueters.

Then he heartily complimented the college on securing such a man as Dr. Blaisdell to lead her affairs in the future. He said, "I have known him for twenty years, he is a live wire and does things." "I believe in the success of President Blaisdell's administration. He is honest, sincere, and straight in every way and will do his best."

President J. W. Mauck of Hillsdale was the last of the presidents to be called upon and brought hearty greetings from his college. His talk was short and contained some advice to Dr. Blaisdell and told of the newness of the presidents of the Michigan colleges. All having been inaugurated within the last ten years.

Dr. Herbert A. Miller of Olivet was the last of the college representatives to respond with the greetings from his college.

Mr. B.ooke said, "The formal part is now over, we will return to our fun." It was then train time and all who had to leave were on their way, so there was nothing to hurry the remaining persons. After a few stories were told that the toastmaster had been saving for the last hour, and which brought the house into an uproar of laughter, he called upon Dr. William S. Cooper, '06, to respond for the alumni. Mr. Cooper thanked the Synod of Michigan for founding the college and for their visit to Alma. Thanked the Trustees for the new president and in closing paid a tribute to Dr. Blaisdell and pledged him the support of the alumni.

A. C. Edgerton, '13, was called upon as a representative of the student body. He told of the splendid condition of affairs in all departments of work at Alma this year. He told of the good spirit of satisfaction that existed among the students and pledged the support of the students to the administration. He thanked the Trustees and the Synod for their strong interest in the present student body and in Alma College, and closed with an expression of high hopes for the future.

The last speaker of the day was "Our New President." His words were eloquent as he pleaded for the co-operation from the Synod, Board of Trustees, faculty and students in the great battle for a better educa-

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tion. At the close of his short talk he was greeted with great applause. Dr. Starker pronounced the benediction and all was over.