

ALMA COLLEGE LIBRARY,  
ALMA, MICHIGAN

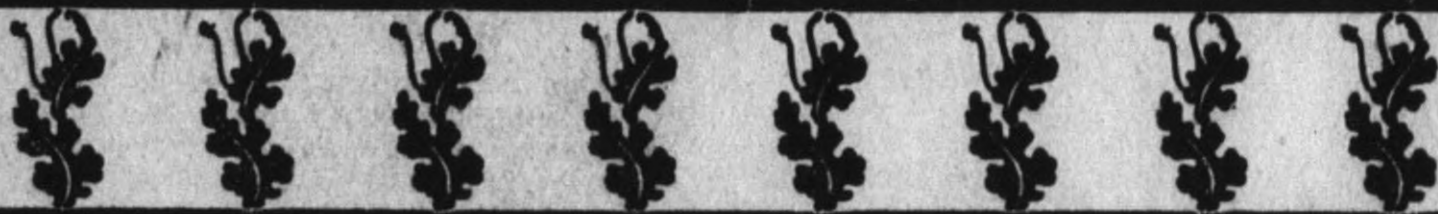
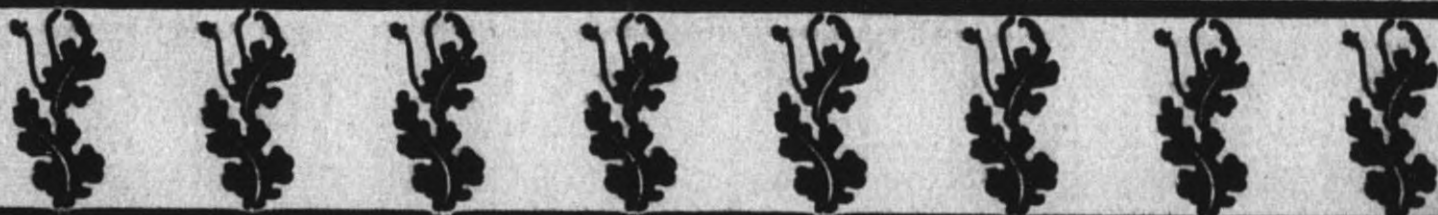
Copy 2

VOL. 3.

FEBRUARY 1902.

NO. 4.

# ALMANIAN



PUBLISHED BY  
THE STUDENTS OF ALMA COLLEGE,  
ALMA, MICHIGAN, U. S. A.

**Fits!**

**Fits!**

**Fits!**

**Fits!**

**Fits!**

YOU ALWAYS GET THEM WITH NEW  
CLOTHES MADE BY

**TOM PRINGLE, The Nobby Tailor**  
UP-TO-DATE STOCK TO SELECT FROM ALWAYS ON HAND.

**S** TUDENTS...

IF you feel the need of a better light to study by, get one of the new Gasoline Students' Lamps which gives the most perfect light for that purpose which has ever been invented. You can see one in working shape by calling any evening at G. B. Porter's, who has the agency for them. While inspecting the lamp you can have your eyes examined—free of charge—if you feel that they are not in a perfect condition, and thus it can be determined whether the eyes or lamp is at fault, and a perfect remedy can be given in either case.

**G. B. PORTER, Jeweler and Optician.**

**Wright, Kay & Co.**

Manufacturers of  
High Grade X

- Fraternity Emblems
- Fraternity Jewelry
- Fraternity Novelties
- Fraternity Stationery
- Fraternity Invitations
- Fraternity Announcements
- Fraternity Programs

140-142 Woodward Ave., Detroit, Mich.

For a \_\_\_\_\_

**Nice Toilet**

OR


**Box Paper**

Go to the Central  
Drug Store....

**B. S. Webb, Proprietor.**

**Wright House...**

**First-Class Accommodations, Model Service**

**LIVERY** 

Good Rigs at Reasonable Rates.

**LAUNDRY** 

The Best Machinery, Skilled Workmen, Latest Methods make our work satisfactory.

Students' Patronage  
Solicited X X

**J. H. LANCASHIRE & CO.,**  
Proprietors.



**S**TUDENTS who intend having their eyes examined should make an appointment with us during the week for Saturday. We use both objective and subjective methods in our examinations, combined with the latest practical instruments, which give us the best equipped Optical Office in Gratiot County. We invite a trial.

**SCATTERGOOD & JACOBS,**  
Jeweler and Graduate Optician.

ALMA, MICHIGAN.



**Ladies' and Children's  
Dresses and Cloaks  
Dyed**

without ripping apart. High grade work. Moderate prices. We clean, press and repair Gentlemen's Clothing at moderate expense. Gents' Suits and Overcoats neatly dyed, cleaned, pressed and repaired on short notice.

**Cleaning, Pressing and  
Repairing**

**F. VANDERWERP, Mgr.,**  
250 East Fulton-st., Grand Rapids.

C. D. Wolfe, Agent, Alma, Michigan.

**H. M. Woodard...**

**PHOTOGRAPHER.**

Largest and Finest Studio in the city. First-Class Work Guaranteed.

Wonderly Bld. Grand Rapids

**Bivins & Rhodes,**

**Drugs, Stationery**

**Confectionery**

**Fine Perfumes, etc.**

ALMA, - MICH.

**When in St. Louis**

Call and see our Full  
Line of



Gents' Furnishings,  
Carpets, Rugs, Tapestries,  
Dry Goods, Cloaks,  
Boots, Shoes and Rubbers.

**John Tuger & Son,**

'Phone 72-2r

St. Louis, Mich.

**The Racket Store**

**Watch our 5c and 10c  
Counters for bargains.**

We also carry a line of Sewing  
Machines, Crockery, Stationery.

ALMA, MICH.

**The College Book Store**

WILL BE FOUND AT THE HAYT  
& PIERCE CO. DEPARTMENT  
STORE IN THE OPERA HOUSE  
BLOCK, ALMA, MICHIGAN.

**Fine Stationery a Specialty.**

**The Hayt & Pierce Co.**

(Successor to L. H. Hayt.)

**Students!**



Whittaker's \$1.50 and \$2.00  
Photos are the same grade as  
those you get for \$3 and \$4 per  
dozen.

They are new and up-to-date,  
As good as any in the state.

**L. G. WHITTAKER,**  
ST. LOUIS, MICH.

## CONTENTS.



THE STORY OF A SLAVE, <i>B. A. H.</i> , '04,	-	-	79
THE COLLEGE PROBLEM, <i>George B. Randels</i> , '00,	-	-	82
STUDENT LIFE IN A GERMAN UNIVERSITY, <i>C. E. Scott</i> , '98,	-	-	85
REMINISCENCES OF EARLY DAYS OF ALMA COLLEGE, <i>Bertha M. Trask</i> , '91,	-	-	91
THE SUBMERGED TENTH, <i>J. C. Foote</i> , '00,	-	-	93
ALUMNI NOTES,	-	-	96
EDITORIAL,	-	-	98
CLASS AND SOCIETY NEWS,	-	-	100

# ALMANIAN.

Volume 3. FEBRUARY, 1902. Number 4.

## The Story of a Slave.

B. A. H., '04.

**O**N, on came legion upon legion of Roman soldiers. We saw our doom approaching—we poor, freedom-loving Parthians, no longer able to keep our homes out of the grasp of the hated oppressor.

Since my childhood I had seen and heard of nothing but war with the Romans, and my grandsire had told how many a time the Parthian hordes had shown themselves equal to the mighty armies from the West. But now Trajan had ascended the throne and his ambition had caused us trouble once more.

I was a mere stripling, but I had a patriotic soul, and grasping my weapons, I hardly waited for ought else before rushing to the aid of my countrymen. They were all coarse, brawny men; at other times I did not

like to be with them, for I was less hardy and more quiet than my companions; still in such a cause I was as eager as the chiefs to push to the front and to send an arrow through the body of some one of the enemy.

We had fought desperately and now saw that our last chance had come. One grand, final dash—and all was over—nay, it was not all over; many dreary years remained for me.

Perchance I was a comely youth; but before I could realize it, I found myself branded as a slave to attend Ancus Marcellus, a noble of the highest rank in Rome. Not many weeks had passed when I entered the streets of the capitol with a long train of fellow captives. What magnificence I beheld on every side! Forgetting my circumstances, I gazed in speechless

wonder on the splendors which encompassed me, and a wave of bewilderment and anger commingled passed over me. I remembered my humble home in the heart of ancient Assyria, far across the seas, and I could not comprehend the reason why a people surrounded by such luxury should begrudge a lowly Parthian his desert home. But little time was offered for reflection. We had reached the Forum where all was commotion. My companions were driven on where I could but indistinctly see; for I was suddenly taken by the hand. I turned to behold a man, not many years older than I, making signs to show that I must follow him.

He led me through the market place, lined with stalls where various wares were offered for sale,—here, doves and nightingales, dainties for some noble's tables—there, delicate lamps and vases of rare workmanship. Across the square, thronging with citizens, I saw a raised place from which several men, clad in long white robes, were speaking.

But I had little opportunity for seeing much then. My companion hurried me on, and at last conducted me to a house finer than any I had yet seen. It was of shining white stone, and as the man led me through a court where a fountain was playing in the sunlight, I felt quite overcome by the strange scenes, so new and wonderful to me. I felt faint, too. I had not eaten since dawn, and now it was past the ninth hour. My body was worn and weakened by the long siege of war and the more than wearisome journey from the Euphrates to Rome, and I was oppressed by the lack of the hardihood which charac-

terized my countrymen. My guide perceived my weariness and brought me wine and other refreshments.

Days passed. All was new and strange to me. I could not understand the rich, melodious language of my associates, nor could I make them comprehend my native tongue, and signs were our only means of communication.

I was given my place in an upper room of the house where I should wait upon my master in his apartment, and stand ready to accompany him in his walks to the forum, or baths or mayhap to a supper at the house of some neighbor noble. I began by hating my work. I had been accustomed to perfect freedom from my earliest years, and the bonds of slavery were detestable to me. Slowly, slowly did I learn the Latin tongue; my intellect was stunted; how should a life spent among the mountains and oftentimes dreary plains, isolated from all civilization and refinement, be able easily to pass the wide gulf that intervened between such an existence and that into which I had just come?

The twelfth month of my service was almost done. My master had sent forth the slaves to invite four and twenty of his chosen friends to a supper next night. It was not the first banquet Marcellus had given since Trajan's return from Parthia, but in splendor and magnificence it surpassed all others. My part was to aid in the adornment of the house and in fashioning the chaplets of roses and ivy.

The ostium, atrium, trichlinium whose floors were of marble mosaic, were festooned with myrtle and ivy and fresh garlands of flowers. New

lamps had been brought from Corinth, wrought in wondrous shapes from bronze, which shone just like stars in a golden firmament; new couches of rare and costly woods had been fashioned for the feast and were covered with tapestries richly interwoven with gold and Tyrian purple; the panels from which the lamps were suspended were gilded afresh, and the walls were highly polished. Braziers of wrought iron were filled at the last minute with fresh coals.

Then the guests came, robed in parti-colored gowns of red or purple or green, a few in costly silk. Marcellus received them in the atrium where the slaves removed their sandals, whence they were led into the trichlinium.

The places were assigned; water was brought for the hands and feet, and the chaplets were handed round. The slaves bore bowls of rare glass, gleaming like rubies and filled with sparkling wine. All was silence. The libations were poured out and Marcellus offered prayer to the gods. Then the bowl passed from lip to lip.

The first course consisted of eggs and milk, lettuce with spicy sauces, Syrian pomegranites and olives. Following these were fish from all seas, red mullet and sturgeon, turbot and the choicest of eel; then in great profusion came other rare dishes: pies made of the brains of nightingales and woodcocks, procured at great cost; the peacock dressed in its gorgeous plumage with a wine-filled sponge in its gilded beak, pheasants and thrushes, vension and the much prized, delicate young pork.

The night passed, and still the feast was not done. Figs, almonds, grapes,

fruits from Syria and from Spain were served, and it was daybreak before the banquet ended.

Many talents of gold had been consumed, and I felt angered, though was too ignorant to speak my feelings; but I began to see that Rome in her greed did not conquer less powerful nations merely to extend her territory, but, in great part, to gratify the gluttony of her nobles.

That night Marcellus told his guests of a great combat which he had arranged to take place the next week. One of the slaves repeated it to me, and added that in all probability I should have to enter the arena and contend side by side with him. He had overheard our arrogant master say that he wished more intelligent body servants than we were and that he thought the arena would easily rid him of us. But that was a small part of the project he had in view. This gladiatorial combat would win for him the approval of many people and aid him to attain a long desired place in the senate.

I could not rest. I knew the arena would be my certain death; for I had witnessed many a conflict, and only the only the strongest of the gladiators ever survived. But a few days before had I accompanied Marcellus to a combat at the great Flavian amphitheatre. We had sat near the royal box, from which hung tapestries heavy with gold. The emperor was enthroned on a divan of gleaming Parian marble, surrounded by his favorites. On the left of this royal company were the Vestal Virgins, watching all with passionate eagerness; on the right sat many nobles. The fight lasted long; man after man was struck

down by one giant-like gladiator until this one seemed to encounter his equal in a man less in stature, but as wily as himself. The two struggled mightily, the interest of everyone was centered on the horrible spectacle until at length the giant once more triumphed, and laid his opponent bleeding beneath his foot. With drawn sword he turned to the people, who hesitated a minute; then, as if with one impulse, reached forward with down turned thumbs. The man was saved; but only because of a passing whim of the multitude.

The words of my fellow-slave brought all this before me, and a daring plan came to me.

That night my friend and I escaped; how, I could never tell. There were many dark nights of hurried flight, and long days of hiding in marshes and among the reeds by some low lake; but after this horrible dream we reached Greece.

An avaricious Grecian, meeting us, compelled us into his service, and our first fear was that we would be returned to Italy, but—

Here the parchment ended. It was an old, nearly worthless bit, carelessly tossed aside by the laborer as he sought precious mosaics in the little buried city—only the life story of a poor slave boy.



## The College Problem.

GEORGE B. RANDELS, '00.

**T**HE embryonic thought in my mind at this moment has in itself potentiality which might be developed into a short article appropriately bearing any of the following titles: Shall the college course be reduced to three years? Comparative merits of the small college and the college department of a large university. Can the college exist at all or will it be ground to pieces by the upper and lower millstones: the high school from below and the university from above? Shall the small college do university work?

Only a glance at the questions proposed shows the unstable position the

college occupies. The educational institutions are unsettled. There is unrest. There is reason for this unrest in the very nature of our system of education. Our higher educational system has grown up rather artificially. Part of it has been borrowed from Germany and a part has been inherited from England. The college system comes from England and the university system from Germany. The two have not been harmoniously fitted together. In the process of adjustment which will survive? Or will there be compromise resulting in fusion, and an American system?

Complete adjustment of the organ-



ization of the school system to the social needs and conditions will be the only guarantee of existence, just as truly as adjustment is the only guarantee of existence to the plant or animal. There is lots of testimony being given as to the value of the college in the past. But that alone will not save it when up against the facts of the future.

May we look at some of these possible facts in the light of the present and the past? Just to take the question of the relation of the high school, and the university to the college with the possibility of the crushing out of the college. The high schools are now doing the equivalent of the the work done twenty-five years ago in the freshmen and sophomore years of the college. There is no inherent reason why it can not do the present freshmen and sophomore work. Many high schools have far better material equipment for science than three-fourths of the colleges of the country. Let us suppose a boy does do enough work in some of these large high schools so that he may enter the junior class of the university of Michigan. He also intends to study medicine. The medical course is four years but by taking certain courses during the junior and senior years of his undergraduate course two years are saved. Let the imaginary person do this. At the end of four years he graduates with the degrees A. B. and M. D. For practical purposes two years of what is now a college course is done in the high school and the last two years in a medical school and what has become of the college? In truth, it has been ground to pieces. The same rule can be applied to other professional fields.

In another way the college period is being encroached upon. The courses in the large universities are being so arranged that some students may take their degree in three years. Thus the catalogue of the University of Pennsylvania for this year says: "A student may take his degree in four years, but may take three or five years at his option." As an actual fact, one-fourth of the members of Havard's class of last June had completed their course in three years.

Enough has been said to show that in this short-cutting some of our system must go. Nor is this demand unreasonable. In the first place we are requiring more years of education than any other country. We are requiring theoretically the three years of English college life at Oxford or Cambridge plus three or four years of German university work. We have interpolated through our borrowing at least two years as the facts reveal. Thus the *gymnasium* graduate goes directly to the university. Now our junior corresponds approximately to the *gymnasium* graduate. But our junior has to complete two years' work before he can get to the university. Then our young men are asking whether, from an ethical standpoint, they have a right to spend so much time in school and not be doing anything for society or themselves, at least cease making society clothe and feed them. This a practical question as you can find out by conversing with young men in college. This question cannot be ignored but must be met.

Different ways are being taken to meet these questions. The University of Chicago grants the Associate

degree at the close of the Sophomore year. This virtually makes the Junior year the beginning of the university. This is no solution. If anything it is but a forerunner of the granting of this degree by the high schools. It seems almost a conscious effort to establish the German system completely and to destroy the college. Chicago can afford to destroy the college in this way, but Alma can not. Some have solved it in the way I have indicated by combining professional work with the college course. This would seem to be a good solution for the large universities. But Harvard has blocked this solution for herself by requiring her students in law and medicine to have already taken their bachelor's degree and at present it is working itself out in a three years' course as I have indicated.

Reading the history contained in the last few sentences is enough to show the fact that many factors are at this moment working and interworking to adjust the educational system to the social needs. It is a movement as irresistible as the tides. It is history being made under our own eyes. It is to me as profound a movement as that which in the course of the ages evolved the English Constitution. Wise men will try to see whither all this tends, will develop the power of prevision and then will try to direct the development of institutions in line with the great current. Salvation demands that future conditions be foreseen and that the organism be adjusted to these foreseen conditions before the conditions are met. On going into an extremely cold country we foresee conditions and provide accordingly, otherwise death would await us.

It seems to me evident that one condition which must be met is the practical shortening of our educational system by two years and yet save the college with all its essential qualities. Further, the way to solve this is for the college to do what is called university work during the junior and senior years. This does not mean turning it over into a university and the granting of higher degrees but a beginning of work of university grade. It means allowing a student to elect work that he can get credit for in a professional school.

Why should not a prospective engineer be allowed to take four years of mathematics and to do a little special work in science, or the prospective lawyer in history and constitutional law and save two years in the technical and professional school? This amount of specialization would not, as an examination of the facts would show, make a narrow specialist by any means, but add just enough of the culture value of specialization to make his college training still more valuable. Everyone ought to know something of the methods of the specialist so that he can sympathize with his labors.

Then this plan is a pedagogically sound. It makes educational development gradual and progressive without the sudden and jarring breaks of the English and German systems. It makes a distinctive American system and gives a reason for the existence of the college.

If the large universities, with all their means, have found it necessary to make efforts toward a more complete adjustment, how long can the small college afford to ignore the con-


ditions? At any rate it means that students will in the long run pass by those colleges which do not try to meet conditions and go where they are met. Of course, it means more facilities to meet these conditions than most colleges now possess. It means better equipped laboratories, not necessarily high priced buildings, and more professors. But it means

preservation. It seems to me that those who have the best interests of the American college at heart will at once so equip our colleges that they may meet the demands put upon them by present and future conditions. The college problem is the problem of existence. In the discussion of any question of life or death, of survival or dissolution, the last word is adjustment.



## Student Life in a German University.

C. E. SCOTT, '98.

 **T**HERE are two prominent offsets to the unhealthy life that most students live—the required military service and the training for duelling. This duelling, by an act of the Reichstag, is forbidden; but as public sentiment is against the law, and as the officers (this word in German always means the military) duel openly—and they are superior creatures before whom the people bow—it results that either the police connive at the custom, as at Heidelberg, or they are outwitted by the students, as is invariably the case when students really want to do a forbidden thing. Indeed, one of the most virulent attacks upon the Kaiser by the Socialists, is that he secretly

encourages duelling. He, when a student at Bonn, fought several times. It is in the air for students to believe that to drink and fight are proofs of manliness, and non-indulgence, of effeminacy. They all claim to rival Bismark who fought, and won, twenty-five times. Each corps student is expected to fight, at a minimum, four times in four semesters; and this is quite another matter from the fencing in the floret between corps-*brüder*, just as two chums here would spar some friendly matches in the college gym. The serious duels, often between members of different rival corps are usually brought about through the pretext of a conventional "insult", occasioned by one student at a cafe star-

ing too long at a girl who is with another man, or by one fellow pushing another off the sidewalk, or speaking disparagingly of a family name, etc., etc. A challenge is immediately sent and promptly accepted—indeed, in German “honor”, there is no alternative but to accept, the challenged having the choice of weapons—and all arrangements are made either by the men in each corps or by near friends or relatives, whose business this is, if the principles are not corps-men. And great shrewdness, manifested in many schemes, is displayed in circumventing the police, as to the time, the place, and circumstances of these “accidental” meetings, so that these officious watch-dogs of public safety know nothing of an affair, (i.e. officially) until the combatants, wearing their tight-fitting rubber caps and swathed in bandages, appear upon the streets a few days later—their bosoms swelling with pride in the consciousness of the approval of their fellow-men and of duty well-done. If, by any accident, the students are caught, they are fined and sent to a near-by garrison-prison, where their enforced idleness is made as pleasant as possible by the officers who in all probability, have several scars of their own, as proud trophies of student days—“beauty and honor marks,” as the romantic-minded German maiden conceives them, and a smooth-faced, unslashed American is a sorry, foredoomed competitor for her heart against a jolly, be-hacked “*Fechter*.” Indeed, so much are the slashes on the faces of the students coveted, that medical means are employed to keep them open as long as possible and make them look rough and deep when

healed. In proportion to the seriousness of the duels are wrist protectors, armlets, shoulder-pads, face-cages, head-gears, throat-protectors, etc., removed, and the more harmless weapons exchanged for the heavysabel, and in *Contraliage*, the most serious of all engagements, between members of hotly rival corps, and for heavy insults, the two students must face each other, the upper parts of their bodies bared, and hack away at each other—thrusting is the method of French and Italian students—for half an hour (unless one drops from loss of blood) before time is called.

Duelling, in the number of engagements “worked off,” reaches its climax during “carnival” time which lasts for some weeks before Easter and is celebrated with much hilarity and looseness of life, and chiefly by participation in fancy-dress and masked balls. And so, because, during April, “we must be good,” as the fellows ruefully put it, they committ the greatest excesses at these “*Bals parce*,” and “*Redouten*.” And a student who is literally poverty-stricken, will scrape together money by selling some of his necessities to buy an “*abonnement billet*” for these balls, at which the women appear masked until midnight. And it is through the rivalries engendered on these occasions that “insults” and challenges are bandied back and forth pretty freely and that a perfect mushroom crop of scars appears at this season. During the last three days of the carnival the students are practically unrestrained in their license by the police, and alas for the woman unaccompanied on the streets after four p. m.—while the scenes at night are indescribable.

Despite the suggestions of the foregoing, the German students are naturally reverent in the presence of authority, as the spirit of militarism, of subjection to absolute authority, always broods over them. And they live in the proud belief that they are ready—and a no inconsiderable quota—for that great and expected day when Germany will, inside of forty-eight hours, mass against the enemies pressing upon her frontiers, 4,000,000 fully equipped and disciplined troops.

This reverence is seen in their attitude towards the professors, who are government officials and who appear in their regalia at many a court function to lend the influence and prestige of their august presence to the glamour and impressiveness used to prop the dignity of a dynasty. In some of our eastern universities it is the custom of the students to hang outside the lecture-room till the last minute, and rush in like a cyclone; to “horse” during the lecture, and to scramble out before a professor has finished his last sentence, lighting their pipes while still in the room, and even jumping out the windows and piling down the fire escapes—the favorite method of exit at Harvard. In a German university the students assemble in the lecture room fifteen minutes before the lecture, two o’clock let us say. Precisely at 2:15 the illustrious Rector Magnificencissimus, (the chairmanship of the faculty is held by a different member of the faculty every semester, so that all the “full professors” eventually win the coveted title) *Geheimrat Herr Doktor*, Professor Blumenschiranganthaler, (they insist on respect being paid to their dignities) rushes into the room, amid the

applause and feet-stamping of his worshippers and bows graciously as they thus receive him. He pulls off his overcoat which is hung by an attendant upon a peg sacred to him, lays his silk hat upon a stand dedicated to his magnificence, and then wades into his lecture. If the students playfully disapprove of anything said in the lecture, or if any belated student tries to sneak in quietly, all scrape their feet on the floor with a horrible scraping noise. In seriousness I never heard this expression of sentiment except once when a professor referred to *the attainments of a woman philologist*. (Incidentally, the universal opinion of the Germans, that a woman is to be a “*Hausfrau*,” and the German disapprobation of higher education for women, is seen in the lack of provision for it; also seen in the difficulties and red-tape, excluding formalities placed by the universities generally in the way of foreign women students, resulting almost in the exclusion of women from the universities.) At the close of the lecture, appreciation for the professor’s learned efforts is manifested in hearty applause, and all remain seated until the object of their veneration has disappeared.

It is an interesting, as well as amusing sight, to gaze over a lecture-room filled with 500 students—all nationalities are there; all kinds of whiskers, from the Kris Kringle full-beard to the bristling Kaiser *Schnurr-Bart*; all cuts of hair, from the Sing Sing variety to the Paderewsky; all sorts of odd clothes, all shapes of shoes, all styles of ties and collars; it is the easiest thing in the world to pick out an American from the sea of men—*his clothes fit*; he is dressed in taste, and

always gives the impression of nattiness, energy, wide-awakeness.

Student friendships in such a place are especially interesting. Among my best friends were a civil-engineer from Alexandria; a Russian electrical engineer from the Caucasus (in the heart of the great oil region on the Aral Sea;) an American, who was secretary to one of the high Turkish officials and who saw his brothers butchered before his eyes in the streets of Constantinople, and who himself escaped, by a clever stratagem on board a French merchantman bound for Marsailles; a Swiss theologian who had married the granddaughter of Mendelssohn; a German philologist who played, memoriter and with power, score after score of the "Ring," and "Tannhäuser," and "der Fliegende Holländer" and "Lohengrin" and "die Zauberflöte"; a young Dutch jurist who apparently could remember everything and mimic anybody; a Parisian student preparing to be a colonial diplomat, and who knew the Quartier Latin like a book; a young Greek linguist, as handsome a fellow as one often sees, who commanded on the Turkish frontier in the late war; and a young German officer—bright, wide-awake, quick, and who had traveled in the U. S., was imbued with many of our ideas, and who had thrown over the hard, unnatural career of a German officer, with its hollow honors and martinetship, and had entered into business. One of our delights was to get together over a cup of Cholade and with German as a common tongue, enlighten each other with accounts of our own lands and draw interesting comparisons of customs and manners and standards of life.

The incongruities in make-up and disproportion in education, of many of these students, due in part to the German method of specialization and, strange as it may seem, to provincialism, is comical. A fellow will be able to write Latin letters and compose farces in Greek, and yet spade his food into his mouth with a knife, etc. Another student, as a side-issue, knows more about art than an American student would learn in a lifetime, and yet may be utterly ignorant of the American's grasp on the applied æsthetics of personal cleanliness. A third can quote more Shakespeare in the original, and frankly confesses that he ought to have been a German. A fourth will astonish one by his knowledge of international politics and history and yet believe that the United States never had an army and can't make one, and that, if a couple of Uhlan regiments went to the Philippines, they could "clean out" the islands in "four weeks."

Perhaps stranger to us than the phenomena connected with a German university, is the university itself, the plan upon which it is built and the manner in which it works out its life, so different from the English or American systems. The boys are sent to the "Offentliche Schule" when small; and later to the Gymnasia, which prepare them fuller than our High Schools do our boys. In these Gymnasia the boys are worked hard and watched closely, little opportunity being given for the development of self in a Democracy of school fellows as in our public school system, the individuality of the youngsters being swallowed up in the organized life of his army-corps. Most boys finish in these

schools between the ages of eighteen and twenty; and immediately after, before they enter the universities, they usually serve their year of active field duty, so as not to break the continuity of their university career.

"University" in Germany is applied only to those institutions which have at least the four great faculties of Theology, Law, Medicine and Philosophy; Twenty-two such institutions are established under the government, and their diplomas are officially on a par and are all supposed to be equally well received. The aim of a German university is two-fold: 1. "To afford the theoretical part of that special training, which is in Germany a prerequisite for admission to the professions of the Church, the Bar, Medicine, Forestry, the higher civil service, Pharmacy and the profession of teaching in the universities or the higher schools."

2. "To equip its students in the most thorough manner possible for work of independent scientific research." Thus such a university is both a group of professional schools and an association for the advancement of science in all branches. The German universities do *not* aim, either to give students a good general education, or to put any religious or moral influences around them. These foundations must have been laid in the *Gymnasia*, *Realschulen*, *höhere Bürger-schulen*, if they enter into the structure of a student's life. Consequently, the American student looks in vain for the help of anything corresponding to a college Y. M. C. A. Men are too busy in one way or another, to think about religion; I heard of but one German student referred to by his fellows as being an

active Christian, and he was stigmatized by them as a crank. There are no definite courses to be taken in a prescribed order, in a prescribed number of years; no name given to students indicating the length of their stay, nor are they graduated in classes. A university assumes no responsibility for the performances of the individual student or for his success in obtaining his degree. It is possible for him to win his doctorate without ever having attended a lecture. The university simply says: "Here are the helps for a thorough training; you may use them or not, but before you get your degree you must fulfill the conditions and pass the examinations which we submit." As Matthew Arnold put it: *Lehrfreiheit und Lernfreiheit*," "liberty for the teacher and liberty for the learner," "*und Wissenschaft*," science, knowledge, systematically pursued and prized in and for itself—these are the fundamental ideas of the German system. Side by side with the great disadvantage that nobody in a German university has any care for the religious life of the students is the fact that they can rarely touch the professors, except in the small seminars of advanced research, and in these, foreign students have, perhaps, more than their share of attention, especially English and American students, the professors being not unappreciative of the fact that well known brothers-in-the-profession have sent to them their own students from across the waters, and at the same time the German professors generally confess that they have certainly far from a disinterest in these hustling English speakers who mean "business." "*Die Amerikaner hauptsächlich*

*haben so viele Energie,*" is a common tribute. In the American system it is of importance, not incomparable with the book knowledge acquired, that the students can get inspiration from personal contact with the teachers whom they not only learn to increasingly revere but to deeply love, and whose influence for righteousness and for noble manhood hovers over them, in after years, guiding and strengthening them like a good angel.

In the American system the weak students are somewhat helped, encouraged and spurred on by those above them and interested in them; in the German system, at least two of the four conditions propounded in Darwin's theory of Evolution obtain—especially in the religious life—a struggle for life and natural selection, resulting in the beating down and back of the morally weak, and "survival of the fittest." And not many fellows are big enough calibred to stand the strain of all the excesses and abuses of this sort of a life, and finally come out of it as rugged characterized as Bismark did.

To be a student in a German university means, among other things, to move in quite a different civilization, whose life and customs, manners and morals are full of a strange and often

startling interest; it means that one can actually see how international politics are dovetailed, and can get some conception, impossible before, of the unity of history in its grand onward movement; it means the opening to one of new worlds in music, architecture, sculpture and painting; and perhaps most stimulating of all, it means continual comparisons from the contrasts forced upon one, strengthening one's principles and deepening his convictions, through a broader outlook upon life, while at the same time, giving more charity of judgment, because less and less based upon prejudice born of ignorance. But for the student, trained under the Republicanism of our dear land, and filled with its ideals, and thrilled with its history—for him there would be no thought, if the alternative had to come—of exchanging the priceless privileges and blessings which here surge to him for this other world of irreligious, skeptical culture; of hopelessly fixed and embittered class distinctions; and of rampant, omnipresent, ruthless imperialism. Such a student can in all honesty and with pride thank God, as Daniel Webster did, that he is an American, born to the heritage of Americans.





# Reminiscences of Early Days of Alma College.

BERTHA M. TRASK, '91.

Program  
of  
THE OPENING DAY  
at  
ALMA COLLEGE,

Wednesday, September 14, 1887.

A. M. - 9:00—Religious Exercises in College Chapel.  
9:30—Words of Welcome by Pres. Hunting.  
10:30—Examination and classification of  
Students.

P. M. - 2:00—Meeting of the Board of Trustees.

~~~~~  
7:30 P. M.

PUBLIC MEETING

In the College Chapel.

There will be Addresses, Music,  
etc., and to this meeting the Public  
are most cordially invited.

**T**HUS began the happy, busy life of Alma College, with a faculty of ten, and, as an old letter of that date says, an enrollment of about forty during the first morning, with more coming on each train. At the end of the year the enrollment reached ninety-five.

There were but two buildings, the college proper, and the Ladies' Hall. There was one tree at the left in front of the college building, and, for a lawn, long furrows of ploughed ground, but

the two essentials were present, the teachers and the pupils.

It may well be doubted if any of the students present that first day would exchange, for any of the luxuries enjoyed by the students of today, the privilege of having stood at the very beginning and united with the faculty and the trustees in laying the foundations of an institution which should stand for the very best that college life offers. There is a fascination and inspiration in pioneer work in college as in any other field of labor, which brings to the front the best characteristics of humanity.

After the opening day the first occurrence of general interest seems to have been the organization of the Young Men's and Young Women's Christian Associations, some time in October. These were organized in full working force, with separate vesper services and union prayer and missionary meetings. The union meetings were held in the music room which forms the platform of the college chapel until they grew too large and had to be changed to the chapel itself.

In October also, the College first obeyed the injunction, "Given to hospitality," and entertained the Synod of Michigan to which they were in-

debted for their existence. The Synod was in session at Bay City and came to Alma on a special train accompanied by many Bay City and Saginaw friends. The students met them at the depot and, assisted by the musical strains of the famous Alma Band, escorted their guests through the streets of the "flourishing village of Alma, on the banks of the Pine," to the college chapel, where there were speeches and music. It is presumable that those concerned still remember how Dr. Bruske, the pastor of the First Presbyterian church of Saginaw, without a word of warning, called up the members of the faculty in turn and introduced them to the Synod, leaving them to make such response as occurred to their minds on the spur of the moment. One professor slowly drew himself up and replied, "I have a mind to make a speech, (pause) but I will not."

During the first year there were no literary societies and their place was filled in a measure by public rhetoricals on Monday evenings, under direction of Dr. Nelson. There were the essays, orations, readings and recitations usual on such occasions, and a series of debates on topics ranging from

*"Resolved; That there should be an explicit recognition of God in the constitution,"* to a spirited discussion, part of which was in rhyme, on the subject,

*"Resolved; That Cotton Mather was the author of 'Mother Goose Melodies.'"* The fact that Cotton Mather was an ancestor of Dr. Nelson added zest to the arguments.

The college being a co-educational institution, women's rights were, as a

rule, recognized the question of equality rarely being raised. The choice of college colors, maroon and cream, was made by the united forces of the college, including the faculty; but, when it came to the choice of a yell, a tinge of the feeling concerning the incapability of women to master certain intellectual problems was exhibited, and the young men declined to admit the young women to the meeting. Feeling ran high but resulted in nothing more alarming than the appearance of the girls at chapel the next morning in a super-abundance of yellow (yell oh!) ribbon. The result of the young men's conference was as follows:

One! two! three!

Hip! hi! hooray!

A—L—M—A

Rah! rah! rah! Yah-yah!

Possibly if the young men had consulted the young women, the change since made in the yell might not have been necessary.

It might be mentioned, incidentally, that various departments of education, much pursued by the students, although not generally mentioned in the catalogue, were inaugurated. For example: Strolling in couples, boating on the Pine, and drives to St. Louis and Ithaca became quite popular, even during the opening months of the year. It is true, also, that at that time the members of the faculty formed the habit of unexpectedly appearing at most inopportune times.

There was one feature of life, deplored alike by student and professor, from which the early students were not permitted to escape. One of the professors characterized it as a "demoralized week" and it is related that said professor, one day of said "de-

moralized week," greeted the freshman class as follows: "Girls, if you haven't a good lesson I'll excuse you; I can't stand any more to day." To the experienced it is not necessary to say that the class was excused.

Probably it was during that same week, that the same professor informed one of the same freshman class that her translation of Livy "possessed originality, if it did lack every other essential."

Those who were members of the faculty during the year of '87 and '88 are widely scattered, only three, Miss Gelston, Miss Booth and Professor J. W. Ewing being connected with the college.

Dr. Geo. Hunting and Rev. Theodore Nelson have gone to their eternal home and we may hope are able to realize what was the influence of their

broad and noble characters upon the young lives entrusted to their care.

Dr. Kendall Brooks came into the history of the year as a visitor and it is impossible to tell how many regard with special reverence the day when he came into their lives.

The year closed with bright promise for the future. The new trees set out in April were in leaf, and the tiny blades of grass and clover leaves were covering the brown furrows of the fall.

At the right and slightly back of the college building was a solid foundation marking the beginning of a new library building, the laying of whose corner stone was an impressive ceremony, making evident the truth that Alma college had taken root and was beginning to grow.



## The Submerged Tenth.

J. C. FOOTE, '00.

**A**S one's outlook on humanity broadens, as his experience with the different classes of human beings becomes greater, he cannot but realize the truth and breadth of application of the phrase, "The Submerged Tenth," coined by Gen. Booth in his book, "Through Darkest England." The individual with discerning eye cannot fail to recognize that the submerged tenth is a reality and not a fiction;—a reality

if anything less than human can be so! If the present social system is a fact and not a dream, then as a very noticeable feature of this system of society, there is a class of human beings, nay, less than human, despairing, downtrodden, suffering from want, and stained with the crimes which their ancestors or they themselves have committed, in whose hearts can be found few, if any, ideals and apparently little room for the spirit of

the Divine; forsaken of man and—dare we say it?—almost forsaken of God. There's not so much import in the fact itself that these people are downtrodden to a certain extent, but in the fact that they are *existing* in such a condition that almost everything is lacking which tends to inspire in the soul a true aspiration for noble living.

It seems a law of the spiritual world for the human soul in proper environment to rise, but when it is repeatedly beaten down by the weight of sinful generations and the strength, or lack of strength, and the selfishness of others, it loses finally that elastic virtue by which it rebounds toward the Divine and sinks lower and lower, nearer the brute, to be created into man again only by the miraculous touch and breath of the Almighty. A multitude of such make up the submerged class,—submerged because they cannot rise of themselves, and what is worse, they practically cannot *will* to rise, because the innate virtue which prompts willpower for good has been all but destroyed and the Heaven has given way to the hell.

And why all this? Is it not because of a multitude of sins of ancestors in past and present social systems, because of the past and present breaking of both natural and spiritual laws, because of man's perverted treatment of himself and his inhumanity to his fellow beings? The underlying principles of society have remained the same, and it is human violation of these principles that continues the curse. Society in its various phases of evolution has in a sense both encouraged and scorned human degradation. It has encouraged it by certain

unwritten laws of custom—laws of custom because habits of custom—and under governments by the enactment of laws oftentimes tending toward an increase in pauperism, and the misuse of wealth in a centralized form. It has scorned this degradation by withholding the sympathetic touch from fellow beings of the same social system, but of an unfortunate class.

But howsoever this condition has been reached, whatever may be the process or evolution which has brought it about, there remains a problem to be solved, viz. by what sure process can this condition of affairs be remedied? Must there ever be a stage between real humanity and the real brute which must be occupied by what has at least once been human? We are apt to sigh and say that the law of the survival of the fittest has been working and will continue to work throughout all time, and that there must ever be some who must sink because they cannot swim. But is it not possible that many who are not able to swim in the whirlpool would be able to swim in the calm waters long enough to acquire strength for the whirlpool if given the chance? And is it not possible for the fittest to make the conditions such that the unfit may become fit to survive? The purest raindrop may at some time fall into the most stagnant pool, but the laws of nature provide a way by which it need not remain there forever. And it is possible to make the conditions such that degraded humanity, by obeying moral law, may rise and be no longer submerged in the filth of ancestors, although the Creator has said that He would "visit the iniquities of the fathers upon the chil-

dren even unto the third and fourth generations;" but he has also said that He would show mercy unto thousands of them that love Him and keep his commandments.

It is surely possible that a condition may be reached wherein these same unfortunate children of sin may receive the mercies of a just God. But how to attain this is a problem, and its solution will require the constant application of the keenest intellects and the patience of the most sympathetic hearts. It is not the intention to attempt more than a suggestion or two here. It would seem in the first place that in some ways there must be a regeneration of the higher classes of society in themselves, for it is true to an alarming extent that in the present social conditions there is race degeneration. The physical along with the mental well-being is neglected or abused, and the result is degenerate offspring from whose ranks come the recruits to fill out the army of the submerged tenth. By the very law of survival of the fittest this same degenerate mass of humanity would perish in time but for the fact that its ranks are daily filled by the fallen ones of the higher classes. And yet, working in perfect harmony with this law, the solution of the problem will be reached.

Where is a human body there is a possibility of an intellect having the element of Divinity, and where there is a human soul there may be noble aspirations. But if there is not there should be, and herein lies at least a partial duty of the more fortunate classes. There must be an outgrowing or an overcoming of class spirit that not only drives away from civil-

ization but also denies food to the social lepers, and all must be more willing to meet occasionally on as nearly as possible common ground, where the higher may instill into the lower an ambition to rise and not tread upon them when they make the attempt. Influences which shall cause unconscious imitation may be brought to bear for good upon the lowly, indeed there must be imitation and whether it shall be for good must depend on the influence of the better classes in producing nobler conceptions of home and of man's true relation to man.

We must not be afraid to let an educated mind live in a body which occasionally touches the ground, for such a body is pretty sure to acquire an elasticity by which it can spring higher and higher into the air. And its reflex action upon the mind will be such as to enable it to continue more constantly near to the high level of aspiration which should ever be the soul's desire—to realize more truly that both the gaining and maintaining of the height can be accomplished only by helping those about us to rise with us. The society of today is the truest prophet of future social evolution and as such we must heed her warning that the degraded mortals are to be raised only by more sympathy for the despairing heart and a truer application of the Golden Rule.

My friend about to leave college, if you have not already done so, determine soon to put on your working clothes and work, knowing that the heart will beat more vigorously, causing the blood to tinge the cheeks with a richer glow, bringing truer beauty to a body and soul exercised in lifting the weak toward the heights.

How truly is the earth the imperfect reflection of Heaven upon the troubled waters. But the time will be when calm days will smooth the surface and more perfect will be the image, even

though time and again in the cycle of ages the storm king may come and reassert his power over the mighty deep.



## Alumni Notes.

**W**E are pleased to learn that Alma will be given an opportunity to present its claims for membership in the M. I. A. A. at the next meeting of the Board of Directors. It is probably true that something comes to him who waits, and it is certainly time that something should fall to Alma's lot in this matter, for membership in the Intercollegiate has been agitated now for several years, though no formal application has ever been made, owing to the apparent opposition of one or more colleges to the admission. In a former issue of the ALMANIAN, we advocated making such an effort, and are still of the opinion that admission will be but to Alma's interest, on the whole; consequently, we hope that the request will be granted and that from the meeting soon to be held may be dated an era of still farther advancement in athletics at Alma. Confidence in the ability and manliness of the teams which will go out from Alma in the future, as well as in the good, sound judgment of those having charge of athletics, is chiefly responsible for the above opinion, and we feel that Alma's friends may rest assured that the excellent reputation established by

athletic teams from that institution will remain, and that to Alma we may look to uphold fairness and justice, as well as manliness, in all its relations with other colleges.

Exceptions have been made to one or two of the editorials in this department of the ALMANIAN, or, rather, to some of the expressions contained therein. This we are pleased to notice, as it shows that some interest is being taken in the department, and that members of the Alumni are looking for the progress of their Alma Mater in all lines of development. It is an impossibility that all should think alike upon all questions that come up for consideration, and these columns are open at all times to any one who cares to express an opinion upon whatever subject may be of interest to the readers. In fact, we would advocate such discussions upon all matters that may be of import to the college, for it furnishes perhaps the only means whereby the members and former students of the college may keep in touch with each other, and may serve to bring out many ideas that could be brought to a successful conclusion for the betterment of all those concerned.

Any suggestions that may be offered will also be welcomed. We trust that these words may cause everyone who has the interests of Alma to heart to feel at perfect liberty to offer comments at any time.

The graduates of a college are not the only ones who retain a great interest in its doings, but every institution has a large number of former students, who attended sessions for a longer or shorter period, but who took an active part in the life of the college for the time being, and we believe, the majority of them keep in mind the benefits derived therefrom and are ever willing to aid in its advancement. Alma has a large number of this class, now scattered far and wide, many of whom have had marked success since leaving that institution. Many of them should be looked upon as having the interests as much to heart as those of actual graduates, a fact which has been established many times during the past, and as time goes on we believe will be more and more evident. We would be pleased to hear of the success of any of those students and as to their whereabouts.

Three of the students who entered with '99 will be married within the next few months. It is difficult to say who will win as to precedence in time.

Harry E. Porter, '99, who was at Lane Seminary last year, has taken up work at McCormick.

Miss Frances D. Adams, '98, is still teaching at Sault Ste. Marie.

Miss Maud H. Bishop, '99, has taught at Harbor Springs since her graduation.

Miss Beth Merriam, K. G. '01, has charge of a successful private kindergarten at Bay City.

D. L. Johnson, with '99, has opened up a law office at Alma, buying the library of J. D. Spinney.

L. W. Mills, with '99, is now in the dry goods and clothing business at Mt. Morris.

Miss Elizabeth Jones, '96, is teaching at Bismarck, N. D.

B. H. Southworth, who played guard on the foot ball team in '97, was a regular sub. center and guard on the great U. of M. team last fall.

W. H. Young, Com. '96, was recently elected secretary of the Illinois Stock Breeders' Association.




  
**ALMANIAN.**

PUBLISHED MONTHLY BY  
THE STUDENTS OF ALMA COLLEGE  
ALMA, MICHIGAN

**Subscription Price**

One Year . . . . . \$1 00  
Single Copy . . . . . 15

**Board of Control**

|                               |               |
|-------------------------------|---------------|
| PROF. F. N. NOTESTEIN, Ph. D. | Chairman      |
| C. E. LONG,                   | Class of 1902 |
| H. H. SOULE, - - - -          | Class of 1903 |
| H. A. WILCOX, - - - -         | Class of 1904 |
| MARJORIE DEARING, - - - -     | Class of 1905 |
| BIRDELIA B. CONAT, - - - -    | Kindergarten  |
| F. L. PRESTON, - - - -        | Academy       |

**Board of Editors**

|                                                        |                      |
|--------------------------------------------------------|----------------------|
| JOHN N. BOOTH, 1902,                                   | Editor-in-Chief      |
| F. W. McCABE, 1898,                                    | Alumni Editor        |
| B. PAULINE HAZELTON, 1903 }<br>T. GEORGE TIMBY, 1903 } | Assistant Editors    |
| G. F. McEWEN, 1903,                                    | Business Manager     |
| J. L. McBRIDE, 1904 }<br>ETHEL ILES, K. G. }           | Subscription Editors |

**Class Editors**

|                               |               |
|-------------------------------|---------------|
| E. E. FELL, - - - -           | Class of 1902 |
| A. J. HELMER, - - - -         | Class of 1903 |
| ANNA E. MAHONEY, - - - -      | Class of 1904 |
| H. G. GAUNT, - - - -          | Class of 1905 |
| KATHERINE M. SWEENEY, - - - - | Kindergarten  |
| H. L. GRIFFIN, - - - -        | Academy       |

**Society Editors**

|                              |               |
|------------------------------|---------------|
| J. L. McBRIDE, - - - -       | Zeta Sigma    |
| W. E. ROHLF, - - - -         | Phi Phi Alpha |
| KATE BAIR, - - - -           | Alpha Theta   |
| CAROLINE HASTINGS, - - - -   | Philomathæa   |
| B. PAULINE HAZELTON, - - - - | Y. W. C. A.   |

CONTRIBUTIONS and items of interest are earnestly solicited from students, alumni and friends.

ALL COMMUNICATIONS for publication should be addressed to the EDITOR-IN-CHIEF.

ALL SUBSCRIPTIONS should be paid and all checks drawn to the order of the Business Manager.

SUBSCRIBERS not receiving their papers on time will confer a favor by notifying the Business Manager.

Entered as second class matter at the Post Office, at Alma, Michigan.

FEBRUARY, 1902.

**W**E hear a great deal now about liberal education. The warning is: We must not apply our forces in one direction; we must

guard against becoming too narrow. Our college offers too many departments, has too many advantages for her students to become too narrow. They may come here with the intention of devoting their entire energy to one line of action, yet the influence of parallel lines is felt and soon the lines are diverging. With the Science Club, the Classical Club, the literary and choral societies, the orchestra, besides the many departments in real college work, Alma offers her students, however dissimilar may be their inclinations and talents, the best opportunities for becoming truly broad minded men and women. But they should be careful that they do not enter upon too many widely different paths. Each one possesses just his own share of ability; he can not create or manufacture more than he has within him. If his forces are divided and applied equally in all directions, there will probably be no advancement. We can see how Alma's students might become too broad, so broad that they would not be able to focus their attention upon those things for which they are naturally best fitted. Minds were not intended for rag bags for receiving all sorts of odds and ends. Each one of us can not do the work of all the departments, either in the college itself, or the associations connected with it. Only those few which we really need and which will be most helpful to us should receive our attention.

**P**ROBABLY there is not a more difficult problem connected with the administration of the affairs of a college than that of the form and degree of control that the faculty should exercise over the students out-



side of the class-room. In most of the large institutions like Harvard, Columbia and the U. of M. the faculty assumes no responsibility for the morals or any other part of the personal life of the students. Regular attendance at lectures or recitations and a proper regard for the laws of the community is about all that is demanded. Such a policy may not be the best; it certainly would be well nigh impossible to pursue any other under the same conditions. In smaller colleges, those with an attendance of one thousand or less, an entirely different course is generally followed. A rule book and a committee on conduct are two features that are never absent and that never cease to figure prominently in the affairs of the college. Far from being what it should be, a democracy, the average small college is an oligarchy with the faculty occupying the positions of authority and the students submitting to their rigid laws with as much meekness and humility as the circumstances allow. We will not attempt to determine which is better for the student, the freedom of the large institution or the excessive paternalism of the small one. It may be observed, however, that the men who are going out from Harvard and Yale are not a class of moral degenerates or anarchists as a result of their freedom from the petty restraint

which prevails in some colleges in Michigan. On the contrary their experience proves pretty clearly that young people of nineteen or twenty years of age or older usually have a moderate amount of common sense and when put upon their own resources they will develop as strong characters and gain as much from their college life as if a faculty watched over them with fatherly care, carefully dissecting, as it were, each individual and holding him up for microscopic examination to discover if he has attended church or if he has violated any of the thousand and one rules governing the dormitory. For the faculty to try to take the place of the parents of a first year prep. who has never been free from his parent's supervision until he went away to school and to subject the upper classmen in the college department to the same discipline is probably very beneficial to the prep. but not so useful to the upper classman. We are not trying to preach a reform, not directly at least; but we do believe that we express the sentiments of the great majority of the student body when we say that even in a denominational college the standard of conduct would be just as high and the students would be more contented if allowed a greater degree of freedom than they now enjoy.



# Class and Society News.

## JUNIOR.

A large number of the Junior class are engaged in the study of English history under Prof. Mortimer. They are especially interested in the Mortimer family of England from which the Professor asserts he is descended. We can truly state that it was a lucky chance for Alma College that deprived the Earl of March and his descendants from access to the throne of England; for if this had happened we would be deprived of the services of a valuable coach and history instructor, who if not in the direct line would have been at least a member of the Royal family.

Prof. N.:—"Mr. Timby, if, with a convex lens with sides having equal radii of curvature, the object from which the light proceeds is beyond the principal focus, where is the image?"

Mr. T.:—"In the eye."

Mr. McEwen does not approve of the railroad rule, limiting the time for the use of return trip tickets. He was forced to leave Chicago at 11:50 Monday night, January 5th, because the time limit on his ticket expired at midnight of that date.

Prof. (discussing versification in English class):—"Mr. Miller, if you were writing of love, what kind of verse would you use, rough or smooth?"

Mr. Miller (confidently):—"Both."



## SOPHOMORE.

The Sophomore class gave their annual exhibition Friday evening,

January 24th. After the exhibition the Freshman entertained the Sophomore class in the reception rooms of Ladies' Hall. The Freshman class did themselves great credit in their entertaining. To be sure the cocoa contained more salt than necessary but that can be easily overlooked, for who can expect Freshman to use that article with discretion?

"A true definition is to a real definition as a real horse is to a tin horse."  
—Mr. Wilcox.

Mr. McBride:—"There are two things I love—girls and olives."

Mr. W.:—"Which do you love better?"

Mr. McB.:—"Olives."

Miss Schmidt:—"Tenaient dans chaque main un revolver à six coups."  
"They held in each hand a revolver six feet long."

Up the ladder they climbed,  
Those third floor girls,  
And into the attic they pi'ed;  
But Miss Allen opened the little trap door,  
And down from the attic they filed.  
To see a fair maid went  
James Lloyd next day,  
But alas! he could not, she said,  
For Miss A. had taken her privilliges away,  
And pcor James' heart was like lead.



## FRESHMAN.

Martha Blatz has been at her home in Saginaw entertaining the mumps.

Olive Hafer has returned to college after an absence caused by sickness.

Harold Gaunt accompanied the basket-ball team to Grand Rapids, at the

time of the meet with the Y. M. C. A., of that place.

According to a certain Sophomore, whose apparent fondness for the fair sex is very noticeable, a girl is not so attractive as the bowling alley. Queer, isn't it?

Talk about nerve! A student who will kiss the cook at the expense of being fired from the club where he boards, rather than be ridiculed for refusing to take a dare, surely has a sufficient quantity to carry him through life. He's a Freshman, too, and we're proud of him.



### ACADEMY.

Mr. Crawford, who has been with us since last fall, has accepted a position as Physical Director at the Rose Polytechnic Institute at Terre Haute, Indiana. We regret losing Mr. Crawford as he was one of the most popular students in college. But we also rejoice in his success and the best wishes of his fellow students go with him in his new field of labor.

One of our young men has evidently been making an exhaustive study of the customs of the ancient Carthaginians as he informed us a short time since that "Dido filled her handkerchief with tears."

One of our bright young gentlemen is responsible for the information that the Golden Age was the time when "Neptune was ruling over Syria."

A. A. Fell has resumed his studies after several months' absence.

H. L. Griffin was at St. Charles one day last week, assisting in a musicale.

Misses DeLong and Franklin have returned to college after a two weeks' absence.

Miss Hamilton entered the Academy at the beginning of the New Year.



### KINDERGARTEN.

Misses Lowry, McClelland, Notes-tein, Hawley, Salter, McClinton and Wilson spent their vacation in Alma. It is useless to add that they had a very exciting time, a time peculiar to Alma only.

Miss Beth Wheeler has been obliged to discontinue her work on account of ill health. We hope she may be able to return at the beginning of the new semester.

Having lost her room-mate, Miss Hough has been consoling herself with the mumps.

The Senior Kindergartners are the happy recipients of invitations to a banquet given them by the Freshmen. They are still unable to decide what kind of a "pillow," to bring.

We are informed that Miss Belle Conat spent her vacation in the fruit belt of Michigan and is looking for a place for a good peach orchard. She has intimated that Crawfords are her preference.



### COMMERCIAL.

The interest and number in the Commercial School continue to increase. Messrs. A. A. Fell, Arthur Randall and F. E. Adams recently enrolled in this department.

Through the generosity of Alma's greatest benefactor, Mr. A. W. Wright, two new typewriters have been recently secured and other needed fixtures added to the Commercial School.

Two dictation classes have been organized for the shorthand students.

Commercial students will take up Actual Business next semester.

Mr. Dana H. Crawford, stenographic, goes to Terre Haute, Indiana, about February 1st, to accept a position as physical director, and continue some special studies in the Rose Polytechnic Institute.



### MUSIC.

Two new pupils have entered the Piano Department, Miss Ada Krecklen, North Star and Miss Nora Brader of Ithaca.

A Mandolin Club of about sixteen members has been organized.

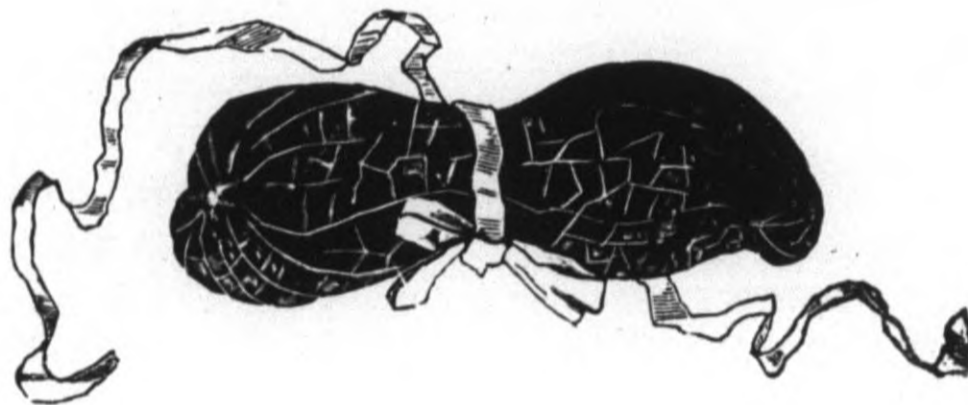
Professor J. T. Ewing conducted a Choral Union at Fairgrove during the Christmas vacation. At the end of the term the chorus gave a concert at which they were assisted by Dudley Tinker, violin.



### PHI PHI ALPHA.

Mr. George Ellis and H. Benton Dunning have been initiated into the Phi Phi Alpha Literary Society since the last issue of the ALMANIAN.

After a long and serious debate the Phi Phi Alphas have decided not to allow Woman Suffrage.



**DR. W. KELLY,**  
DENTIST.

Office in Opera House Block. Teeth  
extracted without pain.

Union 'Phone 133, Alma, Mich.

**DR. G. S. BROWNING,**  
Physician and Surgeon.

Office: Room No. 10, Opera House Block.  
Hours, 10 to 12 a. m., 2 to 4 p. m. and 7 to  
8 p. m.

Telephone No. 30.

**DR. F. G. OLP,**  
DENTIST.

Successor to Dr. Purmort. Ten years'  
experience. Teeth extracted without  
pain.

New Pollasky Block, Alma, Mich.

**DR. E. A. BAGLEY,**  
PHYSICIAN and  
SURGEON.

Office, Opera House Block. Office hours  
1:30 to 3:30 and 7 to 8 p. m. Diseases of  
the Eye and Ear a specialty.

ALMA, MICH.

**Davis Brothers** 

**TONSORIAL PARLORS**

Hair Trimming and Face Massage a Spe-  
cialty. First-Class Work Guaranteed.  
Students' trade solicited.

Alma, Michigan

**Everything New**



in

**PICTURE FRAMES**

at

John W. Dean's, Alma.

**H. N. HAYES**

Fire, Life and Tornado

**...INSURANCE...**

Insure in some of the good companies represented  
by me. "What can't be cured, can be endured,  
if well insured."

**Chew** 

**„Blood Berry Gum„**

and get a pink breath.

For sale by all  
dealers.

**Sourwine & Hartnett,**  
Manufacturers, Escanaba, Mich.

# STUDENTS!



For Quick Service  
Send to *X*

**Jarvis & Daniels,**  
Grand Rapids, Mich.

*X* Headquarters for *X*

Athletic Goods, Gymnasium  
Clothing, Fishing  
Tackle, Guns and Supplies,  
Base Ball and Track  
Supplies.

Michigan's best Bicycle and Sporting  
Goods House. Give us a trial.

**Jarvis & Daniels,** Grand Rapids,  
Michigan.

***Mrs. Julia Lathrop...***

**Millinery, Fancy  
and Toilet Goods**

*Alma,* - *Michigan*

***J. F. PLIMLEY***

MANUFACTURING JEWELER

Fraternity Pins  
Class Pins *X*

Badges and Medals  
of all kinds

30-34 BENNETT BUILDING

*Detroit,* *Mich.*

# Messinger's

Up-to-Date Clothiers <sup>A</sup><sub>D</sub> Men's Furnishers

*Alma,*

*Michigan*

**F. Hammer,**

**J. C. Bittner,**

—DEALER IN—

***Fresh, Salt and Smoked  
Meats, Oysters, Fish  
and Game in Season.***

***Florist***

Telephone No. 40,

Alma, Mich.

ALMA,

MICH.

.. Every Lady in the Land is interested in Shopping...

What to buy and where to buy are perplexing questions easily answered by sending to us for catalogue, samples and prices. Full department of

**Dress Fabrics, Furnishings, Garments, Linens and Draperies.**

Every class of goods for Ladies, Children's and Infant's Wear and for House Furnishings. Try Shopping by Mail. Satisfaction Guaranteed. Popular prices.

**THE TAYLOR WOLFENDEN COMPANY,**

Woodward Ave. and State-st., Detroit, Mich.

**THE VIENNA CAFE**



BAKERY, LUNCHES, CONFECTIONERY.

WILFRED WEBB,

Alma, Mich.

**Students** Patronize the Merchants that advertise in the **Almanian.**

Alma Roller Mills

**FLOUR**

is

Good Flour.

Alma Creamery

**BUTTER**

is

Good Butter.

TRADE AT



# Vermeulen's

Fine assortment of Men's  
Up-to-Date...



## Suits, Hats, Caps and Neckwear...

ALMA,

MICH.

## When Visiting Saginaw

be sure and call at our  
Big Store for....



Men's and Boys' Clothing  
Furnishing Goods  
Hats, Caps, Boots and  
Shoes.

Fine Merchant Tailoring a Specialty.

### Heavenrich Bros. & Co.,

SAGINAW, MICH.

## Inter-Collegiate Bureau



Wholesale makers of the Caps, Gowns and  
Hoods to the American Colleges and Universi-  
ties. Rich Gowns for the High Degrees, the  
Pulpit and the Bench.

Illustrated Bulletin, Samples, etc., on Application.  
**COTRELL & LEONARD**  
472-78 Broadway, Albany, N. Y.

## J. S. Caple & Son

### General Hardware

Alma,

Michigan

## Pulfrey & Co.,

### Exclusive Grocery

Choice Fruits in season. We solicit  
your patronage and we will always en-  
deavor to serve the public so all will  
come to be regular customers.

Respectfully yours,

### PULFREY & CO.



## R. M. HYDE

### Livery, Feed and Sales Stable

The only place to get a Comfortable Cushion  
Tired Rig. Open day and night. Special atten-  
tion given Commercial Trade and Students.

## C. F. Brown

Printer.

Alma, Mich.

Program  
Commercial  
and Book Work

The Almanac is  
printed on the  
Record Presses.

Publishers  
of  
Alma  
Record.



# Alma Collége, Alma, Michigan.

Offers ample instruction in the following  
Courses of Study:      \*      \*      \*

- (1)—The Classical.
- (2)—The Scientific.
- (3)—The Philosophical.
- (4)—The Literary.
- (5)—The Pedagogical for those desiring Life Certificates.
- (6)—The Training for Kindergarten Teachers.
- (7)—The Commercial for those wishing a Business Education.
- (8)—The Music Department.
- (9)—The Art Department.
- (10)—The Academy, Preparatory to the College.

The expenses are very low. From one hundred to one hundred and fifty dollars pays all the college bills for a year, including board, room rent and washing. This can be greatly reduced by various forms of self-help.

There are **Seventy Free Scholarships** for students having an average standing of 90 in their studies of the previous year.

For catalogue and further information, address

*Pres't. A. F. Bruske, Alma, Mich.*

## *S. L. Bennett's*



Up-to-Date Bakery  
and Confectionery.

Home Made Candies.

Fancy Baked Goods.

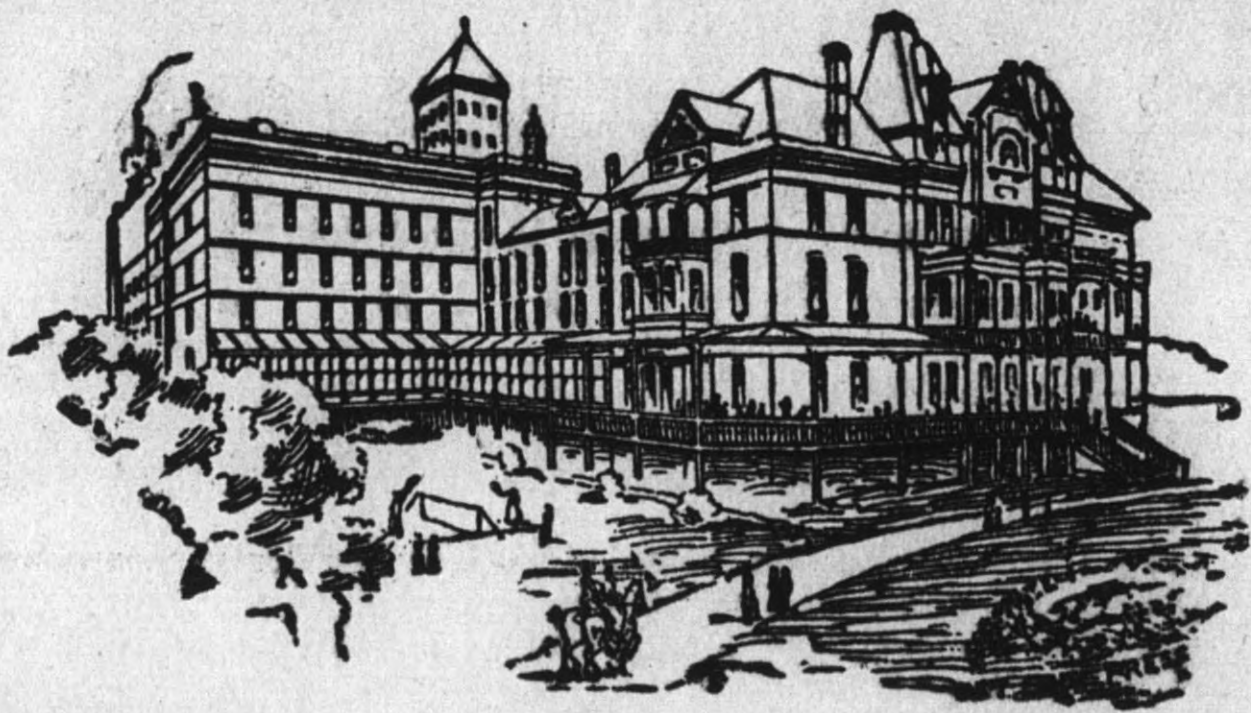
Light Lunches, Oysters, etc.

Sole agent for Lowney's and Gunther's Confections.

*The Students' Popular Resort.*

Superior-St.,

Alma, Michigan.



# The Alma Springs and Sanitarium.

ONE OF THE MOST COMPLETE AND ELEGANTLY  
APPOINTED HEALTH RESORTS IN AMERICA.

*ALMA-BROMO*  
NATURE'S BROMIDE

THE STRONGEST NATURAL BROMIDE WATER  
KNOWN. CURES CONSTIPATION, RHEUMATISM,  
SKIN, LIVER AND NERVOUS DISEASES.

*ALMARIAN*

A WONDERFUL MINERAL WATER, CURES STOMACH,  
KIDNEY AND BLADDER DISEASES.

A Book tells you all about it  
for the asking. ✕

Address **The Alma Sanitarium,**  
*Alma, Michigan.*