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124 Congress St.,
Ypsilanti, Mich.

= 94, '95, '96.

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Geo. J. Preston,
Merchant Tailor.
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Fine Stationery.
The Writing Tablets and Fine Box Papers handled by us are not surpassed by any line in the city. We carry and make a specialty of only high grade fine paper in colors and white.

We can furnish you anything in the Jewelry line. Alarm Clocks, warranted, at $1 each

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Flowers.
Choice Cut Flowers at
Norton's Greenhouse,
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No. 121 Congress Street.
Beall, Comstock & Co.

Retailers of Strictly High-Grade
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DRY GOODS.

B R E S S G O O D S our Specialty.

Our Motto - Best goods, lowest prices

WOOD.

Tabor & Daschner,

can supply you with Hard and
Soft Wood at Low Prices.

609 Ellis St

Loose Orders at Kist & Measure!

M. J. LEWIS & CO.

Carry a full line of

GROCERIES.

Students' orders given prompt attention.

17 Huron Street, Ypsilanti, Mich.
Charles King & Co.,

Grocers.

Dealers in Portland and Louisville Cement, Calcined Plaster and Plastering Hair.

Ypsilanti, Mich.

Densmore & Fell, Clothiers.

Up-to-date clothing, hats & men's furnishing goods.

At the corner.

C. S. Smith, East Side Meat Market

Sugar Cured Hams and Bacon a specialty.

We always please ladies who keep boarders, as our prices are as low as the lowest.

38 East Cross Street.

Michigan Central

"The Niagara Falls Route."

Between Chicago, Detroit and Toledo, and Buffalo, Syracuse, New York, Boston and the East, (Passing directly by and in full view of Niagara Falls), and to Mackinaw and Northern Michigan.

Running through cars without change.

A SUMMER NOTE BOOK, descriptive of the Eastern Resorts and Tourists' Points of Interest handsomely illustrated, will be sent on application.

Robt Miller, O. W. Ruggles,

Gen'l Superintendent, Gen'l Pass'r and Ticket Agent,

Detroit, Mich. Chicago, Ill.
MORFORD & HYZER,

Drugs,

SOUTH SIDE CONGRESS STREET.

LADIES OF THE NORMAL—
Call at your first opportunity and see a fine stock of Millinery Goods at
Mrs. Curtis' Millinery Parlors,
210 CONGRESS STREET.
Latest Styles from New York weekly.

THE MEASURE
of cheapness is not how little you have paid, but what you have gotten—how much of quality and how much of quantity. Our prices are low for the quality.

DAVIS & CO., Depot.

JAMES NEAR,

Students' Wood Yard!

Four foot and Store Lengths.
Listings at 8 cents per bunch.

KEROSENE AND GASOLINE
Prices to suit the times.
A bunch of kindlings given away free with each cord of wood sold.
No. 116 Hamilton Street.

CLARK & HOUSE,

Dealers in

STAPLE AND FANCY

GROCERIES

18 CROSS STREET, DEPOT.

VACATION IS OVER—
and we are glad to welcome the Students back. Thanking our many friends among you for the liberal patronage extended last year, and assuring you that with better facilities than ever before to take care of your orders, we expect to largely increase our trade, and welcome many new among the old friends.

THE FRUIT HOUSE
The Normal News.

The Provident Life and Trust Co.,

Assets, December 31st, 1895, $20,476,403.47
Liabilities, 25,796,800.42
Surplus to Policy Holders, $3,679,603.05
Insurance in force, $108,822,534.00
Has $1.15 of Assets for every $1.00 of Liability.

There is no other form of investment, for young men and women, or any one earning a salary, which will yield a better rate of interest upon the investment, and at the same time combine so many advantages, as an Endowment Insurance Policy; this is the testimony of the best and most conservative business men. In looking toward such an investment, two points are of the greatest importance: 1st, the strength of the company, and the lowest cost; in both these points the Provident Life and Trust Co. is unequalled. Lowest Expense and Death Rate of any Company. For information call upon or address,

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123 Congress St., Ypsilanti, Mich.

Franklin I. Carpenter,
124 Congress Street,

Hardware, Stoves and House Furnishings.

A Full Line of

It will pay you to call and see what improvements I have to offer.
The present number of the News gives in full the organization of the Training School copied from the outline prepared for the practice teachers. Three of the illustrative lessons spoken of have been given. On Friday afternoons the heads of the different departments address both critic and practice teachers upon the presentation of subjects especially under the supervision of the departments. The subjects of geography, nature study, arithmetic, and history have been thus considered.

In glancing over the editorial in an exchange from an eastern normal school, we are reminded that we may not have given that careful attention to the new students that our duty required. The editorial alluded to refers to the fact that the school authorities have raised the requirements for admission, and as a result the young men among the new students have a more matured, cultured, and dignified appearance, "while the young women are conceded by competent judges to be the best looking lot that has ever come to us."

Be not deceived, O Editor. There is no type of feminine beauty which can serve as an index of intellectual ability. Beauty regarded in this light is a snare and a delusion. Do all the pretty girls delight to wrestle with mathematical problems, and love to struggle with the intricacies of the languages, and long to burn the midnight oil composing those literary articles which bring them praise and high marks? We trow not. And are all the examination candidates divided into two classes—the pretty girls who pass, and the homely ones who struggle on in the same class? Verily, it is not so. The Editor must reconstruct his theories upon a new basis. Those same girls have thrown their spells of enchantment around him and his judgment is unable to act. But the time will come—it may be months, it may be years, but come it will—when he will see that "those things are not thus."

The Normal News box, the key of which has
been lost for some time, was broken open last week by the present enterprising business manager. The result was the discovery of a collection of items which would have rejoiced the heart of the editor of '95-'96. At this date, however, there is a very noticeable lack of freshness about them which prevents their insertion in this number of the News. We trust the pathetic and persistent appeals of M. Van Buren to know what had become of the missing numbers of the News finally reached the ears and heart of Mr. Gregory. We can, even through this lapse of time, feel a sympathetic thrill to think of those touching missives being swallowed up by a dumb, unresponsive box.

**Locals and Occasals.**

**Faculty Notes.**

Prof. Putnam gave the monthly address before the S. C. A. Sept. 27.

Friday, Oct. 9, Dr. Smith spoke to the critic and practice teachers on the subject of "Teaching Arithmetic."

Bicycle riding seems to be the favorite recreation of the faculty. Several members of the faculty we understand took a trip to Detroit.

Oct. 9, Dr. Boone gave the dedication address at the Garfield School, Springwells. The children, parents, and teachers formed a large and enthusiastic crowd. He met many former Normal students. Miss Gertrude Smith, who was at the Normal last year, filled a prominent place on the musical program.

Oct. 2, Prof. Sherzer addressed the Friday meeting of the critic and practice teachers on the subject of "Nature Study." Owing to sudden illness he was compelled to retire, but at the Monday night meeting he was able to conclude a very interesting and instructive talk.

Sunday morning, Oct. 11, Dr. Boone gave an address at Ann Arbor before the U. of M. S. C. A., the subject being "The Multiplication of Influence."

The Current Topic Club, which was organized among the ladies of the Normal faculty last year, will be known as the Monday Club this year and will meet every two weeks at the homes of its members. The object is sociability, though a program is prepared for each meeting which will occupy half the evening. The officers for the coming year are: Pres., Miss Putnam; Vice Pres., Mrs. Burton; Sec., Miss Shultes. The Club devoted their October meeting to a study of the money history of the United States, and the arguments now urged for Free Silver or for a Gold Standard.

Owing to a painful accident happening to her mother, Miss King was not able to meet her classes last week. The students expressed their sympathy by sending her a box of flowers Friday afternoon.

Friday, Sept. 25, Prof. McFarlane addressed the critic and practice teachers on the subject of "Geography and its Teaching." He spoke of the three phases of geography, as given by Dr. Henry Jennet, under the names of Ancient geography, Mediaeval geography, and Modern geography; the last named being characterized by a recognition of law, and its method of teaching being in accordance with known law. He also spoke of the courses in geography offered in Harvard and Cornell Universities, and of the exhaustive work done in this study in the German schools, carrying the work through the public school, the Normal school, and Berlin and other universities offering courses in geography.

It was an address of great interest, especially to those students who have taken advanced work under Prof. McFarlane. He refers those who are interested and wish to look up the subject to several articles in the Educational Review. The December number, 1893, contains an article by Prof. Hugh R. Mill. Among much else that is interesting he speaks of the necessity for the knowledge of geography in pursuing the subjects of geology, biology, and history, and concludes by saying, "Each of these subjects would be helped, not hindered, by a frank recognition of geography in the wide, evolutionary sense which weaves into a whole the connected threads of world-lore spun by the other sciences." The following important articles are also found in the same publication: Geography as a School Subject, by C. A. McMurry (May, 1892); The Status of Geography Teaching, by J. W. Redway (Jan., 1894); The Teaching of Geography, by Prof. Wm. Davis (May and June, 1892); Application of Physiography to History, J. W. Red-
way (Nov., 1894).

Notwithstanding the illness of her mother, Miss King came before the critic and practice teachers, Friday afternoon, Oct. 16, and gave a most enjoyable talk on the subject of “History Teaching.” The main thought impressed, if we may venture to give our interpretation without notes, was that in all material things the underlying historical idea should be sought. Improvement, growth, and change in material things are valuable only as expressing corresponding movements in the human race. Miss King’s illustrations of the use of myths were greatly enjoyed. The effort, which must have been made under the circumstances, to be present and speak, was highly appreciated by those who listened.

NOTES.

H. H. Seeley is teaching this year at the Seminary.

Miss Clara Klopsch is teaching in a German school at Michigan City.

Miss Zella Starks, ’96, critic teacher in the third grade, was an Albion student, also a teacher in the Albion schools.

Mrs. Grace V. Taylor, last year in the State Normal training school, is now principal of Berwyn school, Ill., of which Z. C. Spencer is superintendent.

Miss Ida Taylor, critic teacher in the practice school last year, has accepted a position in the Milwaukee and Downer College at Milwaukee, with a salary of $950.

Fannie B. Taylor, ’96, accepted a position as fourth grade teacher at Traverse City.

From an exchange we learn that Warren McDairmid, ’96, is taking part in dramatic representations, and instructing the boys of his school in the mysteries of a sword drill. Mr. McDairmid was in Ypsilanti calling on friends, Oct. 10.

The Normal training school and the S. C. A. buildings will probably be ready for use by the second semester.

Friday, Oct. 16, the Graduate Club held a meeting for the election of officers.

E. A. Blakeslee, ’86, has been nominated for State Senator in the Niles district.

Arthur Farmer, ’95, principal at Boyne Falls the past year, is taking post-graduate work.

The Normal choir is so full that 60 applications for membership had to be denied.

Frank Vandelburg, who entered the Normal with the intention of doing post-graduate work, has concluded to enter the U. of M.

Miss Hunter, recently a missionary in Columbia, S. A., gave a talk in chapel Oct. 12. She is a graduate of Oxford College, Ohio.

John Stoffer, ’93, visited his Ypsilanti friends recently.

Miss Carrie Krell, ’86, is doing post-graduate work.

The grades in the training school are preparing for a “Christmas Market” to take place sometime in December. Some very pretty calendars and baskets have been made by the children in the first and third grades. The pupils in the other grades have no doubt been equally ambitious. Further notice next month.

Missas Emma and Gertrude Robbe, who were called home Sept. 30, by the sudden death of their father, are again in school.

Deputy superintendent of public instruction, Jason E. Hammond, has been visiting Hillsdale College, his alma mater. The Hillsdale Herald says: “After Jan. 1, ’97, we will write it ‘Hon.,’ and leave out the ‘deputy.’”

The October number of the School Review contains a very favorable review of Prof. D’Ooge’s Viri Roma. The book has been out less than a year, but is already in use in more than two hundred schools and colleges.

Tinnie Thompson and Milo Sweet of the class of ’93, and Clarence Green and Ray Gould of the class of ’94, attended the Summer School at the U. of M. during the past summer. Clarence Green remains at Iron Mountain another year with a $200 increase in salary.

Miss Mabel Smith, who gave up her work at the Normal in December, ’95, to accept a position in the Charlotte high school, has returned to finish her course.

Will S. Putnam, class of ’92, is again in school.

Miss Alice Reinh, ’96, has nearly recovered from a severe attack of typhoid fever.

Miss Alice Ball, ’96, spent a few days in Ypsilanti during the month and visited the Normal. She is spending the year at home.

Hon. J. W. Simmons visited the Normal Sept. 24th. He spoke to the students at chapel, congratulating them upon their chosen calling from his twenty-two years of experience in the graded
schools of Michigan. During the day, all the departments of the training school were visited.

Chas. E. Waterbury, who is a county school examiner of Branch county, and J. A. Thompson, an examiner of Shiawassee county, were recently obliged to return home to attend the fall examinations and pluck would-be teachers.

Misses Grace Austin, Stella De Camp, Alice Noble, Belle King and Lulu Paxon have failed to return this year.

After Prof. Putnam's speech October 13th, on "The Ethics of Politics," a Gold Club was organized with a charter membership of forty-seven. H. E. Straight was elected president; Roselyn Van Buren, vice-president; Will Cowell, secretary; Herbert Tooker, treasurer; the executive committee consists of these officers and Messrs. Pitkin and Mast. Two participants, Messrs. Straight and Wood, were chosen to take part in a debate on the Chicago Platform with two men from the Silver Club.

SOCIETY NOTES.

On Friday evening, Oct. 9, an "At Home" was given by the Crescent Society at the home of Miss Helen Tuttle, 520 Hamilton St. A large number of members and friends were present, and all joined heartily in making the evening a pleasant one. The company was entertained with games and music, after which refreshments were served.

Friday evening, Oct. 9th, the Adelphic society had a roll-call program. As nearly every member called on responded with something interesting. It was a very enjoyable meeting, although only a third of the roll was gotten over.

Oct. 16th occurred the Adelphic society young men's oratorical contest.

In the near future the Adelphics are going somewhere to have a jolly good time and get acquainted with their new members.

CONSERVATORY NOTES.

A new upright piano has recently been purchased by the State Board of Education and placed in the Conservatory for teaching purposes.

Mr. Marshall Pease, who has been spending his vacation visiting points of interest in Europe, resumed his work in the Vocal Department, Oct. 1st. While in Munich he studied with his former teacher, Herr Haag.

The Director has chosen the Misses Bassett, Garreissen, Ayers, and Wiard as members of the Conservatory Ladies' Quartette for this year. As heretofore the quartette will be under the direction of Mr. Pease.

We are glad to announce that Mrs. F. H. Pease, who for a year has been taking a much needed rest, has again taken up her work as vocal teacher.

A glee club under the direction of Mr. Oscar Garreissen has been organized with the following gentlemen as members: 1st tenor—Bostwick, Wadsworth, Ellsworth; 2nd tenor—Whitbeck, White, Hotchkiss; 1st bass—Allen, Maybee, Kennedly, Parsons; 2nd bass—Garreissen, Ganiard, Wilson, and Cook.

To supply a demand for lessons in voice culture and singing for less tuition than heretofore scheduled, the Director has engaged Miss Florence Bassett, '93. When in school here Miss Bassett was a member of the Conservatory Ladies' Quartette and was a general musical favorite. Since graduating she has taught with great success, and will no doubt prove a valuable addition to the Conservatory. Miss Bassett has just accepted a position as soprano in the Central Methodist church in Detroit.

The first of the regular Wednesday afternoon recitals occurred Oct. 7, when a splendid program was successfully carried out. Miss Ruth Pease gave great pleasure by the delightful manner in which she rendered her numbers. In her singing is combined a rich volume of tone with a pure distinct enunciation. Her beautiful diminuendos showed her perfect control of the voice. By careful and conscientious study, both here and abroad, where she spent last year, Miss Pease has gained for herself well-deserved praise.

MARRIAGES.

The marriage of Mr. Charles B. Seeley of Grand Rapids, to Miss Elvira Camp of the class of '92, was celebrated Aug. 25, at the residence of the bride's father in Ypsilanti. Their home is at Grand Rapids, where Miss Camp occupied a position in the schools for the past two years.

The Jackson Express of Sept. 9, gives quite an extended notice of the marriage of Mr. Claude J. Luxmore to Miss Emily Croom, principal of one of the Jackson schools for the last five years. Mr. Luxmore was a member of the class of '95.
Mr. Frank Mellencamp, class of '96, acted as groomsmen. The home of the happy couple will be at Leipsic, Ohio, where Mr. Luxmore is superintendent of schools.

Notice has been received of the marriage of Miss Thirza Beach, of the class of '94, to Mr. Elba Hubbel, on the evening of Sept. 29.


Dr. W. H. Van Deman, of Toledo, and Miss Sara den Bleyker, of Kalamazoo, were united in marriage at Kalamazoo recently. The bride graduated from the Normal in '89, and in '94 the degree of B. S. was conferred upon her by the U. of M.

In 1892 he was elected to the superintendency of the Jackson schools. Failing health induced him to secure the position of superintendent of the schools of Colorado Springs during the past summer, but the disease was too far advanced for change of climate to produce any effect.

Prof. Evans' many friends will sincerely mourn the early close of a life of such fair promise.

ATHLETICS.

"And some, with many a merry shout, In riot, revelry, and rout, Pursued the foot-ball play.—Ex.

Many do not seem to understand the objects of inter society field day. For the benefit of others we will say—The inter-society field day not only has a merit of making loyal members for the societies, but it will help athletics. This in connection with a general Athletic Association field day will bring out some good material in athletics. It is considered a good College honor and the faithfulness with which he discharged his duties won for him the esteem of all who knew him.

Friday morning, Prof. Putnam spoke at chapel of his sudden death, and of the helpful service such quiet lives may represent, leaving a memory of duties well performed as a legacy to sorrowing friends.

The funeral took place at the house on Saturday, Oct. 10, the Rev. Mr. Barksdale of the A. M. E. church conducting the services. Many beautiful floral tributes were presented by the students' societies and by the faculty. The music was furnished by members of the Normal choir. Hon. J. W. Simmons of the Board of Education was present, and also Hon. Edgar Rexford, a member of the Board when Mr. Bailey was first employed.

Many of the old Normal students and alumni will feel with sorrow that a friend whom they pleasure as a part of their school life has passed away.

Notice has been received of the death of Thomas Louis Evans, at Colorado Springs, where he had removed in the hope of benefitting his failing health.

Mr. Evans graduated from the Normal in 1887, being elected orator of his class. Following graduation he taught successfully at Williamson and Eaton Rapids. In 1892 he was elected to the superintendency of the Jackson schools. Failing health induced him to secure the position of superintendent of the schools of Colorado Springs during the past summer, but the disease was too far advanced for change of climate to produce any effect.

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is working out a second team, which contains good base-ball material. The reserves are: Harrison, Glaspie, Maybee, Smith, Narron, Strouble, Atchison, Bowen, Reid and Kinney.

We have a right to feel gratified over the work that our Foot Ball team has already accomplished in their two games. Hillsdale was vanquished with a score of 18 to 0. In the Ann Arbor game our boys were defeated 18 to 0, but defeat was but glory. We need not describe the Hillsdale game. You all could see it. But for the benefit of those who could not go to Ann Arbor we give a short outline of that game.

The Ann Arbor Foot Ball Game Line up.

<table>
<thead>
<tr>
<th>Michigan</th>
<th>Position</th>
<th>Normal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palmer</td>
<td>Left end</td>
<td>Goodrich</td>
</tr>
<tr>
<td>Fletcher</td>
<td>Left tackle</td>
<td>Lawrence</td>
</tr>
<tr>
<td>Wombacher</td>
<td>Left guard</td>
<td>Murdock</td>
</tr>
<tr>
<td>Carr</td>
<td>Center</td>
<td>Broesamle</td>
</tr>
<tr>
<td>Baker</td>
<td>Right guard</td>
<td>Daxteder</td>
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<tr>
<td>Henninger</td>
<td>Right tackle</td>
<td>Potter</td>
</tr>
<tr>
<td>Farnham</td>
<td>Right end</td>
<td>Richmond</td>
</tr>
<tr>
<td>Richards</td>
<td>Quarter back</td>
<td>Watters</td>
</tr>
<tr>
<td>Caley</td>
<td>Left half-back</td>
<td>Tooker</td>
</tr>
<tr>
<td>Pingree</td>
<td>Right half-back</td>
<td>Pierce</td>
</tr>
<tr>
<td>Steele</td>
<td>Full back</td>
<td>Wilson</td>
</tr>
</tbody>
</table>

The Normals kicked off and Michigan by hard fighting gradually drove our boys back, Fletcher making first touch down. On second kick off Steel returned the ball to 45 yd. line, but by a brilliant play the Normals got the ball, which they lost, however, on downs. By a hard play Michigan scored, Pingree making the touch down. In the second half Michigan after crossing Normal goal line failed to kick goal. The remainder of the half was an alternate running, bucking, kicking match in which Michigan finally won making the final score 18 to 0. Capt. Ben. Watters played an individual game not excelled by any foot ball player in Michigan. His tackling was superb and out of the first 18 tackles he made 15. He played with the grandstand, as, "look at that little fellow in the blue sweater," from the lips of hundreds of people, continually testified.

THE LIBRARY.

The most important accession to the library of late is the cumulative index to a selected list of periodical literature, published monthly by the Cleveland Public Library, of which No. 4 is received. The name indicates the scope of the undertaking, each successive number being cumulative, i.e., including with the index for the month, all that was printed in the former months. It is on the plan of a dictionary catalogue, including in one alphabet authors, subjects and titles. Of the 69 representative periodicals catalogued, 28 are on file in the library and several others easily accessible.

The great value of the index is, 1st, in making available by the 15th of each month, the mass of current topics; and 2nd, in each new number, being cumulative, including and classifying all such material of the year up to date.

The two indexes which it supplements, and in some measure supersede, are the Annual literary index, and the Index to periodical literature of the previous month in the Review of Reviews. The former is late, the volume for 1895 not being printed until March or April, 1896. The latter, though an important aid, is necessarily limited and incomplete. The three together are the best keys to current literature that have ever been devised for literary workers.

The number of accessions, as usual at this time of the year, is very small. The following are the more important:

White—Fiat money in France.
Willoughby—Nature of the State.
Lee, ed.—Dic. national biography.
Mead—Rhetoric.
Vogel—Karte des deutschen reichs. 27 maps.
Wuliner—Experimental physik.
Salmon—Object lessons in elementary science.
McMurry—Special method in natural science.
LeConte—Elements of Geology, ed. 4.
History of Westchester Normal School, 1871-96.

Alumni.

Sarah Chase, '91, is attending the U. of M.
Alice Brown, '89, is at her home in Ypsilanti.
Will Osborn, '86, an attorney of Marquette, visited the Normal early in the month.
Emma Morehouse, '89, is at Council Bluffs, Ia.
Ray J. Howe, '90, is in business in Casey, Ill.
Henry Coe, '85, has been elected auditor of the Nebraska Telephone Co. with which he became connected last summer.
Henry C. Miller, ’91, occupied the Baptist pulpit Sunday, Sept. 27. On Monday following he paid the Normal a visit. He has returned to Chicago to continue his studies.

C. W. Mickens, ’86, is reported very seriously ill. He is superintendent at Crystal Falls, a position he has occupied for several years. During the past summer he attended the Summer School of the U. of M.

Mr. Richardson, ’92, is taking post graduate work at the Normal.

Miss Laura Pullen, ’91, still holds the position of director of primary and kindergarden work in the State School at Coldwater.

CLASS OF ’93.
Mary Ulrich, preceptress at St. Ignace.
Nellie Loomis still occupies a position in Detroit.
Ida Glass has primary work at Cadillac.
William D. Cramer, instructor in Natural Science Department, M. S. N. S.
Minnie Harshbarger, teaches science at Cadillac.
Daisy Uren continues teaching at her home, Crystal Falls.
Grace George is still teaching in Jackson.
Willis H. Wilcox has charge of the department of English at the Mount Pleasant Normal.
Lucy Severance, is taking work at the Normal.

CLASS OF ’94.
Carrie Simmons teaches in the primary department, Wyoming, Ill.
Francis Hopkins, at home in Brunswick, Ga.
Evelyn Gilbert teaches in the grades at Manistique.
Will Green has a position in the custom house at Detroit.

CLASS OF ’95.
Janet Van Dusen, teaching in Detroit.
Lena Hansen, teaching at Iron Mountain.
Fred Churchill, in the literary department of the U. of M.
Maggie Cromie, who went to St. Clair to teach in the first primary, has been compelled to return home on account of ill health.

CLASS OF ’96.
Ella Hadlow, 6th grade, St. Ignace.
Louise George enters the U. of M.
Adelade Urban, sixth grad'e, Bessemer.

Anna McGee has eighth grade work at Bessemer. Salary, $550.

Nellie Delaforce, teaching at Dexter.
Susie Aldrich, teacher of Latin and German at Grass Lake.
Harriet McKenzie, teacher of Latin and German at Plainwell.
Lottie Buck, teaching at Standish.
Kate Wight, kindergarten teacher at Benton Harbor.

Jennie McDougall and Bertha Hilton are both teaching in a ward school at Jackson with Frank Mellencamp as principal.

The notice given below of the organization and election of officers for the Alumni class of ’96 was received too late for publication in the last number of The News. June 24, 1896, a class was formed with the following officers:

President—W. L. McDiamid.
Vice-president—Louise George.
Secretary—Flora B. Radcliffe.
Treasurer—S. Raymond.
Executive Committee—F. J. Tooze, Harriet L. Bouldin, Elizabeth Fairchild.

THE TRAINING SCHOOL.

A bulletin has just been issued setting forth in a compact form the organization and control of the Training School touching practice and critic teaching. There is exhibited the policy of the school as it has been worked out or is working out, and it must prove to be a much needed guide to teachers within the school, instructors in other departments, visitors and those in authority.

The following extracts will indicate the scope of the work in practice teaching and the purpose of the bulletin:

CONCERNING PRACTICE TEACHING.

The Training School is organized to afford opportunities for both observation of expert teaching and practice under expert criticism.

Each grade is in charge of a critic teacher who is held responsible for the continuity of instruction and progress of classes.

She is also responsible for a certain amount and kind of professional training of the Practice Teachers assigned to her grade.

Following is a summary of the critic teaching for each semester throughout the grades.

(1) At the opening of each semester the critic teacher takes entire charge of the room for all sub-
jects for two weeks, or more if necessary.

(2) In each subsequent week also for two days the school becomes an Observation School, the critic teacher conducting all classes, relieving for the time both Practice and Special teachers.

Each semester one or more illustrative lessons will be given by each teacher. Each lesson is presented after a plan carefully made out by the critic teacher, for a specific purpose, and approved by the supervisor; the lesson as to matter and presentation to be subject to a subsequent discussion and criticism to bring out important incidental pedagogical principles.

The illustrative lessons for the present semester are as follows:

September 16. First Grade—Margaret Wise.
Present Practice and Critic Teachers of Grades 1, 2, 3 and Kg.
Discussion September 23.

September 30. Fourth Grade—Hattie M. Plunkett.
Present Practice and Critic Teachers of Grades 2, 3, 4 and 5.
Discussion October 8.

Present Practice and Critic Teachers of Grades 5, 6, 7 and 8.
Discussion October 21.

Present Practice and Critic Teachers of Grades 1, 2 and Kg.
Discussion November 4.

November 11. Third Grade—Zella Starks.
Present Practice and Critic Teachers of Grades 1, 2, 3 and 4.
Discussion November 18.

November 25. Sixth Grade—
Present Practice and Critic Teachers of Grades 4, 5, 6 and 7.
Discussion December 2.

December 9. Second Grade—Belle Caffee.
Present Practice and Critic Teachers of Grades 1, 2, 3, 4 and Kg.
Discussion December 16.

January 6. First Grade—Margaret E. Wise.
Present Practice and Critic Teachers of Grades 1, 2, 3, 4 and Kg.
Discussion January 13.

Present Practice and Critic Teachers of Grades 5, 6, 7 and 8.
Discussion January 27.

The several Critic Teachers meet their respective Practice Teachers on Tuesday and Thursday evenings for criticism and direction. At these meetings the work includes regularly:

(1) An interpretation by the Critic Teachers of their own teaching.

(2) A criticism of the Students' Practice Teaching.
(3) Directions to students concerning their teaching and observation.

On Monday and Friday evenings of each week general meetings are held of Critic and Practice Teachers, under the general direction of the Supervisor of Instruction.

Each Wednesday evening at 4:10, the Supervisor meets the Critic Teachers for a consideration of current Training School work.

Following is the weekly schedule for Practice and Critic Teachers:

Monday—Critic teaching in Kindergarten and First and Fifth grades.
General meeting of Practice and Critic Teachers at 4:10 p.m., in Room 2.

Tuesday—Critic teaching in First, Second, Fifth and Sixth grades.
Critic Teachers meet Practice Teachers in grade meetings.

Wednesday—Critic Teaching in Second, Third, Sixth and Seventh grades.
Illustrative lesson on alternate weeks at 2:30 p.m.
Discussion of illustrative lesson on intervening Wednesdays at 4:10 p.m.; Supervisor's meeting with Critic Teachers following.

Thursday—Critic Teaching in Third, Fourth, Seventh and Eighth grades.
Critic Teachers meet Practice Teachers in grade meetings.

Friday—Critic Teaching in Kindergarten, Fourth and Eighth grades.
General meeting of Practice and Critic Teachers at 4:10 p.m.

REGULATIONS.

1. In the distribution of student teachers either to grades, the gymnasium or secondary classes, the preferences of the student will be regarded as far as practicable, both as to subjects and classes; but the final assignment shall be subject to the judgment of the Supervisor and the head of department concerned. Reassignment may take place, at their discretion.

2. Except by permission of the Principal the teaching in all cases is to be distributed over the full semester.

3. In the assignment of a student to do teaching in secondary classes, the total amount of such practice shall not exceed one-half the required teaching, the remainder being taken in the elementary grades.

4. The amount of time regularly required of students all of whose teaching is done in the Practice School is three hours; but for students a part of whose teaching is in secondary classes, the Practice School teaching may be reduced to one hour and a half.
5. Extra teaching may be elected as other professional and academic subjects, and will count upon the course; the amount of such credit to be fixed by the head of the department.

6. All credits for teaching other than that in the Practice School are reported to the Supervisor of Instruction, and together with the standings there obtained will be taken into account in estimating a student’s final standing as a teacher.

7. All Practice Teachers for any semester, in Practice School, in secondary classes, in the Gymnasium, Music, Penmanship, or other special work, are required to be present at their respective daily meetings as noted in this program.

8. The work of the Practice Teacher includes both teaching and observation.

(a) Lessons conducted by student teachers are prepared according to lesson plans adopted by the school as guides; and submitted to the Critic Teacher or Supervisor for approval before being used.

(b) Observations of both regular and illustrative lessons must be kept in systematic and permanent form; and will be taken into account in estimating the teacher’s standing.

The assignment of seniors to the work of observation and practice is as follows:

Kindergarten—Misses Whitney, Chapel, Chandler, Smith.

First Grade.—Misses Bangs, Mastin, Keller, Taylor, McNicol; Misses Calkins, Potter.

Second Grade.—Misses Field,Sherrod, Van Vollenburg, Brayton, Johnson, Sprague, Whipple, Gries, Nester; Mr. Woodward.

Third Grade.—Misses MacArthur, Kilgour, Holland, Tuttle, Huntoon, Wykoff, Bradshaw; Mr. Whipple.

Fourth Grade.—Misses Allison, Tanner, Wilsey; Mrs. Metcalf; Misses Cowell, Brown, Goodrich, Benson.

Fifth and Sixth Grades.—Misses Hesse, Lovewell, Jordan, Hawkins, Childs, Brennan; Misses Randall, Whithick, Gillespie, Platt, Van Buren, Snyder, Mast, Oooelhoek, Ellsworth.

Seventh and Eighth Grades.—Misses Chase, Fuller, Martin, Wellman, Lewis; Misses Phillips, Parks, Luthers, Bateman, Ganiard, Waiters, Jerome, Muller.

The following have been assigned to Ninth grade work:

Latin.—Misses Hall, Brayton, Allison, Lewis; Mr. Whipple.

German.—Misses Johnson, Tuttle, Childs; Mr. Whithick.

Laboratory.—Miss Tanner.

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DAVID E. HASKINS.

Democratic People’s-Union Silver Candidate for Superintendent of Public Instruction.

David E. Haskins, ex-County Commissioner of Schools of Jackson County, Mich., was born at Cleveland, O., Dec. 8, 1840. His father dying when he was eight years of age, he was left to his own resources, and in January, 1851, came to Wright, Hillsdale County, and worked on a farm for his board and clothes, going to the district school winters. During the winter of 1860-1 he taught his first district school at Burlington, Calhoun Co., Mich. He enlisted Aug. 6, 1862, in Co. F, 18th Mich. Inf., and was discharged with his regiment at Jackson, July 13, 1865. With his regiment he marched through Kentucky, chasing John Morgan. He was private orderly and courier for Gen. R. S. Granger, often carrying dispatches from Huntsville and Decatur, Ala., to Nashville and other points, many times overland when the country was fairly swarming with guerrillas. He took 115 recruits from Detroit to Huntsville, barely missing capture at Athens, Ala., where his regiment was so badly cut up and nearly wiped out by Forrest. He was one of the notorious forty-five soldiers mentioned in “Michigan in the War,” who volunteered to charge the rebel sharpshooters under Gen. Hood, at Decatur, Ala., Oct. 28, 1864, and who captured 115 prisoners from their gopher holes, only three being wounded, one of these being ex-Commissioner Haskins. Mr. Haskins, after his discharge, attended school at Coldwater and Ypsilanti, teaching winters and working.
on the farm summers, until he graduated at the State Normal School, June 30, 1870, after which he had charge of the Union schools at Parma, Brooklyn, Hanover, Union City, and was superintendent of the prison school. He received the degree of M. Pd., at the Normal in 1893. He was a member of the County Board of Examiners from 1881, all but two years secretary until elected Commissioner in June, 1891. He was defeated in April, 1893, by 42, but was elected Examiner by the board of Supervisors shortly thereafter. He has been President of the Michigan State Teachers' Reading Circle for five years. He has also attended to his farm at Scipio, Hillsdale Co., Mich., where he now resides. He has filled many minor positions, and is one of the best Institute workers in the State.

THE GEORGE CONFERENCE.

A warm, tired traveler arriving on the peaceful shores of Lake Geneva with its woody banks and deep blue waters, can not but be reminded of the Sea of Galilee and of its blessed associations, for here the Saviour walks and talks as he did there and his spirit seemed to come over us as soon as we reached our camp.

The preparatory meeting for Michigan college women before the opening of the Young Woman's Christian Association Conference for '96, held on the lake front, showed us the object of the work of the ten days. Miss Seymour, our state secretary, calling our attention to the reflection of the sky and trees in the water said, thus should our lives perfectly show the life of our Blessed Saviour. Nothing should be in them to cause his image in our lives to become distorted. And with the desire in our hearts that our lives might be such, we entered upon the work of the conference.

At the first meeting of all the girls together, on that first evening, the conference hymn was chosen, "Where He leads we will follow." There was hardly a time throughout the ten days that it could not be heard somewhere in the camp. We were led to feel that we could not possibly sing it without literally singing it "with the heart and with the understanding," and so it meant so much more to us to hear it sung.

The program for each day was essentially the same. Devotionals led by Mrs. Evans, Pres. of the Detroit Y. W. C. A., at 8:30. At 9:00 came the Bible study on Romans with Prof. White and the Personal Worker's Bible Study with Miss Taylor. At 10:00, the college and city conferences conducted by Miss Simms and Miss M. H. Taylor. At 1:00, an hour for different kinds of work, but for the greater part of the days, Miss Price gave us talks on "Association Methods and Principles," at this hour.

The "quiet hour" from 1:30 to 4:00 was one of great blessing indeed. Many a heart found God much nearer to her because of some conflict carried on, some victory achieved in this quiet hour alone with God. At this part of the day the grove was full of girls, out singly or in groups, reading His word, hearing His voice, and learning directly from Him.

The hour from 4:00 to 5:00 was the time for personal help and talks from the leaders and others. At this time we could meet with any one of them and secure their help in the difficulties which came to each of us. At 5:00 came the Missionary Conference with Miss Clarissa Spencer. Dr. Pauline Root, returned medical missionary from India, and Miss Reynolds, World's Secretary of the Y. W. C. A., also assisted in these. At 7:15 we had our vesper services on the lake front and at 8:00, the evening address.

One of the helpful features of the conference, was the influence of the godly people whom we met and of all these, probably no one helped the girls more or wrought themselves and their influence more into our lives than Miss E. K. Price, General Secretary of the Y. W. C. A., and Prof. W. W. White, now in missionary work in Calcutta.

In Miss Price, the ideal of many a girl was very nearly, if not completely realized. As she talked to us of "Perfect Womanhood in the Lord Jesus," we felt that to her life and character he had brought even the physical, as well as the intellectual and the spiritual perfection of which she talked.

Prof. White's studies on Romans realized the ideal of profitable Bible study in being of spiritual as well as intellectual benefit. The comparison of Law and Spirit in Paul's letter was especially brought. "The demand of law is absolute perfection," he said. Christ emphasizes
the law still more and if we try, in our own strength, to keep the law in every particular we are lost. Would any be saved by the keeping of the law? In the presence of such salvation we are dumb, but through Christ's law we are released from bondage. The law is the mirror which shows us what and where we are. It has the same relation to sanctification that the mirror does to washing one's face. It does not keep it clean.

We have Law in the seventh chapter and Spirit in the eighth. We are no more able to resist sin, of ourselves, than the veriest sinner, but when we take our hands off and allow the Holy Spirit to do it, we become truly "dead to sin." Romans seventh is not the ideal. Every time we trust ourselves we are in the seventh and every time we trust God, in the eighth. I is the prominent pronoun in seven, but Spirit is the important word in eight.

Though nearly all of our time was taken by meetings there was found a time for real fun and wholesome recreation. The girls were no less fond of games, sports, and fun because of their noble, Christian characters but, rather, better able to enjoy it.

One evening, we were entertained at a banquet by the Wisconsin and Iowa girls. Upon the menu appeared every delicacy which could tempt a girl's appetite, but alas! for some, we discovered they were speeches. These were very witty, however, and we found the literary feast more enjoyable than would have been a material one. The last item on the card was ice cream and at this point, college yells were given and they did verify the fact that girls could scream.

On the afternoon of July Fourth, field sports were given, many of which were very funny. There were slow bicycle races, tennis, basket ball, running races, boat races, etc. On the evening of the same day, the men of the camp displayed fire-works from the lake.

We went for an excursion around the lake, in the little steamers, on the last Tuesday we were there. Many pretty summer homes, club houses, and parks surround the lake, and they looked beautiful in their setting of green hills and leafy trees. But as we neared our camp, we felt that in spite of all the beauty and the evidences of wealth and luxury shown by these places, we were enjoying more in our camp where the Lord seemed so near than were the occupants of the homes we had passed.

As the time for leaving Geneva came near, all felt that they were sorry indeed to leave the place where so much joy and love had come into their lives. As the boats were leaving the dock, some one began to sing our conference hymn. So we continued to sing as we crossed the lake, and expressed in the songs that which so filled our hearts, but which we found so hard to express. Many girls left that camp with the Lord more of a reality to them, and came away with a firm determination to live near to Him. And we resolved, in His name, to do all we could to bring him into the hearts of others; and that those who had given us this opportunity might, through us, receive some sparks of the fire from heaven which God had poured out for us.

THE N. E. A. AGAIN.

PRINCIPAL R. G. BOONE.

In the last issue of the News, mention was made of the work of two sections of the National Educational Association that are of more than passing interest to readers of this paper. These are the Normal School section and the National Herbart Society.

Connected with the former there were two papers, occupying two half day sessions with their reading and discussion. That by Prof. John W. Hall upon "Dr. Rein's Practice school and its lessons for American Normal schools"", was refreshingly simple and direct, but critical, and in every way helpful. The second paper by the venerable Dr. Sheldon, Pres. of the Oswego, N. Y., Normal School, undertook to answer the question "How can a Practice school be made to answer the purpose of a good Public School?" The difficulty presented is a real one.

Of the two discussions it would be difficult to say which was the more helpful.

Dr. Rein is a professor of pedagogy in the University of Jena. Connected with the institution is a regularly organized elementary school, with its own teacher. Dr. Rein has general charge. Here he and the members of his class—
university students in pedagogy—teach at certain times and before certain classes. Much freedom is allowed the student teacher in selecting, arranging the matter of and presenting lessons. The teaching by students begins early in their course and continues almost throughout it. Every session is made the subject of close and impersonal criticism. Nothing is accepted because it chances to come from a so-called expert teacher or theorist. Everything is tested. Stories are examined as to their appropriateness: illustrations as to their pertinency: demonstrations as to their validity. The simplest lesson by whomever given is made a text in pedagogy. Principles are sought. Devices are not ignored, but interpreted. The lesson may or may not be a model. It is meant always to be suggestive. It is made a means of pedagogical instruction; and is regarded as a legitimate part of the work of the University department.

The elementary class is in no sense considered a model school. The work is far to broken. The children are practiced upon, as they are not in American Normal schools anywhere.

The lesson of this country may be summed up perhaps fairly as follows:

1) In the elementary school opportunity is given to introduce, experiment with, and work out new and hopeful improvements in instruction; in pedagogical theory; in school management; in child study; in courses of study, etc.

2) The free, interested, and cooperative spirit among those concerned in discovering the true process of instruction and learning cultivates a union of effort, a thrill and concentration of energy that promise much for our schools in training teachers.

3) The subsequent discussion of model and experimental lessons is carried on upon a much higher, because philosophical and impersonal plane than pedagogical criticism has usually occupied in this country. This last is perhaps to be accounted for in part because their practice teachers are in general more mature than normal school students in the States, and are possessed of a larger scholarship and more liberal training than is represented in any teachers’ schools using elementary practice classes.

Not all these advantages has any one sought to converge in any one of our professional institutions. Possibly the Buffalo School of Pedagogy has succeeded in incorporating more of them than any other one. The northern Illinois Normal University shows something of it; Cook County, in the same state, also; perhaps in a measure, Oswego Normal School, in New York; and the pedagogical department of the Leland Stanford Jr. University under Prof Earle Bomes.

Of course Clark University at Worcester Mass. under the presidency of Dr. G. Stanley Hall has already accomplished much for systematic pedagogy, but it has no practice school and hence no practical work among the teacher students. Most of the theories and investigations begun, however, in the University laboratories have been put sooner or later to test in the Worcester Normal, the local or neighboring city schools, or in elementary classes under the direction of interested teachers in other cities. This is in no sense, it must be remembered, expert test or verification such as the Jena school attempts, highly trustworthy as is the preliminary laboratory experiments at Clark.

But it all represents a wholesome movement toward making the study of pedagogy and its related sciences and processes as systematic and critical and worthy of respect as is the study of any other science or philosophy or profession.

The second and only other paper of the normal school section was that by Dr. Sheldon:

“How can a Practice School be made to answer the Purpose of a good Public School?” Thirty years ago Dr. Sheldon was a pioneer in improving the professional training of teachers. He has kept well in advance of most contemporaries. He is one of the youngest of our old men. For he is an old man—white-haired, venerable, a safe counselor, loved and honored; one for whom all school men of whatever age wish years yet of active, useful, professional and home life.

The following quotations are taken from an abstract of Dr. Sheldon’s paper, which was distributed to members at Buffalo. They will be appreciated by readers of this paper who have come to the teaching in our own school.

Dr. Sheldon says:

“The pupil teachers must have the most careful and thorough preparation. They must have an exhaustive knowledge of the subjects to be taught.
"They must have a knowledge of children and how to study them. This implies a systematic course of well directed observation of children, running through many months, accompanied with carefully prepared reports and discussions.

"They must have a clear understanding as to the use to be made of the means employed in training children. This implies a knowledge of educational principles, and their application in teaching—a preparation not altogether theoretical, but largely objective and practical. All theories should be tested by lessons with children in the presence of the class.

"The time given to this part of the preparation should be not less than one year. This implies maturity on the part of the teacher; and none but mature students should be admitted to the school of practice.

"Before the pupil is installed as a teacher, he should be allowed to observe the work as it goes on in the class to be assigned him, that he may get the names of the children, observe the order of the work, the manipulation of classes, etc.

"The most competent critics should be employed to direct and supervise the work, and give needed illustrative lessons.

"A school of practice can not be a model school. Its object is to give opportunity for pupils in training, to study children and teach under criticism. The conditions are such as to preclude making it a model of excellence.

"A public school furnishes the conditions most desirable for a school of practice. The composition of such a school is of the same character as the schools which the pupils are likely to be called to teach. There is more freedom in handling such a school than where tuition is required. They have better backing and are more stable.

"With a normal school of four hundred pupils (and no normal school can be properly conducted with a larger number) the school of practice should contain not less than four hundred children, including all grades below the high school.'

Here is matter for extended and fruitful discussion. The work of the National Herbart Society must be omitted from further mention, or brought up for a subsequent article.

"WHAT DO YE MORE THAN OTHERS?"

Address delivered before the Students' Christian Association, Sunday afternoon, Sept. 27, 1896, by Prof. Daniel Putnam.

This is a single clause from the Sermon on the Mount, so-called. The connection is familiar. The Great Teacher was expounding the principles of his kingdom and explaining and illustrating their application in the affairs of everyday life. He says: "If ye love them which love you, what reward have ye? Do not even the publicans"—the most hated and despised of all men among the Jews—"the same? And if ye salute your brethren only, what do you more than others? Do not even the publicans so?"

This question, put by the Master himself to his immediate disciples, is repeated to-day by publicans and sinners; and is echoed, with something of sarcasm and contempt, by many who seek to justify their own unholy and impure lives by pleading the unworthy and careless living of those who are called Christians. The conviction seems to be firmly fixed in the minds of men generally that Christian living ought to be of a different sort from the living of others, of such as do not profess to be disciples of the Christ. This is admitted and claimed by Christians themselves. The world affirms that they who call themselves by the name of Christ ought to do, are bound to do, something more and better than others. We assent tacitly or formally to the demand for such better manner of living and doing.

The purpose of this address is to inquire, and to seek to learn, how, in what respects, Christian living differs, or should differ, from the living of other men. What should the disciple of Jesus do more and better than his fellows? At the outset of our inquiry the fact should be recognized that in so-called Christian communities and countries the great body of the people, those who deny that they are Christians, in the strict acceptation of the term, have been lifted up. They have, to a considerable extent, become insensibly and unconsciously permeated by the spirit of the gospel; they have been breathing an atmosphere charged with the vital principles of Christianity. They have adopted, without
being aware of it, the ethical precepts taught by
the Prophet of Galilee. They have, in spite of
themselves, adopted the Christian standard of
individual and social honor, integrity, and puri-
ty. Outwardly, in many not important respects,
they have, if not the solid substance, at least a
tolerable veneering of Christianity. This fact
must be taken into account in looking for the
answer to our inquiry, and in judging fairly and
justly of what we are bound to do more than
others, and not for the purpose of lowering the
standard of Christian living, or excusing and
palliating the "short-comings" of weak or un-
worthy disciples.

In going on with the discussion it will be con-
venient to adopt the method of some of the old
divines, and determine negatively some things
in which the Christian life does not necessarily
differ essentially from other lives. This process
of elimination will render it easier to reach a
final conclusion which shall be tolerably definite
and consequently of more practical value.

1 First, then, the difference between Chris-
tian living and other living does not consist, to
any large extent, in the matter of dress and per-
sonal adornment. The spirit of the gospel does
forbid all extravagance and all unseemliness,
everything coarse, or grotesque, or immodest in
dress and adornment, but ordinary refinement
and a cultivated taste also do as much. The
reader of the epistles in the New Testament will
doubtless recall some directions and exhortations
given to the members of certain of the early
churches, touching these matters. But it is ob-
vious that the apostolic commands have applica-
tion to special local conditions and circumstanc-
es, and were not intended for the church uni-
versal. The inspired Teachers did not deem it
important to give directions as to the ma-
terial, or cost, or colors, or cut of the clothing
which Christian men and women might wear.
All this was left to be determined by climates,
and seasons, customs and conditions. They did
not command; they did not forbid; they imposed
no yoke. If churches, or societies, or fraterni-
ties choose to adopt peculiar garbs, they have
the utmost freedom. But it is always and every-
where to be remembered that the dress does not
make the man, much less the Christian. The
difference we are seeking is not found here.

2. Second, the Christian life is not distin-
guished from other lives, except to a very limit-
ed extent, by occupations, and employment.
Leaving aside a few occupations, which are a
disgrace to humanity as well as Christianity, and
which ought not to be tolerated in our civiliza-
tion, a Christian man or woman is free to enter
any employment or profession. In the early
church there was Luke, the beloved physician;
and Zenas, the lawyer; and Barnabas, a land-
owner; and Peter and John, the fishermen; and
Apollos, a student of the Scriptures and of elo-
quence; and Aquilla and Priscilla, tent-makers;
and Lydia, a merchant, a seller of purple; and
Onesimus, the slave, and Philemon the master;
and others, and not for the purpose of lowering the
standard of Christian living, or excusing and
palliating the "short-comings" of weak or un-
worthy disciples.

3 Again, the life of a disciple is not distin-
guished from the life of another man, in any
large degree, by forms and modes of relaxation
and recreation. I do not use the word amuse-
ment for that savors of childhood and children.
Mature men and women, in sound health of
body and mind, have need, not of amusement,
but at times of rest, of relaxation, of wholesome
recreation. This topic is understood to be of a
delicate nature. Sharp debates are waged about
it. Into these controversies neither time nor
the purpose in view will permit me to enter to
any considerable extent. Obviously a few forms
of what are commonly called amusements are of
such a nature and exert an influence so detri-
mental to a wholesome and vigorous moral and
spiritual life that they should be avoided. But
aside from a few of this kind, the whole wide
field of manly games and sports is open to chris-
tian men and women as to others. Some of
these games may be, and are grievously misused
and abused, and are thus made productive of
great evils. But this fact, however much it is to
be deplored, does not debar honorable and true
disciples of the Christ from using them lawfully
and properly. The vital distinction between
lives is not found in these forms of relaxation.

4. Once more, Christian living is not marked
off from other living by complete exemption from mistakes and errors, sometimes even of a serious nature. This admission may cause surprise. It may be asked, is not the guidance of the divine Spirit and of divine wisdom promised to those who seek such guidance? And can one err when so directed? I am not now concerned with theories, nor can I pause to discuss them. I am only concerned with the facts of personal experiences and observation, and with the lessons taught by the history of the church, even in the earliest times, and by the confessions of the saints of all ages. No theory of Christian living, and its possibilities of character and attainment, can be of practical value to us in our search for truth, which at the very outset is confronted by the testimony of Christian consciousness, of Christian experience, and of Christian history. Only under the most extraordinary and unusual conditions does the divine Spirit and the divine wisdom so take possession of the human soul that no room is left for the exercise of human judgment and reason; and wherever place remains for such exercise the possibility of mistake and error must also be found. Only the over-confident or the untried will venture to claim exemption from the liability of falling and will dare to affirm: "Though all men shall be offended because of thee, yet I will never be offended." "Though I should die with thee, yet will I not deny thee."

Only when the truth itself is at stake, and testimony is required which cannot be gainsaid, is one justified in uncovering and holding up to view the faults, the mistakes, the errors or even the follies of the great and the good. But just here such testimony is what we need. No one hesitates to admit that the common men, Christian men of our times, do easily fall into grievous errors, sometimes into open and flagrant evil doing. But were those who sat at the feet of the Great Teacher, and heard the lessons of divine wisdom from lips which could not err, liable, as the disciples of these last days, to fall away from their steadfastness and stumble in the way? Let us reverently inquire. Did the sons of Zebedee ask for the highest places in the Kingdom of heaven? Did the twelve dispute about the right to occupy the best seats, and who should be greatest? Did Paul and the good Barnabas contend so sharply that they departed under one from the other, notwithstanding their long companionship and their strong affection for one another? Did Paul once, or more, have occasion to withstand Peter to his face because he was to be blamed? Further inquiry is not needful. If Peter, and James, and John, and Paul and Barnabas sometimes, in spite of such help from above as they were privileged to receive and enjoy, exhibited human infirmities and weaknesses, can it be asked and expected of you and me that we shall get complete mastery over these? Such mastery is to be sought after, struggled for, but its perfect attainment remains yet to be accomplished by humanity in the flesh.

It is time to abandon this process of elimination; more is wanted than mere negations. If the difference between Christian and other living is not found in the things named, not in dress or adornment; not in occupation or employment; not in modes of relaxation or recreation; not even in freedom from the liability to stumble and fall, the crucial question remains still to be answered. "What do you more than others?" In respect to what must the life and conduct, the manner of living, of a Christian man or woman differ from the manner of living of other men and women? It is often said that the difference between the two is not found in the things done, in the visible conduct, but in the spirit, or temper, or animating principle, or purpose, which underlies the conduct and finds expression in the life. This is a part of the truth, a most important part, but not the whole truth. The Christian man or woman does much that other men and women do; and does this in essentially the same manner and after the same fashion. There is no difference discoverable by the powers of observation, or susceptible of description in language. We are conscious that there is a difference, something in the one life that is not in the other; we feel the difference, but it is too ethereal, too spiritual, to be caught and imprisoned in the coarse material of human speech. Let us borrow the help of familiar illustration to render this plainer to comprehension. Two voices in a chorus or in a conversation utter the same words, in the same time, upon the same pitch and with equal volume and
force. Yet how marvelously unlike the effect which they produce, not so much upon the ear, however sensitive that may be, but upon the very soul itself. The one voice is only sound, mere vibrations of vocal cords and empty air. The other voice is surcharged with a spiritual element; is instinct with something akin to a divine life; it is not so much the product of the action of material forms and agencies as it is of the soul itself finding appropriate expression. The soul of the listener answers back to the soul of the speaker or the singer; is filled with harmony too sweet and rich for utterance; is inspired with love and aspirations for the beautiful, the good, and the true, and is unconsciously lifted up into the realm of purity and blessedness.

This imperfect and inadequate illustration helps us to recognize the difference between genuine Christian living and other living, between truly Christian conduct and that which is only pretense and sham. To the outer eye they may be of the same form and color; to the inner eye, the soul itself, they have no likeness or kinship.

But there is something beyond and more than this unseen and spiritual difference. There is a difference visible to the eye of sense, and audible to the outer ear; one that can, to a considerable extent, be weighed, and measured, and estimated by ordinary human methods and appliances; one that the world, even though blind and deaf to spiritual things, can discover, and understand, and appreciate.

Let us inquire about this sort of unlikeness, that we may the better and more justly determine whether we, as professed disciples of the Great Master, are doing anything more than others.

We have discovered that the Christian enters into the occupations and employments of the world on equal terms with his fellows. He cultivates his fields with other farmers; he works in the shop with other mechanics; he buys and sells with other merchants; he visits the sick with other physicians; he pleads in the courts with other lawyers; he sits on the bench with other judges; he teaches with other teachers, and studies and recites with other students. In all these various and varied departments of human enterprise and activity, what does the Christian more than his associates and co-laborers? How does the Christian farmer, mechanic, or physician, or lawyer, or teacher, or student differ from his fellows? Time will not allow long and minute details in reply to this question; but briefly he carries Christlike manhood into all his work. He is honorable and honest, upright and faithful, trusty and true always and everywhere. "His word is as good as his bond." There is nothing of subterfuge or prevarication in his communications or his bargains.

As a farmer the grain in his bags and the fruit and vegetables in his baskets are the same from top to bottom. All layers of butter in the crock are alike, and the crooked sticks in his load of wood are not covered up and concealed. As a merchant his goods correspond to the samples, and hold out full measure; shoddily is not sold for superfine broadcloth, nor mixed cloth for wool or silk. He deals with the child as with the man, and does not impose upon ignorance and credulity. He does business expecting to get gain, but he gets it honorably and honestly.

The Christian lawyer does not stir up strife that he may pocket a fee, or take advantage of a technicality to gain his case at the expense of truth and justice. He does not strive to clear the guilty for rewards, or allow the innocent to suffer for lack of a defender.

The Christian physician does not employ his knowledge and skill to encourage social evils and to conceal crimes against humanity; he seeks to purify the soul as well as the blood, and to cure the evil life as well as the diseased body. He brings, if possible, peace to the troubled soul as well as rest to the wearied flesh. He ever remembers that his Master sent forth his disciples, not only to preach the gospel of the Kingdom, but also to heal the sick, to open blind eyes, and to give strength to the feeble arm and to the palsied limb.

Finally it remains to inquire how the Christian student differs, or should differ, from other students. Naturally in this inquiry we have special concern and interest. This association names itself and is known as Christian. In it are gathered, or should be gathered, all members of the school who regard themselves as disciples of the Christ. The association should embody and represent the Christian life and moral force of
the Normal school. It should be, even more than it has been, a power making for righteousness in all relations and in all directions. I am sure you will pardon and approve plainness of speech and frankness of expression springing from an earnest desire that Christian living among us may be of the highest and noblest type. The ethical standard of character and conduct in an institution can never be higher than the type exhibited by those who are known as representatives of the Christian sentiment and Christian activity among the teachers and students. For reasons which I do not need to give the moral standard of a school for teachers ought to be higher than that of any other institution of learning, unless it be a seminary for preachers of the gospel. And I am not sure that this exception should be made. The public sentiment of such a school should be intolerant of all meanness and dishonorable conduct. The best ethical principles and the most rigid ethical requirements as to life and manner of living should be strictly interpreted and enforced, not by formal rules and regulations of the administration, but by the mightier force of the moral sense and moral conviction of the student body. To cultivate such a moral sense and to create such a moral conviction is a part of the legitimate work of the Students' Christian Association. And the power of the association to do this depends mainly upon the manner of living, upon the everyday behavior, of its members. It is in and by this living that you will be known, and read and estimated by your fellow students and by all men. The influence of a manly, upright, holy life can not be resisted. Advice, council, entreaty, exhortation are of little value or service unless beneath and behind them there is the vital force of Christian principle, Christian character, and Christian example.

The Christian student engages, and should engage, in athletic sports and games with his fellows. But he is bound, in the midst of the intensest excitement and most vigorous rivalry, to hold fast his Christian manhood and integrity, to keep his temper and his tongue under checks and curbs, to submit gracefully to defeat, and to be generous as a victor. He should frown upon and denounce all trickery and cheating on whichever side they may appear. It is here that he should, if need be, do more than others. If he can not so act, if he can not retain his Christian manhood, then let him not enter the contest, nor suffer himself to be led into temptation which he lacks moral stamina to resist and overcome. The Christian student studies, and sits in the classroom and is subject to the ordeal of recitation and examination with his associates. His hopes of success and risks of failure are the same as theirs. But here, whatever may come, he is bound to preserve his honor, his honesty, his self-respect, in a word, his Christian manhood. This manner of living may sometimes, though not often, lower his rank on the class record, but it will raise the moral standard of all about him, and give him a power for good which nothing else can give.

It must not, however, be forgotten, as we have already sorrowfully admitted, that even the truest disciple of our Great Teacher is not exempt from the liability of errors and mistakes. Few will escape an occasional stumble, which may become a previous fall. The best and wisest will be the last to claim exemption from this liability. But when the mistake has been made, when the error has been committed, when the stumble has happened, or the fall has been suffered; when, under stress of unfortunate conditions, or under the fierce onset of unexpected temptation, wrong has been done, anger or some other evil passion has been indulged, discourtesy of speech or conduct has been committed, hot words have been spoken, or the biting retort has been uttered, what then? “What do you more than others,” at such times, and under such circumstances? There can be but one proper answer. Frank and full confession; ample reparation when this is possible, however humiliating this may appear. And if the wrong and fall have been on the part of another, ready and hearty forgiveness. The best impulse of our common humanity advises and approves this; Christian manhood demands it, and is satisfied with nothing less. Some one has said, in substance, The shame is not that we stumble and fall, but that we do not get up again; not that we have erred, but that we refuse to acknowledge and amend our error; not that we have been angry, but that we have nursed our anger and let “The sun go down upon our wrath.” Said the divine Teach-
er, "If ye love them which love you, what reward have ye? Do not even the publicans the same. And if ye salute your brethren only, what do you more more than others? Do not even the publicans so?" "And if ye do good to them which do good to you, what thank have ye? for sinners also do even the same."

It is in this region and along this line that the living of the true disciple of the Christ differs from any other manner of living. Very imperfectly indeed do the best of the lives of the disciples bear resemblance to the life of the Master, but they struggle toward that life; they long after its beauty and its perfection, and rejoice in the hope, yea in the confident belief, that in the end they shall attain unto it; that they "shall be perfect even as he is perfect."

In conclusion suffer some words of exhortation largely borrowed from another: You are seeking to win your fellows to Christ; to build up the Kingdom of heaven on earth; to render this association a power which shall constantly and strongly make for righteousness, like a city set on a hill whose light cannot be hid; like the salt whose savor has not been lost. There can be no higher aim, no nobler purpose, no grander mission. But you will reach this aim, you will perfect this purpose, you will accomplish this mission, by being and attempting, and doing more than others in the moral and spiritual life. If you would convince your associates that the gospel "is the power of god unto salvation", that it can save and does save men from their sins, let them see how it has saved you from your sins. If you would have them believe that there is a higher life, and that this life is a possibility and a reality, let them see you living such a life day by day among them. If you would have them trust God for strength and help in time of need, and disappointment, and distress, let them see you so trusting and not being afraid. If you would have them comprehend how one can overcome and conquer self and selfishness, passion and lust, hate and malice, and other evil dispositions and tendencies, by divine strength and the power of the indwelling spirit of God, let them see that you have so overcome and so conquered your self and your selfishness, your passions and evil dispositions. If you would have them believe

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that it is possible for one to be in the world and
yet not of the world, let them have before their
eyes a living example of such a one in yourself.
Finally, if you would have them believe, beyond
question or doubt, in that divine charity which
suffereth long and is kind; which envieth not,
is not puffed up, seeketh not her own, is not
easily provoked, thinketh no evil, beareth all
things, and never faileth, let them discover this
charity embodied, and living, and acting in you.
So will you give a sufficient and conclusive
answer when it shall be asked either by the
Master or the world, “What do you more than
others?”

TWO SOCIAL WORLDS.


Society, with its innumerable activities and
manifold motives, may be classified in various
ways to suit one’s purpose. Indeed, there are
many social worlds. But, perhaps, the division
most obvious to a casual observer is that which
makes but two great groups. On the one hand
are those whose success in life is measured by
the amount of wealth accumulated, and on the
other are those who measure their success by the
value of their permanent contributions to hu-
nanity. The former group is represented in
general by the so-called business world; the lat-
ter, by those who through investigation, research
and thought add to the world’s stock of sefulu
knowledge and evolve the truth of things. The
former bring to mankind many useful thoughts
and inventions, but these are incidental to the
one great object—money making. The latter
class, on the contrary, strive for the great truths
of science, the perfection of art, the elevation of
literature, and the evolution of man as a spiri-
tual being.

These two great social worlds are widely sep-
parated as groups, yet some individuals of the
one mingle with those of the other, and the two
blend with no clearly drawn line of demarkation.
The culture, truth, and lofty ideals of the one
meet and mingle with the temporal aims and
practical ideas of the other, as the sweet clear
waters from the sparkling fountains of lofty
mountain regions pour through the rivers into
the great briny ocean. There are the two ex-
tremes and the intermediate degrees, the two
opposites blending with every gradation from
one to the other.

Individuals are found often in the midst of
each of these two worlds of society who seem to
belong to the extreme of the opposite class. As
among those who profess to be educators and
leaders in thought are found persons who always
are thinking of what they will get, and in the
business world are found people who give their
time and energy to unselfish purposes, truly up-
right, benevolent people, rising in the midst of
intrigue, who present a striking contrast to the
surrounding turmoil of schemes and foul prac-
tices; so, among surrounding limpid books and
the sweet springs of mountain scenery are found
salt lakes and pools, and in certain places are
found fresh waters welling up through the briny
depths of the sea.

The pursuits of both classes are necessary,
mutually dependent and honorable when rightly
followed, but they differ widely in purpose and
nature. The one class has its eyes upon the
ideal; the other, upon the material. Though the
material world is subordinate to the intellec-
tual, yet it is the more necessary to man. The social
world that supplies man’s physical wants be-
comes, therefore, the first necessity and precedes
the intellectual world in everything except dig-
ity. In speaking of doing good, Ruskin says
that “The first sure good is in feeding people, the
next in clothing them, then in lodging them,” all
of which are material, putting last of all the ser-
vice of the intellectual world which is to please
them with science and art. The great student
of art was an ardent admirer of the beautiful,
but he knew where to rank the necessities of
life. The rank of the necessity for a thing, how-
ever, should not be a criterion for judging those
who produce and speculate in that thing. One
little used to business life is surprised and shock-
ed when he finds out the dishonest scheming
and tricks resorted to in the business world. He
may start out with the high ideals held up be-
fore him by his teachers from his childhood, but
he will find a bitter disappointment in striving to
reach them. He may become hardened, or he
may despair and wish to retire from contact
with active business. If he be strong in the
high hopes of his youth for mankind, and keep

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his head well above the tide of business corruption, he may still loathe the necessity that makes him a competitor with unprincipled persons in the business world. If highly magnanimous, he may esteem it a privilege to wield his influence for good among those who compete with him for mastery, and may still keep the integrity of his lofty ideal. Such deserve the support of all right minded people both in their business and for local public positions regardless of party or creed.

Those who take little or no part in the financial affairs of life live in a far different world. They are idealists, and if they are not on the lookout will see but one side of life. And it does seem sometimes that there are those who wish to see but one side. They will not hear anything unpleasant. They read an author, because he always describes "The Sunny Side of Life." They brand as a "calamity howler" anyone who attacks the administration of government. They take the opposite side of the street in order that they may avoid the smell of a rum shop and all unpleasant thoughts about it. Anything worth consideration has two sides, and he who will see but one has no business to pass judgment.

All will admit that many evils are imaginary. These may be cured by neglect, but when a man will not listen to an argument, because it displeases him and will not hear a word detrimental to anything he is interested in, there is something at work besides the imagination. It is thus with him who will see no fault in a friend, simply because he is a friend. An old Roman once wrote, "If you bear the faults of a friend, you make them your own." That is if they are borne without being looked upon as faults. The saying amounts to about the same thing as "like loves like." Not that a friend may not be loved in spite of his faults, for all have faults, but that it is unwise to be blind to the faults of even a friend. It may be just as unwise to mention a fault when seen, yet friendship that will not bear gentle reproof does not deserve the name. But someone will say let the gentle reprover begin with himself. Perhaps he has, and by the discovery of his own faults may be the more able to help another. If nobody were permitted to speak until he was perfect, what a silence would prevail. Even a few words accomplish much sometimes. And yet every day of the week people walk the streets of every city and village with their eyes shut, or at least their mouths, to all forms of dishonesty and wickedness. Cities are the business centers and are filled with opportunities for dishonesty and crime.

Of the two social worlds then we find in the business world the greatest opportunity for evil and consequently the most evil. These two worlds are mutually dependent and helpful. One is incomplete without the other. They are as two friends. The natural duty of the literary world is to lift up mankind and correct social evils. The evils of society are found largely where opportunities for such are most numerous in political and business life. The one great social world must stand for the redemption of the other. The educational world is the hope of the business world. Where individuals occupy a position in both, they have a double opportunity and a double responsibility. Though the task may seem like the endeavor of the rivers of the earth to purify the boundless ocean by pouring into it their fresh waters, still humanity lives in hope, and hope is immortal.
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