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The Normal News, September, 1894

Eastern Michigan University

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done reasonably. Don't forget the place.
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May suggest that you buy a new
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Any Size, Style and Width you want.

Prices Right, and no trouble to show goods.

WILBER & HORNER,
Shoes Mended.
No. 166 Congress St.
O. WESTFALL & SON,
LIVERY, FEED & SALE STABLE
HACK, BUS AND BAGGAGE LINE.

Leave Hack and Trunk orders at Hawkins House, or Telephone No. 75,
YPISILANTI, MICHIGAN

DO NOT CAUSE US TO
"SHED TEARS"
By Withholding Your Patronage.

We mention incidentally that the workmen of our shop number four—all good ones. Come and see us; you will not regret it.

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Cash Retailers of
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Best
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Salesroom in the City

Muslin Underwear Sales Saturdays and Mondays
Charles King & Co.,

Grocers.

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

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Where you wish, but in getting the BEST Value in the Printing Line, if you profit by the experience of others—no matter where you start in you will finally leave your workplace satisfaction is guaranteed and prices are right.

There is but one best place, and that is

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The E. H. Greene Printing Co.

Type All New.

We print the Students' Hand Book.

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CLOTHIERS and HATTERS,

Respectfully invite the young men of the Normal to come and examine their Fall Suits and Overcoats. Their New line of Hats, Neckwear and Dress Shirts is particularly fine this season. They also keep the largest assortment of Underwear in the city.

WORTLEY & CO.,

One Price Clothiers Congress Street.

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TRIM'S SHOES ! ! ! !

A FULL LINE OF BOOTS AND SHOES AT 2-3 THE USUAL PRICE

E. E. Trim & Co.,

UNION BLOCK, YPSILANTI.

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.

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"The Niagara Falls Route."

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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 Agt.,

Detroit, Mich. Chicago, Ill.
THE NORMAL NEWS.

STUDENTS WHO ARE BOARDING THEMSELVES
Will find it to their advantage to call on

**M. J. Lewis & Co.,** Staple and
**Grocers**

FOR CANNED AND BOTTLED GOODS.

Fruits and Vegetables in season. Goods Delivered free. Don't Forget the Place.

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Always Bring Your Periodical Book.

The Ypsilantian

Discuss Live Themes,
Gives all Important Local News,
Has an Enterprising Normal Correspondent.

**PRICE**

\$1.00.

W. M. OSBAND, Editor and Proprietor.

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Wood Yard

BOGUE & HOWE, those

WOOD YARD
fellows,

On SUMMIT ST., near the Stand Tower, give us Students the best deal on wood.

They furnish good dry kindling-wood, too!

PERHAPS
You do not need any Furniture just now;

IF YOU DON'T
We should be pleased to have you drop in and get acquainted with us and our stock.

BUT IF YOU DO
It is to your interest to come in and see us, for we can save $ $ $ for you.

Wallace & Clarke.

$10 buys a complete Bedroom Set.

Morning Exercises in Schools

We have recently published a pamphlet of

Scripture Selections and Hymns

for use as indicated above. It is similar to that used in the Normal School; has been compiled with great care, and is printed on heavy paper, permanently bound.

A sample copy will be mailed free to any teacher who will apply. Address,

COE & SMITHE, Ypsilanti, Mich.

John B. VanFossen, D. D. S.

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YPSILANTI, MICHIGAN.

John Geoghan,

TAILOR AND CUTTER,

Congress St., Over Comstock's.
517 Cross St., Samson’s 517 Cross St.,
One Block East from Normal. One Block East from Normal.

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Guitars, Banjos, Mandolins, Violins.

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Rent Applied if Purchased.

Strings
For all Instruments a Specialty.
Every String Warranted.

Pianos and Organs Sold on Easy Payments, Exchanged, Tuned, Repaired, Moved, Boxed.

Everything in the Musical Line.

Leave your orders for Sheet Music and Music Books
A Liberal Discount, Prompt Attention.
Time, Trouble and Postage Saved.

Don’t Stop To Ring the Bell or Knock, but
Come Right In And see for yourself.
Everybody Welcome.

H. D. WELLS. H. C. FISK.

WELLS & FISK, GROCERS.
First Class Goods and Low Prices Our Motto. CLUB PATRONAGE SOLICITED.

123 Congress St., Ypsilanti, Mich.

FRANKLIN I. CARPENTER,
124 Congress Street.

Students’ Hardware, Stoves and House Furnishings
Oil Stoves and A FULL LINE OF
Oil Heaters GARLAND STOVES, PARIS RANGES, FAMOUS MAJESTIC STEEL RANGE.
a Specialty.

It will pay you to call and see what inducements I have to offer.
Our school opens this fall with an unusually large number of students. The year has been ushered in under very flattering auspices, and, unless it belies all prognostics, it will be one of the most successful in the annals of Normal history.

The invoice has been taken; the freshmen have stood in wonder before the ponderous account books of the Normal, and read therein the amount of their knowledge in stock. Now, however, both new and old have been assigned to their respective class rooms, and work has begun in earnest.

Yes, work has begun in earnest. The Normal gates have swung wide open, and we are well under way—a goodly number of over eight hundred students. And now, as we proceed, let us consider well the parts which we are to play. "The mill will never grind with the waters that are past." Let us then improve our opportunities. "Our duty was created with us," and it demands that all the work be honest and earnest,—in class room as well as in society. We aim, of course, to graduate from this institution, but let education be the prime object which we seek. Let concentration, rather than time, be the measure of studiousness; increased ability, rather than subjects passed, the measure of advancement. Let every student who can gain admission to one of the Normal societies, do so and begin work therein at once. In a word, let there be a college spirit among us, uniting us more closely as students, and inspiring us with loyalty to our school and her institutions.

The large amount of matter which comes to us for publication necessitates an extra form with this number, and even then we are compelled to leave out some items which would undoubtedly be of interest to our readers. But let the items continue to come; we will endeavor to make a wise selection.

Elsewhere in this issue is presented an article on the Normal schools of France, by Prof. Lodeman. It will be seen that these schools are of three grades. As the article in this number deals chiefly with the school at Auteuil, a type of the Primary grade, it has occurred to us that a discussion of the two higher grades, in their order, might be of interest to the readers of the News. Accordingly, Dr. Smith has consented to continue the "Visit to French Normal Schools," in the October number by an article on the Normal School for young men at St. Cloud, and Miss Lodeman has also consented to present, in the November number, the Normal School for young women at Fontinay-Aux-Roses, both schools being types of the second grade. Following these articles will be given, in the December number, an article on the Superior Normal School of Paris, this being a school of the highest grade. As these articles are the result of personal investigation made by the writers while abroad during the summer vacation, they will doubtless form an interesting series.

In addition to the article already mentioned for the October number, there will be presented a cut and biography of Colonel F. W. Parker of the Cook County Normal, an article on the sum-
mer session of the N. E. A. at Asbury Park, by Prof. Strong, and a report of the Lake Geneva convention, accompanied by several cuts representing various portions of that resort.

The president of the class of '92, Miss Hattie Culver, is attempting to locate the different members of that class, and asks that all '92's send to her address, 419 Washington St., Ypsilanti, a statement of their location and employment. The result of this research will be given in The News.

As we desire to make The News of interest to alumni as well as to undergraduates, we will add a similar request to the above, that all other alumni send us a like statement concerning themselves. "Where are you? What are you doing?" These are questions which the alumnus wishes to know. If you will inform him through the columns of The News, you will both satisfy his curiosity and increase the interest and circulation of the college paper. Will you do this?

We desire furthermore to ask a favor of our readers here at home. The News is the central organ by which the students create and maintain an interest in each other and in the school. It is a representative paper, and that its mission may be completely fulfilled, we ask you to co-operate with us by contributing items or articles of interest for publication. Place them in the "Normal News" box across the hall from Professor George's office on the first floor, or hand them directly to the management, and you will confer a very great favor. Will you do this also?

Finally, there is another element which enters largely into the success of our enterprise, and that is the advertising element. From a financial standpoint no one contributes so largely to the support of The Normal News as the advertiser. Indeed without his support the paper could not be published. Financially also the advertiser must reap his reward from our patronage. If then we would insure his support, we must return to him value for value received. We can do this by patronizing him, and, as a body of students, loyal to the Normal school and her institutions, of which The Normal News is one, let us do so.

Our advertisers are among the most enterprising firms in the city. When they offer bargains by no means inferior, we can ill afford to neglect the interests of The News by trading elsewhere. "Patronage to whom patronage is due" is a very common business principle, and a very just one. Many Normal students are working on this plan already. Let it be the motto of all, and the welfare of The News from a financial standpoint will be insured.

Locals and Personal\s

THE FACULTY.

Mrs. Fannie C. Burton spent July in the study of physical training at Chautauqua.

Prof. D'Ooge and family, and Prof. Putnam and family, spent vacation at Charlevoix.

Prof. Wilbur P. Bowen spent six weeks of his vacation in physical training work at Chautauqua.

Prof. Miller visited Massena Springs, N. Y., the scene of his boyhood days, Toronto, Montreal, and Quebec.

Prof. Barbour was engaged in institute work at Ann Arbor and Pentwater, and also spent a month at Charlevoix.

Prof. Strong, director of the N. E. A. for Michigan, attended the meeting of that association at Asbury Park, during July.

Prof. McFarlane spent five weeks in institute work in Michigan, the scenes of action being Lapeer, Gaylord, Traverse City, Mt. Pleasant, Ionia, Itica, and Richmond. He also gave a series of lectures in New York.

The State Board of Education have elected as a general assistant in the Normal, Miss Chloe N. Daniels, of Gregory, Mich. Miss Daniels graduated from the B. A. Course of the University of Michigan in 1886, after which she taught two years in the State Normal School at Indiana, Penn. She then went to a similar position in the State Normal at San Jose, Cal., which she resigned to accept the position offered her here.

Dr. Boone attended the N. E. A. at Asbury Park, July 6–13, where he read a paper on "The Teacher as Expert," and participated in the discussion of the preparation of teachers. Spent five weeks at Bay View, lecturing twice a day on
education, and related topics in the University department; and in the assembly program in the lecture "Some Poems of a Little-Known Poet." July 20, lectured before the Hackley Park Assembly at Muskegon. Aug. 30, lectured before the Teachers' Institute at Big Rapids. Sept. 3-6, addressed teachers in Covington, Newport, and Dayton, Kentucky.

Prof. George conducted the Teachers' Institute at Cassopolis, Michigan, and lectured at the Hackley Park Assembly.

Prof. Pease encountered the fires of northern Wisconsin and Minnesota, during the latter part of August, as he was returning home from a visit to relatives in those regions. His train, on the St. Paul, Minneapolis & Omaha R. R., was compelled to run the fiery gauntlet from Bashnaw to Spooner, meeting all along the line trains filled with fugitives from the fire. At Spooner the train was held over night, and the time was employed by other trains in bringing in fugitives. The next day proceeding, they arrived at Duluth, where eight hundred refugees were brought in from the burned districts. Thence the journey across Lake Superior was made extremely dangerous by the dense smoke which had settled over the Lake, and after running into the breakwater at Port Huron, and grounding at St. Mary's, the boat reached port in safety, and Prof. Pease returned home, rich in experience, but with no desire for a repetition of the same.

Dr. and Mrs. Smith sailed for Rotterdam with Prof. and Mrs. Lodeman, Mr. E. G. Lodeman, and Miss Lodeman, July 6. In Holland, the party divided, Prof. and Miss Lodeman spending a few days in Holland and Belgium, after which they went to Paris. Mrs. Lodeman and Mr. E. G. Lodeman proceeded to Italy, by way of Germany and Switzerland, Mr. Lodeman visiting a number of agricultural colleges along the Rhine and in Northern Italy. Dr. and Mrs. Smith proceeded at once to Germany where they visited a number of schools, going then to Switzerland for a few days. The rest of their time was spent in Paris, where they visited, in company with Prof. and Miss Lodeman, the various normal schools in that vicinity, as well as a number of other educational institutions. Dr. Smith secured, while in Paris, a rare collection of portraits and correspondence of famous mathematicians; Prof. Lodeman added extensively to his library; while Miss Lodeman was accorded, and daily improved, the privilege of working in the Louvre. The party returned in time for the opening of school, reporting pleasant voyages, good weather and good health during the entire trip.

THE S. C. A. RECEPTION.

The Christian Association reception in the gymnasium, Saturday evening, September 15, was well attended. Old and new students alike congregated there, beside a goodly number of the faculty. A change was introduced on this occasion in the shape of cards headed, "I am," followed by the bearer's name, this in turn being followed by "Who are you?" and a list of persons met during the evening.

PROF. PUTNAM'S DISCOURSE.

Prof. Putnam's address to the S. C. A., on Sunday, September 9th, was a fine one. His subject was "Growth." He said that the face reflected the spirit of the inner life and that if this inner soul should change the face would change also, perhaps not immediately, but surely. He continued that the inner soul needs exercise as much as any portion of the physical or mental system. The kind of exercise it needs may be supplied by good thoughts and high ideals. But, he said, the best growth is necessarily slow, so no one need be discouraged if the growth of this inner life is not a rapid one.

THE SOCIETIES.

The four divisions of the Normal Lyceum clubbed together this year in getting programs and invitations which invited the guests to the exercises of the Normal Lyceum, and not to four separate societies. No special features were exhibited in any of the rooms, though the programs in each were uniformly good. After recess each society held a reception.

THE LECTURE COURSE.

The Committee of the Faculty in charge of the Lecture Course have secured an unusual list of attractions for this season. The Course will open Tuesday, Oct. 16, with the famous Marie Decca Concert Company, which will be followed at convenient intervals by the following:

Rev. Mr. Colledge, the famous African traveler and companion of Stanley; John Temple
Graves, the great speaker on the race question; Max Heinrick and wife, the greatest living ballad singers; Rev. Dr. Palmer of New York City, famous as a war lecturer; William Howard Smith, the author of that famous book, The Evolution of Dodd; a Grand Concert by the Normal Choir, under the direction of Prof. Pease assisted by distinguished talent from abroad; the famous Temple Quartet of Boston; Dr. Motte of Cambridge, Mass., the fascinating lecturer on scientific subjects, who will employ a stereoptican; the celebrated orator, Dr. Crawford, President of Allegheny College.

These ten entertainments, the committee feel safe in saying, have never been equaled by any other course. Certainly no student can afford to miss one of them. The price for tickets will be the same as last year. The announcement in giving subjects and specific dates, will be issued early in October. We advise all our readers to be on the lookout for the announcement and to be on hand early at the ticket sale.

NOTES.

Did you receive a copy of the '94 Aurora?
Miss Alice Heron visited the Niagara Falls, Sept. 15-18.
Born to Mr. and Mrs. Fred Bellinger, a boy, June 26, '94.
Claude Larzelere, '89, and wife, visited Normal friends, Sept. 27.
Miss Virginia Clark is assistant in the high school at Brooklyn, Mich.
Mr. Chas. A. Farnam, '90, of the U. of M., visited Normal friends, Sept. 28.
Dr. Boone will address the S. C. A. in Normal Hall the first Sunday in October.
Hon. Perry F. Powers, of the State Board of Education, was in chapel, Sept. 28.
At the first senior meeting, called by Prof. George, 198 seniors (?) were present.
Hugh Noble is superintendent of the Fort Belknap Indian School of Harlem, Montana.
Miss Genevieve M. Walton has given four very useful library lectures during the past two weeks.
Perry F. Trowbridge, B. Pd., and his bride, née Grace Hall, '93, visited the Normal, Sept. 27.
Dr. Winship, the editor of the New England Journal of Education, will lecture in Normal Hall, Wednesday evening, Oct. 10; subject—From Instinct to Genius.

Dr. Boone was one of the instructors in the Wheeling, W. Va. Institute, the first week of September.
During the two weeks beginning Sept. 3, there were 1,527 pieces of baggage received at the M. C. depot.
Frank R. Felt, a former Normalite, goes to India under the auspices of the M. E. church, as a medical missionary.
David M. Harper, who was here in '92, visited the school last week. He will teach in New Orleans, La., this year.
The senior class, about 125 strong, met, Sept. 25, and appointed a meeting, Sept. 28, for the election of class officers.
Prof. Bowen and Mrs. Burton have spent the time till now examining candidates for “gym” classes soon to be started.
Miss Blanch Bliss drew the lucky number at the Crescent reception, Sept. 21, and received the prize which was a book.
Miss Serena Chamberlain teaches the 7th grade, and Miss Bertha Blair the 5th grade, in the Ypsilanti schools this year.
About thirty-five of the friends of Miss Mary McDougal attended a “watermelon eat” at her home, on the afternoon of Sept. 15.
During the vacation Burt Wilber played in a tennis tournament at the D. A. C. grounds in Detroit, and made a very good showing.
H. C. Miller, post graduate of last year, was at the Normal recently. He is principal of the Belleville schools this year, and begins his duties Oct. 1.
Students' registers are being kept this year at the stores of Frank Smith, C. W. Rogers, and E. R. Beal. All students should register at each of these places.
Mr. T. C. Severance has been added to the teaching force of the Normal this year as an assistant in the department of Pedegogy and of Ancient Languages.
Miss Thirza Beach, a prominent student of last year, has been visiting Normal friends during the past week. She teaches a nine month's school near Port Huron.
There are 142 students in Prof. George's class in professional training. Among the number their are seven Smiths, one Brewer, and one Bierkamp, the last two being seat-mates.
Miss Woodard, assistant librarian, inspected libraries at Albion, Battle Creek, Kalamazoo, Grand Rapids and Muskegon during vacation.

The opening Wednesday afternoon recital arranged by Mrs. Pease was a grand success. The room was well filled and each participant did herself credit.

At the faculty meeting, Sept. 10, a strong feeling was evinced in favor of duplicating many of the standard references in the library to enable broader teaching.

Inexplicable: Gould's whiskers; why Livingston has his mail delivered at Cross street rather than at Brower; why Loomis bought a ticket, and checked his baggage to Albion instead of Ypsilanti.

Bert Waters was called home Sept. 15 by a telegram announcing the death of his father. A few hours later, his room-mate, Mr. Thompson, received a similar telegram announcing the death of his mother.

Students and alumni desiring copies of the '94 Aurora will be supplied at the regular price of $0.75, until the few copies remaining unsold are disposed of. Orders may be given to H. E. Johnson, Ypsilanti, Mich.

The September number of the School Journal contains a cut and biography of Dr. Boone; also an abstract of a discussion given by Dr. Boone, on the subject, "Professional Training of Teachers," at Asbury Park.

Tuesday Oct. 2, at eight o'clock p. m. occurs the first of a short series of concerts given by artists, Miss Heyman, pianist, and Miss Gillies, soprano, from the Heberlain Concert Company of Detroit, will furnish the entertainment.

On the afternoon of Sept. 20, the first meeting of the Mathematical Society was held in room 26. A large number of students and teachers were present to listen to Prof. Smith's lecture on Cantor and his visit to him during the past summer.


Miss Adeline Rowley has accepted the position of soloist and leader of the Congregational singing at the First Presbyterian church of Cedar Rapids, Iowa. Miss Rowley was formerly a student in the Normal Conservatory of Music, and a member of "Mrs. Pease's Lady Quartet."

Once more an opening day at the Normal; once more confusion, examinations, classification, and enrollment; and once more the Normal News, containing a record of everything occurring about the school for only fifty cents per year. See Livingston.

A meeting of the Athletic Association was held Sept. 20, at which some very important matters were decided. The lack of foot-ball suits for the second team has always been felt, and the association voted to purchase eleven new suits. A committee of five was appointed to draft a new constitution. It was voted also to hold a local Field Day this fall, and to have a tennis tournament open only to members of the association.

Among former Normal students who were not here last year, we notice the following: Merritt Vanneter, F. H. Sooy, Mabel Heath, Arthur Bradley, C. Beebe, W. Bates, J. Do thany, J. Howell, F. H. Parks, Jessie Parks, Fred Churchill, Carl Parsons, Dwight Kennedy, Mr. Lusmore, Cora Bowen, Florence Webb, Ella Cam burn, W. H. Lindermann, A. C. Marvin, J. E. Stoffer, Winifred Bartlett, Ruth Pease, Geo. Steves and Mame Pickett.

On the evening of Sept. 24, at the residence of Dr. and Mrs. Boone, a reception was given, the occasion being the 20th anniversary of their wedding. It was a fit occasion for rejoicing on their part, and for congratulations from their friends. The guests present composed the Faculty, and a few of the citizens of Ypsilanti. Appropriate gifts accompanied by well wishes were freely given, and the evening throughout was a very enjoyable occasion.

The memorial volume entitled Funerailles de Monsieur Eugene Catalan, made up of "articles necrologiques publies par les journaux a l'occasion de la mort du savant professeur de l' Universite de Liege," contains the translation of an extract from the April number of the News. The "Journal de l' Ecole normale d' Ypsilanti" appears in good company alongside of the Spanish "Progresso Matematico" and the French "Journal des Mathematiques speciales."
Through the attention which Prof. George has given to the matter, we are enabled to give the following nearly complete account of the class of '94:

Armstrong, Edwin T., principal, Masonville.
Arms, Anna Viola, primary, South Lyon.
Andrews, Euretta, 8th grade, Stanton.
Adams, Bertha M., 6th grade, Jackson.
Bailly, Mary, 4th grade, Saginaw, W. S.
Barker, Hattie, high school, Hartford.
Bartlett, Luca A., 1st primary, Sand Beach.
Bockheim, Carrie, 3rd grade, Detroit.
Bartlett, Jennie E., 8th grade, Escanaba.
Barr, Carrie Belle, 6th and 7th grades, Elk Rapids.
Bunn, Sophia G., 2nd and 3rd grades, Mt. Pleasant.
Bentley, Ada, high school, Vermontville.
Buck, Helena H., primary, Menominee.
Bartlett, Julia P., 2nd primary, Sand Beach.
Bissell, Maude, primary, Lake View.
Brakeman, Nannie C., 1st primary, Central Lake.
Bentley, Amy, 2nd primary, Vermontville.
Baker, Kate I., 8th grade, Traverse City.
Cochrane, Mary Edith, intermediate, Wyandotte.
Cook, Moreland, 5th grade, Charlotte.
Conrad, Stella, preceptress, Petoskey.
Carleton, Iva M., 1st grade, Spring Wells, Detroit.
Crane, Edith M., 5th and 6th grades, Marine City.
Cusick, Eunice Elva, 1st grade, Grand Haven.
Campbell, M. Belle, Duluth public schools.
Clark, Jas. E., superintendent, Shelby.
Cookingham, Lettie, 2nd grade, Pontiac.
Dean, Ralph B., principal, Bellevue.
Deane, Julia A., 6th grade, Evart.
Daley, Hiram C., principal, Tekonsha.
DeVee, Mrs. Adalice, 1st primary, Hammond, Louisiana.
Drake, Bertha, high school, Norway.
Eldred, Edith M., grammar grade, Quincy.
Evans, F. E., superintendent, Williamston.
Fraser, Maude, 3rd grade, Saginaw, W. S.
Fuller, Anna J., 1st primary, Calumet.

Finley, Bertha V., kindergarten, Grand Ridge, Illinois.
French, Frank, principal, Vanderbilt.
Goodson, Bertha, high school, Vicksburg.
Gaw, Byrdie A., 6th grade, Goshen, Ind.
Gilbert, Evelyn, 2nd grade, Manistique.
Gordon, Donald, principal, Cottage Grove, Detroit.
Goss, Etta C., assistant high school, Petoskey.
Griswold, Frances M., 1st grade, Ovid.
Gasser, Caroline, 1st primary, Calumet.
Granville, Verona E., 1st primary, Corunna.
Goodrich, Earnest P., science, high school, Grand Rapids.

Hyser, Frank H., principal, Mt. Morris.
Holmes, Marion, 4th grade, Saginaw, W. S.
Hooper, Harriet, 6th grade, Saginaw, W. S.
Hopkins, Frances E., high school, Imlay City.
Holbrook, Lemuel G., principal, Muir.
Hananford, Adeline, 2nd grade, Delray.
Hutson, Agnes, intermediate, Calumet.
Hollace, Ella M., primary, Hancock.
Hollister, Alice M., intermediate, Lake Linden.
Haddrell, Mattie L., high school, Morlette.
Hall, Minnie O., high school, Marcellus.
Hamlin, Alice L., 1st grade, Pontiac.
Hunter, Irving B., principal, Black River.
Ives, Fannie S., 6th grade, Traverse City.
Jenks, Allie, 8th grade, Jackson.
Krentel, Christian M., district school, Meridian.
Lean, Nina, primary, Calumet.
Ludwig, W. A., superintendent, Lowell.
Lewis, Nina, 1st primary, Benton Harbor.
Lowell, May Ina, 5th grade, Traverse City.
Lacey, Winifred V., 1st primary, Ironwood.
McKay, Julia A., 7th grade, Saginaw, W. S.
Marble, L May, high school, Benton Harbor.
Mack, Amelia, high school, Benton Harbor.
Mallison, Leona Belle, 5th grade, Mt. Pleasant.
McCaskie, Carrie, high school, Chelsea.
Mendelson, Ella D., primary, Ludington.
Miller, Agnes C., preceptress, Concord.
Mosher, C. D., principal, Marlette.
McCutcheon, Lillian, primary and kindergarten, Evart.
Nott, Nettie M., 1st primary, Wyandotte.
Norton, Chas. H., principal, Plainwell.
Orcutt, Rose H., grade, South Butler.
Parsons, Sara, principal 5th ward, Ypsilanti.
Palmer, Nellie A., high school, Reed City.
Passage, Emily A., 8th grade, Saginaw, W. S.
Ross, DeForest, science, high school, Ypsilanti.
Rudesill, Hattie, high school, St. Louis.
Southgate, Helen A., high school, Benton Harbor.
Smith, Mabel W., high school, Petoskey.
Smyth, Georgia A., 8th grade, Traverse City.
Smith, M. Adelaide, district school, Genesee County.
Springstead, Julia M., intermediate grades, Grand Rapids.
Steele, Frank N., principal, River Rouge.
Smith, E. Lozette, 4th grade, Evart.
Sickler, Lura, intermediate, Blissfield.
Sherwood, Lucy M., 8th grade, Cadillac.
Smith, Sarah E. A., 5th and 6th grades, Ovid.
Simmons, Carrie Belle, intermediate, New Haven.
Trowbridge, Zelma, 3rd and 4th grades, Ironwood.
Thomas, Christine, primary, Hancock.
Voyt, Fannie, 2nd grade, Elk Rapids.
Vanderburg, Frank, principal, Zeeland.
Whitlock, Lucy E., 7th grade, Mt. Pleasant.
Waring, Chas. W., principal, Dimondale.
Wortley, Myrtle D., 6th grade, Cadillac.
Weed, Millie Louise, high school, Blissfield.
The following accounts for those not teaching:
Buell, Flora C., in secretary's office of State Grange, Ann Arbor.
Babbitt, Alice Lavinia, at home, Ypsilanti.
Case, Edith M., post graduate, Normal.
Cleaver, George, post graduate, Normal.
Farnam, Florence, post graduate, Normal.
Farnum, Chas. A., U. of M.
French, Helen, at home, Cassopolis.
Foote, Jay B., book agent, Charlotte.
Green, Wm. A., custom inspector, Detroit.
Howard, Benj. F., at home, Ypsilanti.
Hadlow, Nettie, post graduate, Normal.
Holland, Rupert, book agent, Seward, Ohio.
Houghton, Spencer L., insurance agt., Detroit.
Howlett, Bertrand J., mail clerk, M. C. R. R.
Johnson, H. E., book agent, Ypsilanti.
Leland, J. G., post graduate, Normal.
McCUTCHEON, Herbert, U. of M.
McDougall, Mary B., at home, Ypsilanti.
Palmer, Dora, at home, Grand Blanc.
Stevens, Florence, post graduate, Normal.
Severance, H. O., U. of M.
Sturgis, Jas. Welling, U. of M.
Sweeting, May L., at home, Ypsilanti.
Travis, Ora, post graduate, Normal.
Van Buren, D. C., post graduate, Normal.
Wilber, Minnie, post graduate, Normal.
Young, Armenia, at home, Dushville.
The location of the following is unknown to the writer. Any person knowing their whereabouts should inform the News: Helen F. Aldrich, Frank F. Aldrich, Eva M. Bartlett, Estella I. Bowers, E. W. Exelby, Jessie J. Foster, Oren S. Flanagan, Alice Hyder, Mary Healy, Perry G. Holden, Lizzie A. Isaacsen, Martha R. Kirker, Margaret Kelly, Lula M. Palmer, Chas. Radford, M. Agnes Taggart, Louise Helmuth Uren, F. Eugene Wilcox.
The following alumni were present at the banquet held in the gymnasium building, June 27, 1894:
Class of '54, Alzina Morton.
'58, Julia A. King.
'59, Andrew Campbell.
'61, Frances L. Stuart.
'63, Austin George.
'64, Edward P. Allen.
'65, S. S. Babcock.
'66, D. E. Wilber.
'71, Ada Loomis.
'72, Alice Barr.
'73, Helen B. Muir, Emma Barr.
'76, Lois A. McMahon, Ella Foster Sweet.
'77, Angie Davis Bond, E. Andulasia Brooks.
'78, Emma Jenks Crampton, Abbie Pearce, Chas. A. Shaw.
'80, Anna A. Paton.
'81, Cora A. Honey.
'82, Caroline W. Norton, B. F. Bailey, H. W. Miller.
'84, A. J. Murray, Julia Ball, Grace Ainsley Murray, Maude Ball, Lowell Chapman Thomp-

'85, Abbie Hunter Pease, Edwin J. Freeman, Anna M. Kelley, Clara Coleman Rolison, Lillian Crawford, Nora Murphy, Kittie Cross, Ellen B. Murray, Jennie D. Marsh, Stella Gardiner Thompson.


'87, Jessie Rogers Miller, Margaret E. Wise, Eva Harris Mills, Flora Wilber, W. O. McKone, Meda L. Osband, Binnie Bissell Salisbury.

'88, Mary Holland Wigle, Eva M. Bartlett, W. F. Lewis, Sadie Bogue Story, Alice Fowler Archbald, Alice May Flowers, Cora Hinckley.

'89, Isabella H. Becker, Gertrude E. Woodard, T. A. Conlon, Nellie Quirk, Fannie Begole, K. Maud Cady, Mary F. Camp, Claud S. Larzeler, W. N. Lister.

'90, Belle L. Hanford, Carrie A. Cross, Leah A. Spencer, Mae Swartout, Retta Peet, Hattie E. Pattison, Ada Sanders, Helen Stirling Bowen Ransom G. George.


At the various class reunions last June, officers for the ensuing year were chosen as follows:

Class of '92.—
President—Hattie Culver.
Vice President—D. G. Castell.
Secretary—Adell Warner.
Treasurer—N. B. Beers.
Executive Committee—C. W. Curtis, M. W. Wimer, Lizzie Cromie.

Class of '93—
President—Fred W. Greene.
Vice President—Bertha Buel.
Sec'y and Treas.—Frances Norgate.
Chairman Ex. Com.—W. D. Cramer.

Class of '94—
President—D. C. VanBuren.
Vice Pres.—Hattie Rudesill.
Sec'y and Treas.—Edith Case.
Alumni Association—
President—J. R. Miller, Big Rapids.
Vice Pres.—Mrs. Fannie Cheever Burton of Ypsilanti.
Sec’y and Treas.—Miss Maud Ball of Ypsilanti.
Orator—Prof. Julia A. King of Ypsilanti.
Essayist—Mrs. J. L. Greeley of Albion.

Begin the new year by subscribing for THE NORMAL NEWS.
Marriages.

Vacation seems to be a very favorable time for weddings as is shown by the following. The News expresses a wish for the future happiness and prosperity of all:

Miss Frances Marian McConnell, '92, and Don C. Bliss, principal of the Northville schools, were married, June 23, at Grand Haven.

At Ridgeway, June 28, occurred the marriage of Miss Jennie H. Osgood to Professor Frederic R. Gorton, an honored '92. The wedded couple reside in Ypsilanti where Professor Gorton teaches in the physical science department of the Normal.

July 3, at Shelby, Miss Ina B. Sweet was married to Ralph W. Coddington, '93. They go to Knoxville, Tenn., where Mr. Coddington has been elected principal of a high school at a salary of $1200.

Aug. 3, Miss Rose M. Rogers, of Mancelona, and Professor Joseph R. Jenkins, '91, were married. The young couple reside at Mancelona.

Miss Minnie Ardis of Evart, and James H. Thompson, '90, were married Aug. 8, at the bride's home.

From now on Preceptress Alice Barnhart of Mason goes a Foote. His name is Jay, and he hails from Charlotte.—Moderator. The marriage occurred at Vermontville, August 8.

Miss Ella Hemingway of Hadley, was married Aug. 14, to Professor Judd B. Nicholson, '92, of Almont.

At Detroit, Aug. 15, Miss Pruda B. Pierce was married to Albert Tower of Northville.

Miss Cora Doolittle, and Professor Fred A. Jeffers, both graduates in the class of '91, were married at Wheatland, Aug. 21. Prof. Jeffers will be remembered by '91's as a very successful manager of the Normal News. The newly married couple reside at Atlantic Mine, where Mr. Jeffers is superintendent of schools.

At the bride's home in Brighton, Aug. 23, Miss Jennie Purdy, a prominent graduate of the C. B. C., and Derk M. Stegenga, a highly honored graduate in the Normal class of '93, were united in marriage. They reside at Manistique, where Mr. Stegenga begins his second year as principal of the high school.

Miss Etta M. Voren camp, '92, of Kalamazoo, was recently married to Grant W. Gordon, '93. They reside at Dearborn, where Mr. Gordon is principal of the school.

Sept. 4, at Albion, Miss Grace Hall, and Prof. Perry F. Trowbridge, were united in marriage.

The house was once all Hall to him,
And now there's no Hall in it;
Yet merry Perry full of vim
Is happy as a linnet.—Moderator.

Miss Sadie Wells and J. J. Woods, former Normalites, were married at Eastmanville, July 25. They are both attending the Normal this year.

Miss Grace Paton and John W. Stephen, '89, were married at Almont during vacation.

Miss Nettie Gates of Athens, and L. S. Overholt, '92, of Fulton, were married Aug. 22.

Miss Rubie W. Pease, '92, of Hudson, and Mr. Hawkinson, of Seattle, Oregon, were married, Sept. 27.

Miss Dora D'Cilley, '88, is now Mrs. Cogswell, of Halsey, Oregon.

Miss Jennie Allen of the Cadillac schools was married Sept. 18, to E. R. Davy, a prominent business man of Evart.

Athletics.

The prospects of Rugby, the great college game, are very promising at the Normal this fall. The line of '93-'94 is back complete; also several line men of '92-'93. Behind the line there are only two '93's, but some new men are showing up well.

The manager of the team is urging the boys to hard practice, and is assisted by the men much more than in former years. First, There is a greater interest shown by students than ever before. Second, The men take a bath in the gymnasium after each day's practice. Third, There are several men working for each position and they realize that only hard practice will secure a place in the team.

The change in rules eliminates or is expected to eliminate many of the objectionable features of last year: beginning the game with a kick-off does away with the Indian file and the flying wedge. Allowing only three men to leave the line before the ball is snapped makes it im-
possible to use the momentum plays that were so dangerous to both sides. Three men are permitted to tackle the man with the ball and after it is down, any one jumping upon him or using unnecessary roughness, may be ruled off, and the team to which he belongs loses five yards.

An umpire, a referee, and a linesman are the officers of the game, and slugging, off-side-plays, and the distance the ball goes at each down will be watched much more closely than formerly, and less dissatisfaction will arise.

The Students' Christian Association, in connection with the Normal School, is an organization of students and members of the Faculty having as their aim the edification of all Normal students. How well it has accomplished its end during the thirteen years of its organization, can be learned from the hundreds of students who have been in attendance at the Normal.

Regular meetings are held every Wednesday evening, from 6:30 to 7:30, in Conservatory Hall, conducted by different students chosen by the executive committee of the Association. Great care is taken that these meetings begin and close promptly, thus enabling students to attend and not be detained beyond the appointed time. Programs are printed each month and distributed to all students and members of the Faculty; thus all connected with the school have a special invitation to attend any or all of our meetings. Owing to the deep interest of our Christian students in our brothers and sisters who are not acquainted with Jesus, as a personal savior, our evening meetings are very spiritual. Anyone who attends regularly and tries both in word and deed to help his fellow students will find himself exalted to a much higher plane of living. Come and help us carry on this good work. May you rejoice at the close of the year in having missed none of our regular meetings.

From time to time you may receive special invitations to attend a meeting and if so fortunate, never slight them as they are special indications of our interest in you. Many a young person has closed his year's work with a glad heart because he listened to the earnest words of some friend in the S. C. A.

As you will be interested to learn, the Association is not denominational, but is made up of Christians from the different churches, banded together for especial work among the students. Anyone can become a member who is willing to conform to the constitution, a copy of which you will find in the Directory, with which you were presented upon entering our town.

You may feel that your being a member of some young peoples' society in a church will excuse you from joining our number, but bear this in mind: the strength you gain from coming in contact with your fellow students in the S. C. A. far exceeds that gained in the church prayer meeting, and the added opportunity for doing good can not be estimated. As you plan your work for the week, set apart one hour of each Wednesday, from 6:30 to 7:30, and work to your program. As the year closes, you will look back with a feeling of satisfaction upon what you have been able to accomplish.

On the first Sunday of each month, at 3 o'clock p. m., we have an address by some member of the Faculty, a leading educator, or a city clergyman. You will be most welcome to any and all of our meetings. Become a member of the S. C. A. upon first entering the school and thus make it a part of yourself. Next year the S. C. A. will be your society not ours.

To you, dear friends, who are not in the habit of attending the prayer meeting we extend a special invitation. Our meetings are not dry and tiresome. Good music and short pointed speeches from different members are always of interest. The hour passes quickly and one becomes rested for his evening's work. Come and take part in our meetings, whether you are a member or not, and we trust that you may soon be able to say: "I was glad when they said unto me, 'Let us go into the house of the Lord.'"
Among the larger additions may be noticed the publications of the Hakluyt Society, and of the Early English Text Society, purchased from the library of the late Prof. Goodison. The set of Baedeker’s Guide Books has been bought and the file of Nature has been completed and bound. The Reports of the Peabody Museum; Skeat’s new edition of the Complete Works of Chaucer (2 v. ready); and Stevenson & Murphy’s Treatise on Public Health and Hygiene, 2 v.; several valuable works on mathematics, and in the classics various editions of Horace, Virgil and Cicero, add to a collection particularly strong.

In pedagogy of course we find in the front rank Col. Parker’s new book—Talks on Pedagogy.

New books are placed outside the railing where they may be freely examined. It is believed that the larger freedom in the use of the Library will continue to add to the better care taken of the books, and to larger helpfulness in all departments of the students’ work.

TRAINING SCHOOL

The assignment of seniors for teaching during the first ten weeks of the school year is as follows:

Kindergarten—Misses Dclaforce, Foley, Hill, Holmes.

First Grade—Misses Cromie, Lamb, Buck, Palmer, G. Pickett, Hawkins, Rogers, Caldwell, Hardy.

Second Grade—Misses Hurd, Diller, Williams, Rose Taylor, McKenzie, Gunn, D. McDonald, Spangler, Brooks, Mr. Livingston.

Third Grade—Misses Collins, Comstock, Ellis, L. Pickett, Hanford, L. Taylor, Weir, Mr. Bennett.

Fourth Grade—Misses Lowry, A. Smith, Wood, Urban, Spokes, Stuart, Grigsby, Mr. Kelly.

Fifth Grade—Misses Hendershott, Langley, Newcomb, Watkins, B. Taylor, Pomeroy, Hughes, A. B. Smith, Mr. Hall.

Sixth Grade—Misses Hunker, Travis, Van Dusen, Edwards, Allen, Adams, Mr. Cole, Mr. McArthur.

Seventh Grade—Misses M. McDonald, Groghan, Wilson, Knap, Briggs, and Messrs. Cogshall, Hayner, Bradley.


The assignment of the teaching corps was a matter of considerable difficulty owing to irregular classification, the usual number of irregularities being increased on account of the changes in the course of study. The Normal recitation schedule is made to fit the new course of study, but nearly all seniors are classified under the old course.

The Training School Course of Study is being materially changed this year; in the lower grades the entire work is to be based on elementary science,—reading, language, numbers, etc., being related to the science work.

No changes have occurred in the corps of critic teachers.

The enrollment at close of second week was as follows: Kindergarten 41, Primaries 144, Grammar Grades 147, total 302. This enrollment is 12 per cent. larger than that of last year.

PHYSICAL TRAINING.

The practical work in the gymnasium does not begin until about Oct. 1st. This enables the students to secure their suits and gives the instructors time to take the records they desire of the physical condition of the members of the classes.

The young men’s suits are practically the same as those used by the German “Turners,” and are made especially for us by a Detroit firm. The young ladies will have the regular gymnasium costume of dark blue serge, and special rates for these will be given by some firm in Ypsilanti. These arrangements are made by the department to secure uniformity of suits and lower prices; but students are not required to order their suits of these firms if they prefer to get them elsewhere.

The gymnasium work will be largely what is known as “Swedish,” and will be based on Enebuske’s “Progressive Days’ Orders.” The name “Swedish” refers to the underlying principles and arrangement rather than to the exercises themselves. The plan of work is the result of an effort put forth by Swedish educators to make gymnastic work conform to the special needs of students, and to put it on a plane with other subjects in the way of method of teaching.
The class in Applied Anatomy will use Potter's Quiz-Compendium of Anatomy as a class book, also making extensive use of skeleton, manikin, and layer books of reference in the library. Among the most valuable of these books are Gray's Anatomy, Waller's Physiology, Landois' and Stirling's Physiology, Marey's Animal Mechanism, Lagrange's Physiology of Bodily Exercise, and articles in the Cyclopedia Britannica. Among other books of interest and value in certain phases of our work are the following: School Hygiene, by Newsholme; The Growth of Children, by Bowditch; Jackson's Theory and Practice of Handwriting; Warner's Physical Expression; Newsholme's Vital Statistics; Sandow's Physical Training.

NATURAL SCIENCES.

The efforts which have been made, the past year, to enlarge the herbarium, have been promptly seconded by many friends of the school. The latest donation is a package of exotic plants from the well known firm of manufacturing chemists, Parke, Davis & Co., of Detroit. The plants are from all quarters of the earth, and will be a valuable addition to our collection. This firm are interested in plants aside from their commercial and medicinal value. They have a herbarium of 20,000 specimens, of which our old friend O. A. Farwell is curator. The number of plants added to the Normal collection this year is something over one thousand.

MUSIC.

The Normal Conservatory opens this year with every promise of an unusually large attendance. Many inquiries have been answered and facilities have been bettered for accommodating those that attend by the addition of two pianos to those already in the building. The faculty has been but little changed. Mr. Frank Smith has been added to the violin department, while Miss Putnam has accepted a musical position in Pennsylvania; the piano department is still under the supervision of Mrs. Scrimger and Mr. Lamond.

Begin the new year by subscribing for The Normal News.
JOHN DAVIS PIERCE.

John Davis Pierce, Michigan's first Superintendent of Public Instruction, was born at Chesterfield, N. H., February 18, 1797.

The period of his life between the ages of two and twenty, was spent with a paternal uncle in Worcester, Mass., during which time he received not more than eight weeks of schooling in any year. At the age of twenty, he became a farmer. When he had saved a hundred dollars, his Grandfather Pierce doubled the amount by the addition of another hundred, by which means our subject was enabled to fit himself for college. On December 14, 1817, he walked fourteen miles to take his first Latin lesson of Rev. Enoch Pond, who became his tutor. He entered Brown university in the fall of 1818, from which, by teaching three months of each year, he managed to graduate in 1822, among the first eight of a class of thirty-six.

His useful life-work thus began when he was twenty-five, his first position being that of principal of the academy at Wrentham, Mass. After spending a year here, he entered Princeton Theological Seminary, and the following year he was licensed by the Congregational Association, accepting the pastorate of a church in Oneida Co., N. Y., where he labored four years. He then became principal of an academy at Goshen, Conn., and finally moved to Marshall, Mich., in the spring of 1831, to work as Home Missionary. His life from this point was closely connected with the educational interests of Michigan.

For nearly a year previous to 1836, the subject of education had been under consideration by the framers of our State Constitution, and on July 26, 1836, an act was passed providing for a Superintendent of Public Instruction. The rare judgment and ability of John D. Pierce, whose labors were already felt in Michigan, and his acquaintance with the so-called Prussian system, upon the principles of which our Constitution is based, combined to fit him for the position, and he accordingly received the appointment as State Superintendent of Public Instruction. In this field he served the state of his adoption with unswerving zeal and fidelity for five years, at the expiration of which time he resumed his work in the ministry, and in 1847 he was sent as representative from Calhoun county to the State legislature, where his influence was felt in the passage of several important measures, among which was the homestead exemption law, and also the resolutions instructing the Michigan delegation in the National Congress to oppose the introduction of slavery into the territories. His influence was felt in the convention that framed the new Constitution of 1850, and it was he who secured the incorporation of the provision for free public schools, thus earning for himself the title of "Father" of the Michigan School System.

Ypsilanti became his place of residence in 1852, and for thirty years he resided here, giving much of his time to the ministry.

In 1852, when the first building of our Normal school was completed, it was Hon. John D. Pierce who delivered the dedicatory address, his subject being, "A Perfect School System."

During his stay at Ypsilanti, he was often welcomed at teachers' gatherings and Commencement exercises. In 1880 illness induced him to seek the bracing New England air of Waltham, Mass., the present home of his daughter, Mrs. Mary E. Emerson, where he spent two uneventful years, the monotony of his life being broken only once, which occasion was a reunion of the New England alumni of the Michigan university, held at Boston, April 5, 1882. Six weeks later his lifeless body was returned to the scene of his earthly labors, and laid to rest in the cemetery at Marshall. A large concourse gathered at his funeral to attest the universal respect in which he was held.

Few persons are born to reach an eminence which distinguishes them above the ordinary mass of workers; but as long as Michigan shall stand, the name of Hon. John Davis Pierce will be remembered, and the influence of his works will continue to be felt.

A state natural history society was organized during the summer at Ann Arbor, with Prof. Beal of the M. A. C. as president, and Prof. Newcombe of Ann Arbor as secretary. Among the members are three Normal professors, Messrs. Strong and Sherzer, and Mrs. Osband.
A VISIT TO FRENCH NORMAL SCHOOLS.

A. LODEMAN.

A s most of the schools in France close about the first of August, our first walk after our arrival in Paris was to the Ministry of Public Instruction in order to present our request for a permission to visit the various educational institutions in Paris and its vicinity. Having taken with us letters from the U. S. Commissioner of Education, we had no difficulty in obtaining the required official document which was sent us the following day by mail.

The normal schools of France are of three distinct grades: first, the Primary Normal Schools, of which there are two, one for young men and one for young women, in each of the eighty-six departments; their function is to prepare teachers for the country schools. Secondly, the Superior Normal Schools at St. Cloud, for young men, and at Fonteray-aux-Roses, for young women; these prepare teachers for the lower normal schools and school inspectors for the departments. Thirdly, the Superior Normal School of Paris, an institution of the highest rank, whose students are all graduates of some college or university and whose graduates are entitled to the highest educational positions within the gift of the Republic.

We visited schools of the first class at Auteuil, Paris, and at Batignolles, Paris. The former is for boys, the latter for girls. At Auteuil examinations were going on, except in the practice schools where the children were at their regular work. The space at my disposal being limited I shall not attempt in this article to give an account of the work done in the various departments of the school, but confine myself to some external features which, I presume, will not be without interest to the readers of the NEWS.

The number of normal students in this school is limited to 120, ages from 17 to 19, who are taught by about a dozen teachers. The students room and board in the building, all expenses being borne by the state. The buildings are comparatively new and offer a fine appearance. The parks surrounding them, with their grass plots, gravel walks, flower beds, fountains and groves, are kept like those of a princely residence. The offices, with polished floors and elegant furniture in the most perfect order, might be taken for halls of an uninhabited palace, were it not for the framed specimens of students' work, including some excellent products of manual labor, which adorn the walls. The class-rooms and study-halls, as well as the dormitories, are plainly furnished; the chemical, physical, and biological laboratories, and the workshops for iron and wood, forges, etc., are well equipped and, what was especially gratifying, had all the appearance of actual shops where real work is done and no playing at work. The program of the school includes the common school studies, the sciences, music, drawing, besides English and German.

In the practice-school we saw about 300 boys of the ages from 8 to 13, divided into six grades. Each grade has a special teacher, men between twenty-eight and forty, evidently teachers of talent and experience, kind and earnest, devoted to their work, though, to judge by their features, they felt its burden. The children rose and gave the director and the visitors a military salute. They all looked happy in spite of the strict discipline which they seemed rather to enjoy. At recess time it was raining, and the director, a man who combined in a rare degree the kindliness of a father with the decision of a commander, made the boys march in a large recreation hall. They did not set their heels down lightly. When the shower was over, they were allowed ten minutes extra for out-of-door play. At dinner time (there are two sessions, from 8 to 11 and from 1 to 4) fifty-one out of the two hundred eighty-five boys partook of a "state dinner," the government furnishing such children as cannot conveniently dine at home a substantial meal (on this occasion a dish of lentils and beef) at the nominal price of two American cents, and very poor children need not pay anything; there were three of these whom the director pointed out to us, but they were provided with dinner tickets like their more fortunate comrades so as to spare them any humiliation. It was a sight worth seeing, these fifty boys sitting down at a long table, each with a basket by his side from which they
took a big chunk of bread and a small flask of
wine while waiting for the cook to fill their
bowls. Signals for moving or stopping, etc.,
were given with a whistle. The director would
rather dispense with it and direct the school by
word of mouth, but it is hard to make one's self
heard; the voice of a Stentor would be drowned
in the shouts of three hundred boys.

I have stated that each of the six grades in this
practice-school has its own experienced teacher;
he is always present and is really responsible for
the class. The normal students (pupil teachers)
have charge of the classes one week at a time,
about three times a quarter. The disadvantage
of this system is admitted by the director, but
there is no help for it; there are too many nor-
mal students (120) to keep the classes longer,
and besides—o tempora! o mores! would you
students of the Michigan Normal School believe
it: the students do not care to teach more, they
can hardly be induced to teach the few weeks
required of them!

We were interested in a method employed in
this school of determining from time to time the
progress of the class as a whole: a so-called
' historical' book is kept in which each member
of a class writes at given intervals a lesson in
each of the branches pursued, so that a fair
judgment of the average progress of the class
can be formed by inspection of the book at
various periods. Methods of instruction are
entirely left to the individual teachers, while the
courses of study are prescribed by the authorities.

While our visit to this normal school with
its school of practice was decidedly inter-
esting, we observed at the higher normal schools men-
tioned above, at the University, and the Poly-
technic School, at the School of Fine Arts,
and low down at the Ecole maternelle in the
poorest quarters of the city, other phases of the
French educational system, all of which tended
to impress us with the magnitude of its scope
and the intelligence and activity displayed in its
administration.

SHALL THE NEGRO BE GIVEN A SEP-
ARATE STATE?

Prize Oration, Mock Congress Public.
C. V. Winner.

ONE of the gravest problems that confront
the American people, is that of the rela-
tions social and political of the Negro and
Caucasian races,—a problem that concerns the
welfare of two races of men, and on the right
solution of which depends the future of the na-
tion itself.

Never before in the world's history has the
spectacle been presented of two distinct and
different races of men, differing in color, mental
and moral capacity, attempting to live together
on terms of social and political equality; the one
regarded through all history as the inferior race;
the other as the superior; the one regarded as
the servant; the other as the master.

The perpetuity of free government is depend-
ent upon the homogeneity of the people; and
no nationality or race can in the largest sense
of the word become American, who have not
sunk their race or national characteristics in the
body of the common people; until they have
done this they cannot rise socially or politically
beyond a certain point and must always remain
in a condition of inferiority.

The fundamental law of the political and so-
cial relations of men, is that the place which the
individual shall hold is determined by the worth
of his individuality; and whenever any races or
peoples attempt to live together in disobedience
to this law social and political evil will result;
for no two races can live together side by side
and retain their race peculiarities without being
a menace to the welfare of the government under
which they live.

When the foreigner comes to America, the
process of assimilation begins; he loses his race
or national characteristics and, in time, sinks
everything but his individuality in the body of
the people. If like the Chinese he cannot do
this, he is doomed to remain upon the lowest
plane of social and political life; a mere ob-
struction to the current of national progress.

The Negro can hope to rise only in accord-
ance with this law. As long as he remains a
distinct race the doors of advancement will be
closed against him; he must ever remain, "A
hewer of wood and a drawer of water;" his only
hope of rising is to sink his race peculiarities in
the great body of the people. When the Tiber
forced its way through swamps and ravines,
when the Acropolis was a wilderness and the
seven hills of the Eternal City were a haunt for
wolves, the Negro was thrown in contact with a
people whose civilization in many of its manifestations has never been equaled; yet the relations of the Negro to this people were those of the relations of the Negro and White in America to-day—the relations of an inferior to a superior race. When he shall have ceased to be a Negro, when he shall have lost his race peculiarities, he may rise or fall in accordance with the great fundamental law.

When the Negro was given his freedom, it was supposed that he would leave the South, and, scattering over the country would gradually be assimilated in the body of the people; but experience has proved that the tendency of the race is to gather in communities of their own separate and distinct from the great body of the people. Although a few negroes have risen to political prominence, they are tolerated only on account of their rarity; the great body are doomed to hopeless inferiority. They cannot lose their race peculiarities since the race pride of both races appeals against race mixture; and as a Negro, a race separate and distinct from the great body of the people, they cannot hope to rise in the social or political scale. Like food that lies upon the stomach, incapable of digestion, and only stimulative of disease, the Negro remains within the body of the nation incapable of assimilation and only a fruitful cause of national disease, a constant menace to the nation's welfare, and the cause of race wars and mutual jealousies wherever they are numerically equal or nearly so to the other race; and the awful crimes and their punishments that in horror rival those of the Inquisition are attributable to the present social and political relations of the two races.

As the Negro gradually rises, intellectually and morally, by education and evolution, he will see more and more clearly the restrictions placed upon him by the other race. He will see that the prominence that his own worth might bring him is denied because he is a member of an alien race; that political equality with the other race is an impossibility while he remains such and that for him and his descendents there remains but the place he has held in the past. He will chafe under this; and the restrictions will become more and more galling; race wars and mutual jealousies will increase; and the problem will become more and more difficult of solution as the years go on.

There are three solutions to this problem that seem most to occupy the minds of men; they are (1) Amalgamation, or the gradual blending of the two races by intermarriage, (2) Emigration voluntary or forced by which the Negro should colonize some foreign land, (3) Separation, or the giving to the Negro a separate state and, if necessary, compelling him to live there.

Amalgamation would mean the intermarriage and association of the two races till each should sink its peculiarities in a common intermediate race. By a mixture of the blood of the two races, the Negro would, in generations, become an American in the largest sense of the word; but the race pride of both races appeals against such a solution; and as an insurmountable barrier to this rises the mutual prejudice that seems inborn in the breasts of each race; besides the experience of other races with race mixture has proved that the intermediate race is inferior to either of the parent races.

Emigration offers a solution that has many advocates; but the lack of a country to which the Negro could emigrate, the difficulty of deporting seven millions of people who have shown no disposition to leave America, renders this solution impracticable if not impossible.

Separation offers a solution that seems for the best interest of both races. Let the Negro be given a separate state where, free from the retarding influences of race friction and mutual jealousies caused by the presence of an alien race in the body of the common people, he may hope for and enjoy the highest social and political prominence consistent with the worth of his individuality. As a separate state—a separate race, a greater future lies before the Negro; it lies with him to disprove the truth of the statement that the condition of the Negro relative to other races, is practically the same to day as in the time of the Ptolemies; and that in every line of human thought or progress the world owes as little to the Negro as to any other race of men.

Let the Negro be given a separate state, an opportunity to raise himself, and the great race problem will be solved.
Here are many strange facts in this world that from the nature of things we are led to believe even though science and philosophy cannot fathom their mysterious depths. We may theorize, but all in vain, for the farther we search into the mysteries the greater they become, and there yet remains a mist which can only be cleared away by something more than the ordinary human skill.

One of these strange facts comes to us in the literary world in the first writings of any intelligent people. It seems almost paradoxical to us to know these were in poetic form. Some one has said that, "Literature is the outward expression of the soul." If we carefully consider this definition with the previous statement, we can see one great reason why such should be true. For if literature is the soul external, then the soul in expressing itself will do so most naturally in its own language. And if a people wholly without rules or principles of any art, first produce a literature poetic in form, we can justly conclude that poetry must be the language of the soul.

If we accept this, then why is it that so few of mankind are writers of poetry,—for who has not a soul?

We could not attempt to give a definite answer to this question which critics and scholars have been trying to solve for centuries. It is only within the last century that any plausible answer has been reached.

Great scholars have labored upon the form and metre of the verse, believing these to constitute the foundation of poetry; but they have discovered that true poetry is not merely a jingle of rhymes or a mixture of phrases, arranged to please the reader. They have found that it springs from man's emotional nature, and it is only when he is moved by an intense internal feeling that he can pen the record of these as a poetic song. It is this impassioned spirit that enables one to see things manifold that others can not see, and hear whisperings that others can not hear,—and which they themselves do not hear in calmer moods. Some one has said that "Feeling of any kind is the touch upon the poet's electric keyboard.

Every emotion or thought when it reaches a certain pitch of intensity must give vent through some channel of expression. The most appropriate channel is that of action, but when this is restrained finding nothing external upon which to react, the surplus energy seems compelled to create something. Nature does not allow this mental energy to harden, but opens a way for the restrained feeling and other things being equal, the individual will express himself through the channel of words in poetry.

Every man is tuned to some measure, and whenever a passion intense enough strikes him, or when he is in a mood corresponding to that tune he will break forth in music and song. It is true that this would be of a very inferior kind with the majority, but nevertheless it is true poetry to that extent. The poet differs from these in that his sensibility is very acute and having a full vocabulary at command can overflow in rich and beautiful verse.

All the fine arts are modes of expression whose aim is to give to the world the experience of the sculptor, painter, or musician, employing form, color, or sound, to express human feelings and ideas. But the literary artist, the poet, possesses the most complete instrumentality of any art—that of words. Then he can by penned words present thoughts to the mind at which the other arts can only hint.

No art has any real import, none endures, unless the maker has something to say or reveal, some thought, his creative idea, the imaginative conception of which moves him to expression either to the eye in stone or on canvas, or to the ear in music or speech. Some forget this and go through the process of making verses without the slightest mission. As Stedman says, "They mistake the desire to beget, for the begetting power."

The fact that the work of the true artist is imaginative, conveying his own ideal, seems sufficient evidence that there is something in the artist that renders him a part of the universal soul whose external function is to create. He can truly say,

"I have a bit of fiat in my soul,
And can myself create my little world."

Thus every art has its special mission. A few
illustrations showing the capabilities of the various arts, as outlined by one of America's critics, will better show this.

He says that the limited range of sculpture is to express ideals of form “arrested as to movement and time.” The ideal attitudes are caught at the one fixed moment and transfixed forever in rigid stone or wood or metal. With painting there is an additional limitation. Here as before the ideal moment must be caught, but can only be represented from one point of view by outline upon the canvas. However, to compensate for this loss, the painter has within his range the wonderful powers of color and the gradations and contrasts of lights and shades.

Such are the arts addressed to the eye, but they cannot directly express time or movement. These come within the range of music, the sovereign of the passions. It reaches out and rouses the soul through sound vibrations. By movement and time these sound vibrations can be brought to soothe almost every mood of the insatiate soul. Herbert Spencer considered music the highest of the fine arts, the chief medium of sympathy, enabling us to partake of the feeling that excites it, and “as an aid to the achievement of that higher happiness which it distinctly shadows forth.

It seems as though we had reached the highest in the scale of arts, and indeed it is a question whether music is not superior to poetry. We can feel the truth of this declaration “that music and poetry at their highest must go together, because in music the soul most nearly attains the great end for which it struggles—supernal beauty.”

But the domain of absolute thought is not mastered by music. This realm above falls within the range of poetry. Unlike the plastic arts, poetry is not related to material substance, and unlike its associate, music, it is less able to move the soul by the harmonies of sound which regulate the thoughts and feelings. It is something more subtle and powerful than these.

For illustration, take a stanza from the “Ode on the Grecian Urn.” Here the poet by a description in verse has rivaled a bit of sculpture to perpetuate arrested form or attitude,—or even the suggestion of restrained music—

“Heard melodies are sweet, but those unheard
Are sweeter; therefore, ye soft pipes, play on,
Not to the sensual ear, but, more endear’d,
Pipe to the spirit ditties of no tone.
Fair youth, beneath the trees, thou canst not leave
Thy song, nor ever can those trees be bare;
Bold lover, never, never canst thou kiss,
Though winning near the girl; yet do not grieve—
She cannot fade, though thou hast not thy bliss;
Forever wilt thou love, and she be fair.”

Thus we see how poetry encroaches upon the province of the sculptor. Indeed, artists could find sculptures and paintings already designed for them in verse by the poet. In the following lines by Holmes the scene rendered by the painter could be taken in at one flash of the eye; but in poetry the reader has painted all in his mind when the last word is uttered.

“More like a picture seemeth all
Those old portraits of old kings,
That watch the sleepers from the wall.
Here sits the butler with a flask
Between his knees, half drain’d, and there
The wrinkled steward at his task,
The maid-of-honor blooming fair,
The page has caught her hand in his;
Her lips are sever’d as to speak,
His own are pouted to a kiss;
The blush is fix’d upon her cheek.”

Farther than this poetry possesses movement and time, a power entirely wanting in the arts it has just mimicked. Note for instance in the “fated prince’s experimental kiss” from Tennyson’s ‘Day Dream” how utterly impossible the painter would find it to change so suddenly from one scene to another, in order to suggest the motion and present the whole scene to the eye.

“A touch, a kiss! the charm was snapped,
There rose a noise of striking clocks,
And feet that ran, and doors that clapped,
And barking dogs, and crowing cocks.
A fuller light illumined all,
A breeze thro’ all the garden swept,
A sudden hubbub shook the hall,
And sixty feet the fountain leapt.
* * * *
The maid and page renew’d their strife,
The palace bang’d, and buzz’d, and clack’t,
And all the long-pent stream of life
Dash’d downward in a cataract.”

Who cannot say that the words of the poet are full of life and expression? We might search all literature for better or poorer illustrations, but our conclusion would confirm Lessing’s apothegm “that the poet is as far beyond the painter as life is better than a picture?

Since poetry has thus been shown to be the highest of the arts, and the one to which we have the greatest access, it becomes necessary that we know how to study it intelligently. But first let us stop and see if we can find a defini-
tion of that which we want to study. Owing to its subtleness and immaterial nature it is impossible to form any true concrete definition; but of the many that we find our present critic, Stedman, has probably given the best. He says, "Poetry is rhythmical, imaginative language expressing the invention, taste, thought, passion and insight of the human soul."

Other critics when asked, "what is poetry," would direct you to some passage especially marked for its metre or thought, and say there is poetry, you can find no better definition.

Take for instance a stanza from Longfellow:

"And a feeling of sadness comes o'er me
That my soul can not resist;
A feeling of sadness and longing,
That is not akin to pain,
And resembles sorrow only
As the mist resembles the rain."

Or from Tennyson:

"Break, break, break,
At the foot of thy crags, O sea!
But the tender grace of a day that is dead
Will never come back to me."

One of America's poets in her tenth year said of poetry:

"You breathe it in the summer air,
You see it in the green wild woods,
It nestles in the first spring buds.

* * *
'Tis poetry, poetry, everywhere—
It nestles in the violets fair,
It peeps out in the first spring grass—
Things without poetry are very scarce.

Thus numberless such examples might be given, each one giving that which corresponded to his mood at the time. But in one study true poetry cannot be judged from this standpoint only. According to Matthew Arnold, that alone is true poetry which possesses high poetic truth and seriousness combined with superiority of diction and movement.

Too often the reader is lead astray in judging by the rhyme. But this occupies a minor place in the best, for where can we find better poetry than the Psalms of David, possessing high poetic truth and seriousness combined with superiority of diction and movement, and suiting every mood and passion, yet lacking rhyme? Here is the noblest and highest of all poetry of all ages!

The very fact that poetry came as sister to religion further proves to us that it must be a divine element; and the more we think and meditate on this the more we realize that it is a mystery which belongs to that of our immortality. It is a part of our higher nature that seems to lift and carry us nearer to the great heart of all things. It seems to satisfy to a certain degree that longing for something better. It is a God-sent gift to all and comes with our souls. It enables common mortals to think and feel as the poet thinks and feels, and to follow him in his imagination through space and time. Through poetry by the medium of speech soul addresses soul without hindrance. It receives its very being from words, and language which with resources of pitch, cadence, time, tone, and rhythm, is in a sense more advanced and complex music than music itself.

This is the idealized language which has ever been the earliest form of emotional expression, and seems as a gift captured by man from some "imperial palace whence he came." Thus we can say to the true fact:

"The ecstacies above
With thy burning measures suit—
Thy grief, thy joy, thy hate, thy love,
With the fervor of thy lute—
Well may the stars be mute."

THE VOICE OF THE SHELL.

JUNIOR CLASS DAY POEM, JUNE 25, 1891.
BESSIE V. TAYLOR.

Gleaming in the sunlight
Waves dashed on the shore,
Glistening in the sunshine
As oft in days before.

Playfully advancing,
Tossing their fine spray
Mischievously past us—
Stealing quick away.

On the sands they left us
Mementos fair to tell
Of ocean journeys taken—
Seaweed green, or shell.

Soon from 'mongst the treasures
A child with sunny hair
Chose a special treasure,
Showing beauties rare.

Just a pearly seashell!
With tints beyond compare;
All stray beams of sunshine
Fast entangled there.

Sparkling now with pleasure,
Beauty loving eyes
Changed to looks of wonder
Looks of glad surprise.
Something must have pleased her—
'Twas not hard to tell,
Gentle murmurings reached her,
Voices of the shell.
It seemed to her of children,
Children of the Sea—
Tossing white caps gayly,
Creeping toward the ice.
No one by to chide them,
None to stop their play—
Happy, careless, children,
All the livelong day
But to me I fancied
Different tales they told;
Something that had happened
Far in days of old.
One learned from the breezes,
Sent from every clime,
Oft told to each other,
Met from time to time.
How once in dreadful fury
Waves so tossed each bark
It seemed that all must perish,
On waters deep and dark.
But silently came some one,
He, the Prince of Peace,
Bidding by His presence
Waves and surges cease.
Sweet indeed the calm that came,
After His, "Peace, be still!"
And the shells now tell how waves and all
Are truly 'neath H's will.

THE FICKLENESS OF PUBLIC OPINION.
JUNIOR CLASS DAY Oration, June 25, 1894.
CLARENCE W. GREENE.

DURING all periods of history, the opinion of the masses has been a power that could not with profit be ignored by those who have held in their hands the machinery of government. True, the kings of old did refuse to heed the voice of the people, but that refusal resulted in their downfall, and such a fate will attend every government that does not conform to the wishes of the people. Especially during these days, because of the almost universal establishment of representative government, of the wonderful development of the "Press," and of the greatly increased facilities for inter communication, public opinion has acquired an authority quite unparalleled in any former period of history. What it sanctions, what it condemns, what it will bear, what it rejects,—these are questions with which statesmen in all countries are brought face to face, and every statesman's success depends upon his ability to solve them correctly.

The stability, the development, and the progress of every nation, depend upon the nature of the public opinion by which it is supported. We have hopes that the opinion of the people with regard to morals is advancing; we earnestly desire that truth and justice will make their way into the minds and consciences of all people; and we hope that the moral standard will grow higher and higher, until right shall rule not only in all the private actions of life, but also in the public affairs of all nations.

Yet, when we pause to consider the influence of public opinion, we do not perceive that elevation of true public sentiment which we so desire to find. We observe that the tide of public opinion ebbs and flows like the waves of the surging sea. Now a mighty billow rises here, now there, and then recedes to the level of the disturbed waters, or sinks below their surface, never to rise again.

Go back to ancient Athens, which may be considered as the birth-place of our Democratic form of government, and note there the fickleness of public opinion, and then the effect that this unstable element had upon the government. The people zealously followed one leader, and then, influenced by some demagogue, as eagerly gave their support to another. They Ostracised Aristides, but, in a short time, the drift of public opinion changed and he was recalled. As might have been expected, the result of the changeableness of the Athenians was the downfall of their government. Thus were we to seek other examples, we should find the history of the whole East dotted with instances of like character.

Yet, it is when we turn to the pages of our own history and note the many examples that stand out in bold relief, that we are brought to realize what a powerful influence the wavering of public opinion exerts over the government of any nation. Truly has it been said that the Americans are a people easily impressed. Especially is this true of their imagination and emotions, which respond in unexpected ways to
appeals made to them. They are very changeable and easily influenced; they are liable to swift and vehement outbursts of feeling, which rush forth like wild fire over the country, growing warm like the wheels of a railway car, by the accelerated motion. Many seem to take flame at once, because what has influenced one has told in the same way upon others. Note how the native American, the so-called “Know-nothing” party, in two years from the time of its foundation, became a powerful factor in American politics, seeming for a time likely to elect its own presidential candidate. Yet in three years more it was dead, without hope of revival.

Beginning with 1861, for nearly a quarter of a century, the people of the United States were content to allow the reins of our government to rest in the hands of the Republican party; but, at the end of that time, a tidal wave of public opinion swept the country from East to West. The shattered cohorts of the Republican party were rent in twain, and Democracy was vested with national authority. Four years elapsed, during which time the public sentiment had again changed, and once more the machinery of government passed into the hands of the Republican party.

Thus we see how public opinion has shifted from the support of one party to that of another, until the uncertainty caused among the business men of our nation, has resulted in one of the worst financial crises that this nation has ever seen. Democracy has claimed and now claims that this state of affairs is due to the McKinley Bill, while the Republican party in which lies the origin of “McKinleyism,” declares that it is due to the present administration. It is folly to make any such declarations. The cause of the financial crisis, through which we are passing to-day, has its origin in the fickleness of the voters. They alone have the power to decide by the ballot what measures shall be enforced in this country. The government takes its coloring from the mass of voters.

Let us pause to consider the condition of these voters to-day. Is their state encouraging? Does public opinion judge men and parties fundamentally rather than by superficial and trivial acts? No, far from it! The mighty mass of ignorant voters is constantly swelling and thereby increasing the corruption of our government. The countries of the Eastern World seem to regard America as the receptacle for all their criminals and paupers, and yet the supposed guardians of our country's welfare look idly on, while this seething mass boils higher and higher; and, unless measures be taken to prevent it, this poisonous mixture will inevitably overflow, and its deadly streams will taint not only our larger cities, but will also spread destruction over hill and valley throughout the country, where heretofore the people have dwelt in quiet peace.

Our laws are daily being broken, and in many instances punishment does not follow. This state of affairs cannot be allowed to continue. There are numerous examples in the world's history which show that a government, the violations of whose laws go unpunished, cannot continue to exist. It is not difficult to predict the future of our government, unless its course be changed. But what shall be done to avoid this apparently approaching disaster? The people must be awakened to the danger; public opinion must be so lifted up and purified that it will support the leaders who have the truest conception of just and beneficent government, and who most faithfully represent and serve the people's interests; the tide of destruction that is ebbing to our shores from the prisons and poor-houses of the “Old World” must be checked; officers must be elected who will enforce the laws that are upon our statute books; and, most of all, an educational qualification should be required of every person who, by his vote, helps to decide whether we shall be compelled to endure a corrupt state of affairs, or be permitted to enjoy a pure and just government.

Every person who has a right to the use of the ballot, should consider it his duty to use it to the highest good of his country, and he who disregards this right, is not worthy of voice in the government under which he lives. Would that the educated and better class of citizens would awake to a realization of the fact that the future welfare of our country depends upon them! If they will do so, we shall have brilliant prospects spread out before us—yea, we now have the necessary facilities by which the glory
of our government may be made eternal and its name honored throughout the world's history. Otherwise, I dread to think of what lies before us.

Heaven grant that we shall not be compelled to witness what there is in store for us, if the people do not heed our country's peril. May our generation, at least, not behold our country's banner disgraced by the fickleness of public opinion, threatened by Cokeyism, and bloodstained by the fruits of anarchy and riots; but rather may we, as long as life shall be given us, ever see the beautiful folds floating grandly on the breezes, untainted by political corruption, and bathed by the clear sunlight that shines upon a pure and just government, upheld by an intelligent and patriotic class of voters, who have at heart the welfare of their country and the good of mankind.

CHARACTERISTICS AND SOCIAL USES OF THE KICKER.

Senior Class Day Oration, June 25, 1894.
Irving B. Hunter.

By the term kicker, is not meant one of that class of persons who seem to enjoy scrambling over each other at the risk of life and limb, that they may get a chance to kick that much abused instrument of amusement, the football. Our kicker is a different kind of an individual entirely. He does not confine himself to any one line of business; we meet him in nearly every walk of life. He is never quite satisfied with the common run of things. His way of doing things is just a little better than the usual and prescribed way. He seems to delight in being on the opposite side, if there is an opposite side, and if there isn't, he creates one.

The spirit of contrariness seems natural to some, even in early childhood, and the chronic phase of the future kicker may be successfully developed by judicial early training. With high-headed selfishness, our embryo kicker refuses to join in any game or sport with his little comrades unless he can be lord and master. In some respects, this individual reminds one of a balky horse. He likes either to be in advance of every body else, or if that is impossible, he hangs back, and refuses to keep up with the procession. If he doesn't feel like going, or thinks he is not receiving his proper share of attention, he stops stone still, and refuses to budge. You try coaxing. He still remains stubborn. You try to force him from his position. If you persistently, faithfully, and conscientiously continue to urge and prod him, he soon begins to reciprocate your good intentions by vigorous kicking. The only way to get along with him is to let him have his own way and his own time. After he has had time to reflect, and has decided that you don't care whether he goes or not, he finally makes up his mind to proceed, and when you once get him started, he goes nicely until the next kicking fit returns. This kicker requires a great deal of room, and we of a more modest frame of mind undoubtedly value the space which he occupies more than his company. Some people belong to this class of kickers, simply because they wish to make themselves conspicuous. The pleasures of conformity are tame and humdrum. The man whose views are always in accord with those of others does not command a great amount of public attention. One of the kicker's favorite resorts is the jury room, where he makes himself odious to all, and succeeds in actually bringing the course of justice to a standstill, by refusing to concur in a just decision. He complains because the sermon is too long, too deep, or too shallow, complains of the weather, because it is too cold, or too hot, and even finds fault with his wife's culinary ability, although she is known far and wide as an excellent cook. He kicks because his newspaper contains so many advertisements, and if he is consistent he will ask for a reduction in his street car fare, because the cars carry so many posters; and so on, all down the line of imaginary ills. For this unhappy individual the world has little use. No amount of medical skill, mixed with the oil of human kindness can save him. When he kindly takes his departure from this mundane sphere, we gladly assist at his burial. With generous impulse, we fain would write on his tombstone, "Peace be to his ashes," were it not for that feeling of certainty, that his spirit would return and efface our work.

In scanning our line of kickers, we find still another class. He kicks, and kicks vigorously, it is true. His characteristics are often disagreeable in the extreme. Yet his opposition, if not always exerted in a kindly way, is not without a
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purpose. For the ills which he exposes to the public gaze, he has a remedy, and, with the energy peculiar to his class, he leaves no stone unturned or method untried. His remedies may not always prove themselves to be such. His successes may be purchased at a ruinous expense. Still, he exerts a healthy influence upon society and upon life in general. He does not allow life to become dull and monotonous. He keeps things moving. By his opposition he causes other people to be on the alert, to become intensely active, and to exercise a greater degree of care and thoughtfulness than they otherwise would. Little do we realize the depth of stagnation into which we would allow ourselves to drift, were it not for the invigorating influence of this class of kickers. We are very apt to be blind to our own mistakes and weaknesses, if we do not expect to be carefully scrutinized. But when we are conscious that our acts will be criticized by those who are far from lenient, we are much more careful that they be above reproach. Thus the fallacies of our cherished opinions are often brought to light.

This critical and independent spirit of the ordinary kicker, we find in the characters and lives of many of the noted reformers. But in strong contrast to the class of kickers we have been considering, the reformer stands out in his loftiness of purpose. In the average class, the predominant motive is too often the elevation of self. But in the reformer, self is lost sight of, and the uplifting of others is the supreme motive. Take, for example, the lives of John Knox, Luther, Pestalozzi. What noble examples of unselfishness, devotion to purpose, and high moral courage they present to us! They were men who saw the evils of existing customs, and were not afraid to make known their own views, even in the face of strong opposition. Their failures in one direction only doubled their efforts to gain their object in another. They were despised, sneered at, were regarded as fanatics, and obstinate kickers, fit subjects only for prison walls. Yet in the face of all this, they persevered until success finally crowned their efforts, and to-day they are regarded among the world's greatest benefactors. These men were not what we would call complete, well rounded men; yet by devoting their energies to a limited field, they were enabled to influence public opinion, and to bring about those changes which they deemed essential to the best interests of humanity.

Think of the Puritans. How they became dissatisfied with the existing form and ceremonies of religious worship, and leaving their dear native land, they betake themselves to a strange and foreign shore. Sojourning here for a number of years, and not finding the desired haven, they again resolve to try their fortunes in a distant land. The little fact of the sailing of the Mayflower more than two hundred years ago was a great fact in its results. It was properly the beginning of America. To the Puritans, we owe the very existence of our nation. With them, began the era of religious freedom, without which life is but a form of slavery.

Observe the independence, courage, and perseverance of the leaders of the abolition movement, such as William Lloyd Garrison and Wendell Philipps. Though misunderstood by North, detested and insulted by South, still, by incessantly attacking with voice and pen the curse of slavery, they succeeded in arousing the North to a realization of the dangers of the system. Through their influence, a mighty effort to eradicate the monstrous evil was begun, which finally resulted in its extermination.

Many more such instances might be cited. History is full of them. Throughout the world to-day, both in the higher and humbler classes, we find the same forceful energy, the same restless spirit. As history repeats itself, we see in all the results achieved the motive power which prompted them. To the degree in which the kicker's motive has been self-advancement, his influence has been harmful. But when he is actuated by a desire for the elevation of others, for greater purity in religion and government, and the advancement of right education, his efforts cannot fail to bring a blessing to all mankind.
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