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The Normal News

Published Monthly during the School Year
By the Students
of the Michigan State Normal School.

S. C. McAlpine, '95, Editor-in-Chief.
Chas. D. Livingston, '95, Business Manager.

Staff:

Locals and Personal:
W. M. Gregory, '95
Emmet E. Dolan, '95
Nina Hesse, '97
Frank Andrews
Chas. Cogshell, '95
E. W. Harwood, '95

Exchanges.
Jennie McArthur

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Editorial.

The Seventh Annual Oratorical Contest given by The Normal News will occur in Normal Hall, Friday evening, May 10, 1895. The orations are now in the hands of the judges, and the contestants are carefully preparing for the final struggle. All are receiving excellent training in delivery, and before the final event they will have made themselves masters of the situation.

To each of the winning orators will be presented a gold medal and a twenty dollar gold piece. The medals, beautifully engraved with a picture of the Normal, and the date of the contest, will each be suspended from a golden bar on which may be engraved the name of the winner. Each prize will be worth about $60. They have been ordered, and will soon be here, when they may be seen on exhibition in the front window of Dodge's Jewelry Store.

The following persons have kindly consented to act as judges of the contest: Hon. Thomas W. Palmer, of Detroit; Attorney General Fred Maynard, of Grand Rapids; Mrs. F. C. Trueblood, of Ann Arbor; Mrs. Fannie E. Newberry, of Coldwater; Hon. John Donovan, of Bay, and Rev. E. S. Lewis, of Charlotte. These judges are divided into two groups, the first three looking after the matter of delivery and the others having in charge the literary merit of the orations. The new grade cards recently copyrighted by Fulton and Trueblood of Ann Arbor, will be used in marking the contestants. One of these cards will be sent to each judge who will record thereon his decision, marking on a scale of 100. Dr. Smith will then combine the markings of the various judges and determine the final result.

At the close of the contest, all of the judges will appear upon the stage. The decision will be announced by Hon. John Donovan, of Bay. The ladies' prize will then be presented by Hon. Thomas W. Palmer, of Detroit, and the gentleman's prize, by Mrs. Fannie E. Newberry, of Coldwater.

We have no hesitancy in commending this contest to the public. The contestants have all made careful preparation for the event. The News has incurred much expense in an earnest endeavor to make the evening a success. Good music will be given, and an interesting program throughout. It will be the crowning literary effort of the year, containing a representative from each of the four literary societies, one from each of the classes, and two from the school at large. Let each organization give an enthusiastic support to its representative, and let no one be conspicuous by absence from the contest. A good house is as much an element of success, as good preparation on the part of the contestants.

*  *

To any one who, either as student or teacher, has been connected with the Normal in recent years, the need of better accommodations for the Training School Department is very apparent. In location and construction the present quarters are such that proper lighting and ventilation are impossible. In size the rooms are inadequate. At present there are two hundred and twenty-seven members of the senior
class. These and those members of the junior class who are teaching now make about two hundred and forty who are to be accommodated in the Training School during the year. Each of the grade rooms must thus serve both as a place of recitation and study for the pupils of a grade and a school of daily observation for from twelve to twenty adults. Shall we look for good results from such conditions? Why maintain a Normal school and neglect the very elements most essential to the teacher's training? Such conditions were never intended and, we believe, they will not continue long. Let all friends of education aid in securing the passage of the appropriation bill now before the State Legislature. This will open the way for a new building for the Training School and remove every obstruction to progress at the Normal.

The management of THE NEWS would now like to close accounts as rapidly as possible and those who are in arrears will confer a great favor by sending in the subscription price as soon as possible.

Locals and Personals.

FACULTY.

Dr. Boone spoke at Shelby, Apr. 12.

Professor George will give the graduating address at Lowell this year.

Professor Wimer has been elected School Commissioner of Branch County.

Professor D'Ooge will deliver the commencement address at Cassopolis this year.

Dr. Boone attended the Superintendent's Section of the National Teacher's Association at Toronto, Canada, April 17.

Prof. Putnam, one of the trustees of Kalamazoo College, visited that institution two days last week on a tour of inspection.

Prof. McFarlane lectures at Romeo, May 4 and will work in the Institute the next day. He lectures at Coldwater, May 18; and at Petoskey, May 25.

The Latin Composition Tablet, the work of Prof. D'Ooge, has been adopted by all the larger schools of the state and the University. It is being largely used in Chicago, Philadelphia and Boston.

Professor B. L. D'Ooge has a new book in press, entitled "Selections from the Viri Romae." It is edited with notes, exercises in Latin Composition, maps, illustrations, and vocabulary, and is designed to be preliminary to the study of Cæsar. The special features of the book are: (1) The quantities of all the long vowels, including hidden quantities, are marked. (2) The selections give an outline of Roman History. (3) The notes are designed to explain all allusions to ancient life and custom. (4) Maps and illustrations add much to its value and attractiveness. (5) The exercises in Latin composition are based upon the text, are carefully graded, and are accompanied by such grammatical references as are appropriate to each lesson. (6) Word-groups, from the commonest Latin roots, and made up of words taken from the text, afford the means for building up a vocabulary. The work is published by Ginn & Company.

CHILD STUDY.

Dr. G. Stanley Hall, of Worcester, Mass., lectured, April 3, in Normal Hall on the subject "Child Study." He spoke first of the importance of education. It is the central thought of every state of Europe except Spain. Germany is the strongest power in the world since Rome as a result of her compulsory education. Education is the cause which carries with it all other causes. The teachers profession he would not exchange for any other in life.

In the first stage of development, the child must know itself. Then the senses must be opened. Dr. Hall believes that such defects as color blindness and a distaste for music are due to a lack of education. In the second stage the child must be taught to think and reason for himself. He explained the difference between the fundamental and accessory organs, and then spoke of the later period of development when moral education is of great importance. He believes that there is great power in rhythm; regularity must be observed by all. Dr. Hall believes that child study is to give us a new science of education that women are the natural teachers of children. The school ought to be a nursery in which every child receives some in-
individual care. He believes that the glory of the child is close communion with nature at every point, and the glory of the teacher is unity with nature and the child.

CONGRESS OF NATIONS.

The first Public of the year occurred in Normal Hall, Friday evening, April 5. The entertainment was a "Congress of Nations," eight speakers were chosen from the literary societies, each speaker being assigned one of the nations as a theme. The following program was carried out:

Music.
Oration—Great Britain, W. A. Jenning
Oration—France, W. L. Kimmel
Solo—Shadow and Sunshine, Stella White
Oration—Germany, Harriet Bouldin
Oration—Russia, V. L. Brown
Trio—Misses George, Diller, Benedict
Oration—Japan, Ora Travis
Oration—China, Joseph Ocobock
Solo—My Home is Where the Heather Blooms, Neillie M. Inck
Oration—Africa, M. A. McConnell
Oration—United States, J. W. Howell
Quartet-Misses Smith and Knapp, Messrs. Dohany and Sinclair.

The parts were nearly all well rendered. The music was good. On the whole the entertainment was worthy of a much larger audience than was present.

GYMNASIUM.

During the latter part of this quarter no regular work will be done. The time is to be used in taking measurements and in preparation of classes for next year.

The indoor meet given for the benefit of the ball team, April 6, was well attended, about 200 being present. Some of the work showed that we have some good athletic material, that will, if trained, make a good showing, field day. The wrestling excited the most interest. The winners were as follows:

Feather weight, Churchill vs. Clement, won by the latter.
Light weight, Taylor vs. Harrison, declared a draw.
Welter weight, Bates vs. Beebe, won by the former.
Middle weight, Bradley vs. Jerrells, won by the former.

Heavy weight, McCrossen vs. Fuller, won by the former.
Stretch and kick, Bradley vs. Beebe, won by the latter. Height, 7 ft.
Jump and kick, Bradley vs. Beebe, won by the former.
Standing high jump, Bradley, McCrossen and Fuller. Won by Bradley at 4 ft. 9 in.
Running high jump, Beebe, Bradley, Dohany, McCrossen and Phillips. Won by Beebe at 5 ft. 1 in.

The Normal Band furnished the music.

So much interest has been developed in basket ball that the Athletic Association admitted the game into the Association with equal standing of base ball and foot ball. Two teams are organized with H. E. Bell as manager, Messrs. Miller and Parshall as captains. A matched game was expected with the D. A. A., but owing to the lateness of the season it was not secured. Next season a number of matched games are to be played.

NOTES.

Mr. Bertram Gower has been suffering during vacation with a badly sprained ankle.
Miss Clara Cooke, ’93, of Cadillac, spent a few days with Normal friends this month.
Prin. Kennedy of the Wilkins’ school in Detroit spent April 10th visiting the Normal.
Fred. L. Ingraham, ’90, was recently elected President of the U. of M. Republican Club.
Miss Lydia Spangler, ’93, will teach literature and history in the Elk Rapids schools, next year.
Miss Edith Resch teaches Latin and Greek in the Benton Harbor schools next year. Salary $500.
Miss Fuller, preceptress of the Greenville high school, recently visited her sister, Miss Viola Fuller.

The Botanical Department recently received a fine consignment of plants from the Agricultural College.
Prin. Frank Steed of the River Rouge school spent Friday and Saturday, April 11th and 12th, visiting Ypsilanti friends.

Miss Mary McKenzie, ’95, was elected County School Commissioner of Mason County at the recent election. Salary $1,100.
R. A. Whitehead is on the throne at Armada for $700.

The material for the Aurora goes to press today, April 27.

Miss Lettie Augustine will sway the sceptre at Evart next year.

The third year Latin classes are beginning Ovi'c this ten weeks.

C. W. Greene will succeed T. W. Paton at Iron Mountain next year.

Frank Andrews, of Coldwater, returned from his vacation upon his wheel.

Lester McDairmid will superintend the Chelsea schools next year at a salary of $750.

The athletic entertainment for the Ladies' Library Association has been indefinitely postponed.

Mr. McConnell has accepted Grass Lake at $700, and B. A. Howard has accepted Belleville at $700.

The lawn tennis courts have been put in shape during vacation and are now occupied by lovers of that sport.

Miss Isherwood has one section of the Caesar class for the rest of the year. There are about twenty-five in the section.

Bertram Gower goes to Dryden next year, Mr. Sooy will go to Standish, Miss Townsend to Chelsea, and Lulu Pickett to Detroit.

Classes in Physics I are having individual work at the tables two days in a week now. There are not so many laboratory classes in physics as formerly.

The botany classes of this spring will be expected to do some work for the school in the way of collecting and preparing material for exchanges. Each member will be expected to collect, press, poison and properly label, twenty-five plants which are to be left with the department. With the material on hand, exchanges can readily be made which will add very greatly to the extent and value of the herbarium.

The Mock Congress gave a prize oratorical debate in Normal Hall, Friday evening, April 26. The question was "Shall the U. S. Senate Be Abolished?" The speakers were Messrs. Irving Cross and J. W. Howell on the affirmative, and M. N. Phillips and L. S. Loomis in the negative. A price of $10 was given to the winning side. The judges were Hon. Cyrus G. Luce of Coldwater, Hon. Washington Gardner of Lansing, Hon. Junius E. Beal of Ann Arbor.

Prof. McLouth will probably begin the building up of a herbarium at Muskegon. If every high school would set its botany classes to making a permanent collection for the schools, there would be marked increase in enthusiasm and the foundation would be laid for the more thorough exploration of localities by which, no doubt, important additions would be made to our state flora. Botany is essentially an out-of-door study, and the delights of field work, of studying plants in their native haunts and observing the effect of locality and surroundings upon their development, give greater patience and satisfaction in pursuing the necessary indoor work.

The Normal base ball team has arranged for the following games:

- April 27 - Normals at Adrian.
- May 4 - Normals at Albion.
- May 11 - Adrian at Ypsilanti.
- May 18 - M. A. C. at Ypsilanti.
- May 25 - A. A. H. S. at Ypsilanti.
- May 30 - Albion at Ypsilanti.
- June 1 - Normals at Detroit against High School.
- June 8 - D. H. S. at Ypsilanti.

The Senior class has elected the following class day participants.

- Salutatorian: Miss Amy Newcomb.
- Historian: Miss Alice Herron.
- Orator: Mr. V. S. Bennett.
- Prophets: Miss Ida Hemingway, Irving Clark.
- Song: Miss Gertrude Parsons, Mr. Kennedy.
- Poet: Miss Briggs.
- Valedictorian: Miss Edith Resh.

The Mock Congress closed its sessions, Saturday, April 7, after a prosperous year. The Congress has had some good workers this year. It is a great help in developing self-confidence.

The following officers were elected for next year.

- Speaker: Irving Cross.
- Vice Speaker: W. N. Philips.
- 1st Clerk: J. H. Watson.
- 2nd Clerk: Samuel Mast.
- Treasurer: L. Milner.
- Editor: S. H. Lull.
- Sergeant at Arms: Bert Stuart.

The Mock Congress has arranged a number of matched games with foreign teams. The first of this series is at Adrian this week. The team has played several practice games with home
nines, and have made a fairly good showing. Manager Davis is busy with the needs of the team and Harmon, the captain, is practicing them on the field. The position of the men is not yet determined, but is nearly as follows:

Churchill, c.
Ful fer, l. f.
Gower, 1 b.
Harrison, c. f.
Randall, p.
Jerrells, r. f.
Lull, 2 b.
Harmon, s. s.
McCros sen, 3 b.

A training table for the ball team is expected to be started by Pres. Bradley of the Athletic Association.

The Michigan Music Teachers' Association will hold its ninth annual meeting at Normal Hall, June 26, 27, and 28. Professors F. H. Pease and Oscar Gareissen are members of the executive committee of the Association, Prof. Pease being chairman. The program is already in print. Dr. Boone will give the address of welcome, June 26. A concert will be given Wednesday evening as follows: Part I. An Oratorio—Handel's Judas Maccabebus. Soloists: Mrs. Marshall Pease, Miss Mabel Warner, Mr. Marshall Pease, Miss Marie Gareissen, Mr. Oscar Gareissen. Also a grand concert by the Normal Choir accompanied by the Schultz Orchestra of Detroit. Mrs. Bertha Day Boyce, Organist; Frederick H. Pease, Conductor. Part II. Bridge's Dramatic Cantata—The Inch Cape Rock. Soloist, Mr. Oscar Gareissen. In the evening an informal reception will be given to the Association by the Sappho Club. Concerts with equally good programs are arranged for Thursday and Friday. The roads, and hotels at Ypsilanti will give rates to those attending the Association.

At a meeting of the Faculty of the Normal School held April 1, 1895, the following resolutions were unanimously passed.

Whereas an inscrutable Providence has called from our midst to her eternal home, Mrs. Helen Stirling Bowen, the wife of one of our associates, herself formerly a student in the school, and later a much-beloved member of its Faculty; therefore be it

Resolved. That we extend to the bereaved family, and especially to our associate, Prof. W. P. Bowen, our profound sympathy in this their hour of deep affliction.

Resolved, That these resolutions be spread upon our records, and that a copy be sent to The Normal News, The School Moderator, and the local press for publication, and that a copy be sent to the bereaved family.

LUCY A. OSBAND,
AUSTIN GEORGE,
F. A. BARKHOUSE,
FLORENCE SHULTES,
FRANCES CHEEVER BURTON,
Committee of Faculty.

Miss Bertha Goodison, '94, spent her vacation at the Normal.

Prof. C. F. R. Bellows spent a few days following Foundation Day at the Normal.

Miss Maggie Phelps has been for the last three years teaching at Romeo, her home.

J. F. Riemann, '92, visited the Normal recently. He remains another year at Elk Rapids at a salary of $1,000.

Miss Lillian La Selle has been for the last six years teaching in the intermediate department of the National Mine Schools.

Miss Ethelyn Boice, '92, was married Feb. 20, to Mr. William G. Fretz, of Newberry. Their future home will be at Newberry.

Wm. A. Ludwig, '94, recently visited the Normal. The board at Lowell have offered him the school for another year at an increase of $100 in salary, making $900.

James W. Kennedy, '87, and several of his teachers, visited the Normal recently. Mr. Kennedy is principal of the Wilkins school, Detroit, at a salary of $1,600.

Married, at Fremont, Mich., March 27, Mr. Albert H. Standish and Miss Mary Stuart of the Normal class of '87. Mr. and Mrs. Standish will live at Oak Park, Ill.

Byron C. Kimes, '90, was principal of the National Mine school for two years after graduation, since which time he has completed the A. B. Course in the U. of M.

Carrie Hunston Hume, '90, taught in the fifth and sixth grades at Ithaca, 1890-'91, since which time she has been teaching science in the high school at Ishpeming.

Edwin DeBarr, '86, is now Professor of Chemistry and Physics in the University of Oklahoma. Since graduation he has made the following record: Teacher at Almont, '86-'90; student in U. of M.,
The catalogue of the Boston School of Expression contains the name of Herber Sprague, '90, who has achieved some distinction as an impersonator since graduating from the Normal school.

W. F. Lewis, a brainy Michigan teacher, a graduate of the State Normal and who will graduate from the U. of M. this year, is elected to the chair of science in the Elgin, Ill., high school, at a salary of $1,500.

D. D. McArthur has accepted a civil service appointment as principal of the Indian school at Yankton, South Dakota. He left for his new field of work April 2, and may now be found at Greenwood, S. Dakota.

J. Fronia Whitehead, '90, has spent one year at Waynesboro, Georgia, teaching music, writing, and literature, in a private Normal; since which time she has been teaching science, music, writing, and drawing in the Benton Harbor schools.

B. A. Holden, B. Pd., Normal, '94, of Ford River, has been elected superintendent of the Hastings schools for the coming year, at a salary of $1,000. Hastings is a city of over 3,000 people, with a school of 900 pupils and 18 teachers. His brother, Perry G. Holden, '94, was elected school commissioner of Benzie County at the recent election. We learn later that Perry has accepted the chair of science in the Benzonia college. Both are worthy gentlemen, and take with them the best wishes of THE NEWS in their responsible work.

We hoped that we might publish a complete list of the names of those who visited the Normal Foundation Day, but our list is very incomplete. The number of names given below is but a fraction of the number present.

Maude Ball, '84, Ypsilanti.
K. Maude Cady, '89, Ypsilanti.
Margaret E. Wise, '87, Ypsilanti.
Winnie J. Robinson, '92, Ypsilanti.
Minnie Wilber, '94, Ypsilanti.
Hattie M. Plunkett, '91, Ypsilanti.
Flora Wilber, '87, Ypsilanti.
Emma McNeil, '91, Ypsilanti.
Emma C. Ackerman, '88, Ypsilanti.
Leah F. Spencer, '90, Ypsilanti.
T. L. Evans, Jackson.
Lottie Ferguson Warner, '92, Ypsilanti.
M. W. Wimer, '92, Ypsilanti.
E. E. Webster, '93, Chelsea.
Frank E. Romine, '93, New Boston.
W. H. Wilcox, '93, Ann Arbor.
M. J. Sweet, '93, Blissfield.
E. M. Case, '94, Manchester.
R. G. George, '90, St. Louis.
J. Stewart Lathers, '93, Memphis.

M. D. Ewel, '64, Chicago.
T. A. Conlon, Eaton Rapids.
Alzna Morton, '54, Ypsilanti.
B. Richardson, '90, St. Clair.
J. A. Ball, '84, Hamburg.
Philip Bennett, '93, Orion.
S. E. Beeman, '91, Horton.
Avonia Damon, Ypsilanti.
Bertha Marshall, '93, St. Clair.
D. E. Wilber, '96, Ypsilanti.
Mrs. Kate Foote Williams, '73, Ypsilanti.
W. G. Flacton, '88, Rawsonville.
May L. Sweeting, '94.
Nora Murphy, '83, Ypsilanti.
Margarei Murphy, '85, Ypsilanti.
Emma C. Gray, '85, Ypsilanti.
Elvira L. Camp, '92, Grand Rapids.
Marjory Gibson, '92, Jonesville.
Clara L. Carr, '92, Dundee.
Carrie A. Haskins, '93, Battle Creek.
Mary J. McDonough, '94, Oceola Center.
Matie C. Dav, '86, Hudson.
Addie Lappens, '93, Ypsilanti.
Mrs. Mary Smith Crosby, '90, Ypsilanti.
Eva Dansingburg, '88, Jackson.
Mildred L. Weed, '94, Blissfield.
Mrs. J. H. Lockwood, '96, Petersburg.
Ada B. Smith, '88-'90, Ypsilanti.
Hattie S. Smith, '82-'85, Ypsilanti.
W. N. Lister, '89, Saline.
E. D. Rhodes, '91, Saline.
E. W. Rhodes, '91-'92, Saline.
Louise Ingersoll, '93, Dundee.
B. F. Howard, '89-'94, Ypsilanti.
Mrs. Lola Chapman Thompson, '84, Ypsilanti.
Esther C. Pomeroy, '92, Bad Axe.
O. L. Bristol, '92, Morenci.
D. W. Richardson, '92, New Baltimore.
Mrs. E. Hodge, '54, Ypsilanti.
F. J. Wheeler, '91, Ypsilanti.
Albert R. Graves, '57-'58, Ypsilanti.
A. J. Murray, '56-'57, Ypsilanti.
Carrie Havens, Fitchburg.
Jennie White, '94, Saline.
Mrs. M. L. Smith, '82, Ypsilanti.
Mary B. McDougall, '94, Ypsilanti.
F. E. Andrews, '92, Ypsilanti.
Wm. Campbell, '57, Ypsilanti.
Mrs. A. H. Wilkinson, '98, Detroit.
Miss H. J. Clements, '65, Detroit.
Miss N. J. Dean, '60, Detroit.
A. Campbell, '59, Ypsilanti.
Mrs. Martha Robinson McLouth, '82, Ann Arbor.
Laurence A. McLouth, '82, Ann Arbor.
Mabel Robinson Griffin, '82, Jackson.
M. L. Smith, '82, Ypsilanti.
Nicholas Knouhuizen, Fowlerville.
THE CONTEST.

CONTESTANTS AND JUDGES IN THE

MAY 10, 1895.

1. Mabel L. Smith—Junior Class.
2. Lettie Augustine—Senior Class.
3. Martha Warner—Faculty.
4. Carrie Barber—Faculty.

THE JUDGES.

CARL V. WISNER—Crescent.
WILLIAM A. JENNINGS—Adelphi.
SEROPO. F. CLARK—Atheneum.
FRED J. TOOZE—Olympic.

THE NORMAL NEWS

ON DELIVERY.

Hon. Thomas W. Palmer hardly needs any introduction. He was born and brought up in the city of Detroit; served Michigan in the U. S. Senate from '82-'88; was chosen by President Harrison as Minister to Spain in '88; resigned this office to accept the Presidency of the World's Fair Commission in 1893. Mr. Palmer will present the prize to the winning lady contestant.

Attorney General Fred Maynard is a graduate of the U. of M. Law School. He is a fine orator, and is rapidly becoming prominent in republican lines. He was nominated by acclamation to the position which he now holds.

Mrs. F. C. Trueblood, of Ann Arbor. Mrs. Trueblood is well known to us as a lady of considerable experience in elocution. She is at present a teacher of elocution in the Ann Arbor high school, and is well qualified to judge of the subject assigned her.

ON COMPOSITION.

Hon. John Donovan, of Bay, the only democrat in the Michigan Legislature. He will appear upon the stage and announce the decision of the judges.

Rev. E. S. Lewis, of Charlotte. Mr. Lewis is a graduate of the Evanston Theological School. He is a member of the Michigan Conference of the M. E. Church, and is chairman of the Educational Committee of the Conference. He is also one of a board of visitors for the Garret Biblical Institute.

Mrs. Fannie E. Newberry, of Coldwater. We are fortunate in securing the services of Mrs. Newberry as she possesses rare literary ability. Her first publication, an essay on "Old Maids," appeared when she was only 17 years old. Since then the following works have appeared from her pen: "Transplanted," two juvenile stories, viz: "Brian's Home," and "Comrades;" "The Impress of a Gentlewoman,"
“Sara, A Princess,” “The Odd One,” and “Not For Profit.” She is at present engaged upon another book which will appear in June. In short stories she has appeared frequently in periodicals. Among the later ones, last October’s Munsey contains “A Cherokee Claimant;” Lippencott’s for November has “The Roses,” April’s Argosby has “How Tom Became A Stockholder.” By request, her books were exhibited at the World’s Fair, and a few months since she was officially informed that she has been placed upon record at Lansing as “the most prominent woman author in Michigan. Mrs. Newberry will, in a short speech, present the prize to the winning gentleman.

Class of ‘94

Each member of the class of ’94 who intends to be present at the Normal during Commencement week is requested to send a card to either of the undersigned officers of the class, indicating his or her preference as to the exercises to be held at the class reunion, whether a banquet should be prepared, or simply a literary program, etc.

D. C. Van Buren, President.
Edith Case, Secretary.

Department Notes.

BOTANY.

The Botanical Department is again under obligation to the Agricultural College for a fine addition to the Herbarium. The four large packages sent contained many specimens interesting for their associations. There were some plants which were gathered from Dr. Gray’s botanical garden, evidently by Dr. Beal when he was a student at Cambridge; plants from Dr. Beal’s early collecting; alpine plants from the White Mountains, gathered by Pringle the celebrated collector for Harvard; plants from Mt. Mansfield, and from the region around Milloughby; plants from Lower Canada; a water plant from the Rockies, and nearly a hundred plants from Mississippi and Georgia. There were also a good many Michigan plants, bringing our per cent. of the Michigan flora up to very satisfactory figures.

The Canadian mosses, hepatics and lichens which came last year from the collections made by the Geological Survey of Canada, have been mounted and put upon the shelves. A hundred or more representative fungi selected by Prof. C. L Shear of Nebraska University have been recently added, and a collection of marine algae is soon to follow. An order has been placed with Dr. H. H. Rusby of New York for about sixty plants of commercial or medicinal interest, a portion of which are to be in duplicate, one set to be framed for class use, and one to be put in the herbarium.

Some interesting facts are found on looking over literature almost as fragmentary as a dictionary, namely the dry names of plant lists. On going over a list of 385 plants from the Yellowstone Park, it was found that while all grew at an altitude above 6000 feet, at least a third were found in Michigan, showing the large proportion of plants that are cosmopolitan. Probably not more than a quarter of the plants in the list were true alpines, although many were characteristic of the Rocky Mountain region. Of some sample specimens sent, a common yarrow looked as natural as if it had grown by our own road-sides, while a polygonum was clothed in the gray garb of the desert, and looked as unlike its lowland neighbors as one could well imagine.

Of a list of 243 plants sent from West Virginia, only 30 were included which are not in the Michigan flora, and only 53 not in our herbarium. The list, however, contained only common and well-known plants, and could not have been altogether representative of the Virginia mountain region. A list of the plants found in Lake St. Clair, which has just been put out under the auspices of the Fish Commissioner, enumerates 45 species, of which we have on our shelves something more than half.

A list of the phanerogams of Summit Co., Ohio, contained 653 species, of which all but 44 are found in Michigan, and all but 187 are in our herbarium.

It doesn’t take much intellectual activity to count noses. During a few days of enforced rest in midwinter Gray’s Manual became a veritable sick-room friend, lending itself to the whims of an invalid, and offering no inducements to fatigue or excitement. During these hours of leisure examination, it was found that the alpine plants—the true alpines—of the north-eastern United States are not more than a hundred in number. The maritime plants not more than thirty or forty and the plants of the barrens scarcely more numerous. Probably more than a hundred plants would be found which grow chiefly in mountain regions, but only those which grow upon very high mountains or are found far to the north are true alpines; those which grow “southward along the Alleghenies” are often, further north, found at a much lower elevation. The alpines of the White Mountains are only about forty in number.

The last number of the Asa Gray Bulletin contains three articles of interest to Michigan botanists. Chas. K. Dodge, of Port Huron, gives his reasons, founded on personal observation, for considering helianthus tuberosus, the artichoke, native in the eastern part of Michigan. (Members of the Botany
class found it growing wild near Ypsilanti in the autumn of 1893. There was no reason to think it had escaped from cultivation.)

Homer C. Skeels of the Agricultural College furnishes a list of 23 fragrant wild flowers belonging to our flora. The list is made from memory, and we are sure that it may readily be enlarged. Oliver A. Farwell gives Part IV of his “Contributions to the Botany of Michigan.” This consists of interesting notes concerning nearly thirty well-known species, many of them studied in the vicinity of Ypsilanti.


**TRAINING SCHOOL.**

The following is the assignment of seniors for teaching during the ten weeks beginning April 23, 1895:

- **Kindergarten**—Misses Retallic, Snidecor, Banford, Baker, Conklin, Dinnick, Janes, Kopp, Townsend, Edith Meade.
- **First Grade**—Misses L. Barber, Dyer, Gierst, Pope, G. Mead, G. King, Hipp, Wilson, Morse, Lavigne, Lean J. Godfrey, Webb, Harder.
- **Second Grade**—Misses Ayres, Straight, Carney, Ferguson, Slocum, F. King, McCallum, M. Godfrey, Kline, Julia Smith, Lang, M. Laughlin, Grosvenor.
- **Third Grade**—Misses Reutenbach, Walkenshaw, Krane, Huff, Hoch, Packard, Bierkamp, Trebicloxy, Lyon, Brewer, Chapel, Hankey.
- **Fourth Grade**—Misses Girzi, K. Godfrey, Burnett, Herrington, Farmer, Gurd, Myhrs, Kemp, Caswell, Young, Richardson.
- **Fifth Grade**—Misses Hansen, Read, Harding, Barnum, R. Smith, Parsons, Fowler, Gieger, Cronie, Whitlock, Webster, Mabel Baker. Messrs. Wilcox and Loomis.
- **Sixth Grade**—Misses McGinnis, Mundy, Westgren, Fitzpatrick, Haas, Reis, Leonora Laughlin, Crysler, Graverock, Fletcher, McCormick.
- **Seventh Grade**—Messrs. Luxmore, Pitts, Lyon, Hunt, Alexander, Misses Henningway, Waltz, Oberschmidt, G. Smith, Dickinson, O’Keefe, Goldsworthy, Nellie Smith.
- **Ninth Grade**—Misses Risch, Cooper, Harding, Isherwood, McLaren.

**LITERARY ARTICLES.**

**THE FUTURE OF AMERICAN LITERATURE.**

C. H. Cogshall.

A NATION's literature is the measure of its national worth. It is the true index to its power and influence for the time being, as well as the sole guarantee for the perpetuity of its glory in the future. Each monarch, each commonwealth of old, has adorned the summit of its national greatness with monuments of literary genius, and each is indebted to these for the preservation of its fame. Of the nations of the present those stand foremost whose thought has displayed itself in the choicest literary productions, and the transmission of these to coming ages will alone save their pre-eminence from oblivion. Literature, in short, is the culmination and embodiment of all that is noble and great in a people, and thus becomes the true basis upon which its merits as a nation must be determined. And since literature is the work of man which chiefly bears the impress of his divinity, it is, hence, alone the most fitting monument of his existence.

The impulse seems a pardonable one, which upon these considerations would prompt us to inquire what position we hold among the nations of the earth in point of literary excellency; what claims our achievements in the realm of letters have upon the recognition of mankind. No occasion could, indeed, be more appropriate for such questions than the present. For all our brightest stars, which for more than half a century have shone with quiet but steadily increasing brilliancy in the literary firmament, have gone to their setting. The funeral knell which tolled the death of Longfellow, Lowell, Whittier, Emerson, and Holmes, has also marked the close of the first era of American literature; and a new age, a new period, is ready to burst upon us. What, then, is to be its character? The past, perhaps, furnishes little to stimulate our national vanity. Although we have, during our national existence, contributed somewhat to the general bulk of English literature, yet not suffi-
cient to justify loud boasting on our own part, nor to elicit expressions of great admiration from the nations abroad. However justly we may pride ourselves upon the abundance of our resources, upon the freedom of our institutions, we must, beyond question, concede that in the domain of letters we hold as yet a modest place; that when compared with the nations of Europe which can boast of the accumulated literary treasures of a thousand years, America is comparatively poor. But is this fact a matter of very great surprise when we consider our origin, age and peculiar order of development? The conditions which produce stately epics have with us been wanting, and the period of our national existence has been too brief and too much occupied with other interests to yield a long list of lyric poets, dramatists and writers of fiction. From the time the colonists first landed on our shores until recently, the demand has been mainly for artisans to build up civilization in the wilds of a new country. All taste for the external and decorative aspect of things, as well as for literature, has for a season been merged in the struggle for order and existence, giving to the national mind a practical bent which is anything but favorable to literary pursuits.

As civilization advances, as the pomp and splendors of war are changed for the arts of peace, and the fierce spirit of strife curbed, refined and softened by education, the poetry likewise changes, and the bard sings not of war and discord, but of peace and happiness. As this change continues, literature takes a more and more practical turn, science is studied, religious writings come to have a place in the literature of a people, education is more widely diffused, and shows itself in the formation of a milder government, and a greater degree of prosperity and progress. Is it strange, therefore, having been thus employed with preparing a dwelling place for a great and mighty nation, that the development of our material interests has far outstripped our culture and refinement? That we are rich in money but comparatively poor in literature? Is it strange that amid the din and busy ongoing attendant upon the development of our vast resources, the muses have thus far hesitated to make their home with us? Nay, verily. It is, on the contrary, most natural and necessary, and it will not be until we have attained a certain age and growth that the genius of our people will take a new departure, and that we can hope to unsettle the opinion now so firmly held by many, that a high order of literary talent must necessarily be transatlantic.

Thus far we have enjoyed the vigor and activity of an early and growing youth—so disinclined to pensive thought and so unfavorable to the successful cultivation of letters; and it is not until we shall have outlived that restless spirit which now characterizes us, and shall have gained that sedateness which comes with age, that we can hope to attain great distinction in this respect. This conclusion is confirmed by the difference in point of literary merit existing between the older and newer portions of our country itself. The East has passed beyond the season of mere material growth, while the resources of the West have hardly yet been touched. The East presents more of repose; the West is seething with intense activity. In the East new enterprises are rare, while the West is astir with new undertakings and thrubs with the life of material development. Yet the East is the acknowledged centre of American culture and refinement, and the fountain of American literature, limited as it may be, while the West has no part in any such honor. And the same reason which explains the superiority of one section of our land over the other, also explains the difference between this country as a whole and the foremost nations of Europe.

That the genius for literary pursuits is not by any means wanting in the national mind is manifest, and that great achievements in literature are probable, cannot be denied. Few, indeed, may be the evidences indicating this fact, but they are ample to justify the most brilliant expectations. The peculiar class of literature which is the necessary outgrowth of our national conditions and exigencies aside, we need not blush when we approach the realms of taste and fancy. Our country, despite its youth, is not barren, even of more delicate growths. Irving, Bryant, Lowell, Holmes, Longfellow, Emerson, Hawthorne, Webster and Whittier, constitute an assembly which would do honor to any nation
What inferences may we, therefore, draw from these considerations, and what prophecy may we safely make with reference to the future of American literature?

As from this point in our progress we look a century or two hence, methinks we can see before us an era which will rival the dazzling splendor of the most celebrated literary period of England: an age abounding in a prose which, for its freshness, solidity and chaste dignity of style, will far surpass any yet extant; and in a poetry which for its sweetness, tenderness, and pathos will emulate the most precious creations of human genius. It is then that the golden age of America will begin the era which will establish her literary fame. Thought, which since its escape from tyranny of the dark ages, has gathered strength as it gained freedom and scope, will reach its maturity of growth in a land so broad and free, and an atmosphere so congenial as ours, and blossom forth in a literature unrivaled in its richness and beauty, and matchless in its strength.

EDUCATIONAL MOVEMENTS OF THE PRESENT.

Elsie E. Cooper.

The educational activity of the present is in no way more clearly shown than by the increasing interest taken in all modern aids to a more general diffusion of knowledge. Among these helps, university extension, college settlements, and free traveling libraries rank as the most important. The first has probably received more attention from periodicals of every description than any other educational matter.

Herbert Adams, in an article in the Forum of '91, gives a short account of the rise of the movement in England, the parent of university extension. In 1867, Professor James Stuart gave a course of academic lectures to school teachers and workmen in the north of England. His work, for a beginning, was singularly complete, including the lectures, syllabus, class, written exercises, and a final examination. The University of Cambridge gave its sanction to the new movement in 1873 and Oxford followed her example five years later. A London society for the extension of university teaching was formed in 1876; it is under a joint board of control, representing the two great universities and the higher educational institutions of London.

University extension has extended through all of Great Britain and Australia.

In America the work was begun in connection with libraries. Mr. J. N. Larned, the Superintendent of the Buffalo library, first took it up in a practical way and obtained the cooperation of Mr. Bemis, who in the winter of 1887-88 gave twelve lectures in one of the class-rooms of the library. The subject was "Political Economy," and the great success led to the repetition of the course the next winter. Three years later the movement had expanded to a national enterprise. More than a score of centres were formed, and forty-three lecture courses covering a large number of subjects were delivered. The growth and interest have steadily increased, until at the present time the demand for skilled lecturers far exceeds the supply, though all the larger universities have made provision for special training in this field.

In the University Extension Congress of 1894 the question of the length of courses called forth vigorous discussion. Oxford has always stood for a long course, contending that a short course defeats the essential purpose of real, earnest educational work, and prevents the personal relation between the lecturer and his audience which is so much to be desired. Cambridge, on the other hand, is in favor of a short course, arguing that since the very people for whom the work is most essential will not attend a course of twelve lectures, it is better to give a shorter one.

While the movement has undoubtedly attained a fair measure of success, much remains to be done. For instance, it has failed in attracting young men, a class which, it was felt, most needed to be reached. Women are everywhere its most enthusiastic supporters.

Comparatively little literature is to be found as yet concerning College Settlements, yet the movement appeals to man through his love for humanity more strongly than does University Extension.

It is exceedingly doubtful that George MacDonald had any thought of College Settlements in mind when he wrote "Robert Falconer," but nevertheless Falconer's life among the poor of
London cannot fail to remind one of Jane Adams' among the poor in Chicago, and his doctrine of patient waiting for results may well be adopted by college residents.

The Andover Review for October, 1892, has two articles on the subject of settlements. "The University Settlement Idea," by Mr. Robert A. Woods, gives a very clear idea of the work which the settlements are attempting to accomplish.

Like University Extension, College Settlements originated in England, where its success has been great. Its progress in America is encouraging. In 1892 there were in America two men's settlements: Andover House in Boston, and the Neighborhood Guild in New York; there were three women's settlements: Hall House in Chicago, the College Settlement in Rivington Street, New York, and one in St. Mary's Street, Philadelphia. In 1893 the number had increased to four in Boston, three in New York, two in Philadelphia, and two in Chicago.

The fundamental principle of college settlements is that the workers not only work there but live there. They are—or should be—men and women whom a university education has taught to live good and beautiful lives. They take both a philanthropical and a scientific interest in the accurate knowledge of their neighborhood. Their broad experience should enable them to compare the kinds of life which they encounter in these neighborhoods with other kinds. After a scientific and sympathetic knowledge of the settlement's surroundings is obtained, the next step is to become acquainted with whatever the people are accomplishing, and to enter into that rather than start a new scheme. The cooperation of all other agencies of reform, as churches, schools, clubs, etc., should be cordially sought. The settlement must be as nearly like a home as possible. In this the women's settlements have the advantage over the men's, since "half a dozen women gathered together in a house naturally evolve a home, while half a dozen men similarly associated evolve a club."

In these settlements the people are helped to help themselves. Some of the simplest and most popular forms of study may be introduced and gradually work up to a workingmen's university.

The work of a settlement is necessarily incidental. The frank and kindly relations which must exist between the college residents and the people of the neighborhood naturally lead to a thousand unforeseen chances to help. Hence it is of the utmost importance that the settlement should not be hampered by rules and regulations. The criticism has been made that the work of settlements is artificial, a kind of "philanthropic picnic." There is doubtless a measure of truth in that, but it must be remembered that the workers are all amateurs, and some years must elapse before the work can be professional.

"A New Impulse to an Old Gospel" is the title Jane Adams gives to her article in the Forum. Hull House, she insists, is not a college settlement, but a social settlement. It is a home established where it may give and receive the most help. She gives three reasons for social settlements.

1. A desire to make the entire social organism democratic; to extend democracy beyond its political expression.
2. An impulse to share race life; to bring as much as possible of social energy and the accumulation of civilization to those portions of the human race which have little.
3. A renaissance of Christianity; a returning to the humanitarianism of the early Christians.

The key note of Miss Adams' gospel is struck in the illustration she uses: "If you have heard a thousand voices singing in the Hallelujah Chorus in Handel's "Messiah" you have found that the leading voices could still be distinguished, but that the differences of training and cultivation between them and the voices of the chorus were lost in the unity of purpose and the fact that they were all human voices lifted for a high motive."

One of the latest aids to education is the free traveling library. In 1892 New York set aside $25,000 for books to be lent. The work began with ten libraries of one hundred books each. Three of the libraries had older literary favorites, as Scott, Dickens, and Thackeray, while one had only books published in 1892. Twenty-two per cent was devoted to fiction, eighteen to history, thirteen to biography, eleven to travel, nine to science and useful arts, five to sociology,
four to religion and ethics, three to fine arts, and fifteen to other literature. Besides there were special subject lists containing professional books.

The system of lending libraries is very simple. One hundred books may be lent to a library or to a taxpayer on the payment of a small sum to cover cost of transportation. The necessary accompaniments, cases, cards, blanks, etc., are sent with the library. Any registered University Extension centre may obtain a hundred dollars' worth of books.

That many persons avail themselves of these libraries is shown by the fact that during the second year one hundred twenty-five libraries went to eighty-six places, and it is estimated that twenty-five thousand books were read.

In the December number of Education for 1894, Louis Frank gives "The University Opportunities of Women in the countries of Europe."

France is among the most advanced in this matter. Her various Facultés are opened to women, and December 31, 1893, three hundred forty-three women were enrolled. The one hundred seventy-one foreigners among these were chiefly Russians.

It is strange to find Germany, the best educated nation of the world, behind France in this respect. With the one exception of Heidelberg, Prussian universities are not opened to women; but there is a movement in favor of opening the medical profession to them. Quite recently a petition asking for this was signed by fifty thousand women. There are at present six women practicing medicine in Germany, and in each case special authorization was necessary. It is evident, however, that other universities will soon follow the example of Heidelberg. Four gymnasia whose object it is to prepare girls for college have been opened in Carlsruhe, Berlin, Leipzig and Munich.

A decree of 1878 excluded women from university courses in Austria; but the prevailing opinion that this decree will soon be reconsidered is so strong that eighty-six young women in Prague are preparing themselves for college work with confident expectation of entering universities as soon as their preparation is completed.

In Spain university education is forbidden to women.

Although Russia's universities are closed to women, there is a medical school for them in St. Petersburg, which, though it has been closed for political reasons, will soon be reopened. It is noticeable that in nearly every country women are admitted first to the medical profession and lastly to the legal.

The Belgian system of schools resembles that of France, and like France she admits women to her Facultés with the exception of the law.

English and Irish universities have admitted women for many years. During the last session of the committee of examiners for the London University the women applicants specially distinguished themselves. The Royal University of Ireland has conferred a unique distinction upon women by appointing two upon its committee of examiners. The universities of Scotland formerly refused to admit women, but their courses and examinations are now open, and it has very recently been decided to allow women to compete for the bursaries, scholarships, and fellowships. Wales has created a new university to be established at Radnor, in which women are to be placed on an equality with men.

All universities in Holland are open to women.

Switzerland lays claim to the greatest number of women students, but even there they may not practice law. Likewise in Italy they may be enrolled as students and admitted to any profession except the legal.

To Sweden belongs the honor of being the first Scandinavian country to admit women to its universities.

These facts plainly show that the modern trend is towards perfect equality in the education of men and women.

One important educational movement in England may be noted in the new regulations concerning the evening schools in London. They are changed from elementary to continuation schools. Nine suitable persons have been appointed to organize and visit the classes. So far as possible the men's classes and the women's meet at different hours. Clergymen, superintendents of Sunday Schools, employers of labor, and secretaries of clubs and unions are
invited to cooperate. Art and science departments have been established and provision made for teaching advanced studies—book-keeping, shorthand, languages, science, and the higher mathematics. Domestic work and wood-carving are also taught. Libraries are established for the free use of students.

Klemm, in his "European Schools" gives an exceedingly interesting account of the manual training schools of Germany, France, and Switzerland. He gives the highest praise to the first, though he is enthusiastic over the excellent teaching in the French schools; but he has little commendation for the land of Froebel—possibly because his expectations were so high that the work seemed poor by contrast.

Many interesting experiments are being tried in our own country, as well as in Europe, along the line of concentration and coordination of studies. One longs to look forward fifty years and see the result of the present state of evolution.

A MODERN SPELLING SCHOOL.

JENNIE MACARTHUR.

"Good evening, boys."

"Good evening, young ladies. You are early abroad this evening."

"Yes; we were invited to attend the commencement, so we came as soon as the supper dishes were washed."

"So did we," was the laughing rejoinder from the boys, as they all passed into the school-house.

The school-room was bright and cheery. In the front part of the room was an immense desk with a lamp on each end. Bright lights were reflected from illuminators behind the lamps upon the wall.

Gathered about the desk, in various attitudes, some standing, some seated, a group of young people were engaged in an animated conversation. Those who had just arrived were greeted heartily, and invited to the front to join the others in the general discussion. This continued until the hands of the little clock on the wall pointed to a quarter past eight. Then a young man arose, and, making a profound bow to his audience, said:

"Ladies and gentlemen, fellow-countrymen (which I may truly call you, as we are all from the country), we have a subject under discussion to-night which I think is of interest to all here. We, who have been so busy all summer, and have hardly had the chance to be on speaking terms with each other, should begin to be more sociable. October is here, cold weather and rest are coming, and we want to have a good, jolly time this winter. I think that we might combine education with amusement and organize a society, to be held here, in the little school where we used to attend. In talking the matter over this evening, some one suggested the idea of having an old-fashioned spelling school. What do you think about it?"

A tall girl arose. "I most heartily favor the idea," said she. "We have all heard of the pleasant times our parents used to have at spelling schools, and of course we should enjoy it. Still, I think if some literary work were done it would be of more benefit than to spend all the time in spelling. Suppose we organize for the evening; then we can settle the question sooner."

"All right. That's the proper thing," was the response.

So a temporary organization was effected and a spelling and literary society under the title L. & S. S. was agreed upon, to meet every Friday evening, the only qualification necessary for membership being good sense—each one to be his own judge.

Permanent officers were elected and the meeting adjourned for one week.

The school district fathers and mothers were a little surprised to find that their sons and daughters had suddenly taken such an interest in orthography. "But," said they, "let them try it. It won't last long. Spelling is pretty dry work."

But the young people met and spelled, and laughed long and loud at the blunders which were made. They found that they were not so proficient in spelling as they had formerly been, and were much astonished to find how words had changed in a few years. (The same spelling book was used that had been in the school for eight years.) "Knock" was spelled n-o-c-k, "gnaw," k-n-a-w, "yachts," y-a t-c-h-s. Spell-
ing books began to be in great demand, and the teacher in the school had no trouble in finding busy work for the younger members of the society. They were heartily enjoying the honor of being better spellers than their big brothers and sisters, and were trying to improve all that was possible, that they might far outshine them.

For miles around, young people came, and such a feeling of hearty good will and personal interest sprang up, that Friday evenings were welcomed with delight.

Time passed on, and a decided change might be observed. Two-thirds of the lines did not now fall at the first round. They began to feel ambitious and pine for conquest. Why could they not challenge some school to a spelling match?

Accordingly, a challenge was sent to the Bingham school, which was four miles distant:

“The Spelling and Literary Society of Beechwood challenge the Bingham school to a spelling contest Friday evening, Nov. 16.

Harry Evans, President.
Vera Warren, Secretary.”

Promptly came back the reply: “The Binghamites accept the challenge for Nov. 16. Come along.”

This school was noted for its good spellers, and a victory over them, if gained, would be no mean conquest.

The fame of the L. & S. S. had spread abroad, before this, and the challenged realized that they had formidable antagonists. Consequently, extensive preparations were made on both sides, and the great event was awaited in a bustle of excitement.

At last the fateful evening arrived. The story of the expedition was embodied in rhyme by one of the members and read at the next meeting of the L. & S. S.

A SPELLING MATCH.

A crowd of Literaries were riding out one night, There was no lack of jolly words, nor dearth of laughter bright, For with their friends beside them, no thoughts of care had they, All sorrow vanished with their mirth and troubles rolled away.

Upon the quiet, frosty air their songs rang, sweet and clear, Now loud, now low, now fast, now slow, to charm the listening ear; But ever and anon was heard this chorus sung with might: “Hurrah! We’re off for Bingham! We spell with them to-night.”

They reached their destination, to be on time they strove. A little late they were, but all got good seats by the stove. When urged upon to take their stand, they then were forced to tell, They’d like a little spell of warmth, before the other spell. But now they all are ready, opposing sides arrayed; In large and small despite their smiles, their feelings are betrayed. The words are tossed out dexterously, they catch them left and right.

“There’s a spelling match at Bingham. They’re spelling there to-night.”

The ranks are getting thinner. Brave men are falling now, And we can see the sorrow on their companions’ brows, They cannot still their heart-beats, the excitement grows intense. Heroic work must now be done. Work for your own defense! The words are growing larger and hard to understand,— Now four or five on either side remain of all the band,— At last the fatal word is said. They cannot spell it right! “We’ve met and spelled with Bingham and spelled them down to-night!”

Oh! How the victors then were cheered and plaudits filled the air! So modestly they all replied and begged them to forbear, But still the vanquished ones persist to render honor due, And from the lips of old and young congratulations flew,— I beg your pardon—a mistake! Feeling somewhat depressed, The Binghamites forgot to cheer, and retired home to rest. They felt so very badly, it was a painful sight, So we said “Good-by, dear Bingham. We’ve spelled you down all right.”

How the society enjoyed the discomfiture of the defeated ones, who had been so confident of
success! Upon their return, congratulations fell in copious showers, offered and accepted by the members themselves.

"It is all right," said they. "The others forgot to give us our honor due, but then it was so late, they must have been tired and sleepy. It was really time to be at home in bed."

"Let's have another match," said Harry Evans, the president, a few weeks later, as they were assembling for the regular meeting.

"What's the matter with the one you have?" asked Ralph Baker, who stood near. Harry was about to light the table lamp and the match in his hand was in a flame.

"Perhaps it will do," he replied, as he applied it to the wick and replaced the chimney. Then turning, he said laughingly, "I wasn't thinking of such a common, every day match, Ralph. I was thinking that our society should have another little diversion. What do you think about it?"

"Of course we should," was the answer. "But we don't want to spell all the time. Couldn't we have a literary contest?" Ralph had not gained extraordinary distinction as a speller: in fact he usually went down near the first.

"A literary contest," said the president. "That's an idea. I believe we'll discuss that tonight. Be ready to explain."

"Oh, yes. I'm all prepared at a moment's warning."

Accordingly in the business meeting the subject was suggested.

"Mr. Baker, will you please favor the society with the plan of the contest you proposed?" said the president.

"Certainly. It is no complicated matter," Ralph replied. "For the entertainment that I suggested, which was a literary contest, leaders must be appointed and sides chosen. Each side will prepare a program. Judges may be appointed the evening on which the programs are rendered, to determine which is the better one. To make things more interesting we might have the winning ones treated to a supper by the losing side."

"A supper! Won't that be jolly!" cried an enthusiastic school boy in the back part of the room.

"Oh, I don't know about that," dryly remarked his chum. "We'd probably be treated to mush and milk."

"Chicken pie would suit me better—or oysters. I do hope they'll have it." All of this in an undertone.

The proposition was eagerly supported by nearly all present, and arrangements were immediately made for a contest to be held three weeks from that time.

Directly following, what secret meetings were held and what plans discussed in private? Each side wondered what the other would have, but were compelled to remain in an unenlightened condition. A playful warfare was engaged in, but all in good humor, so the bantering proved more enjoyable than otherwise.

Old and young were in attendance to listen to the much talked of program. The opposing parties collect on opposite sides of the room. The contestants talk in subdued tones. To win, would be a high honor when they have such strong antagonists, but they are fearful lest they shall be defeated. They each wonder what the other side is prepared to give.

But one of the girls is coming from the east side with some papers in her hand. Smilingly, she distributes them. They are neat, little typed written programs.

"I'm afraid we'll be beaten," whispered one girl to another.

"Oh, keep up your spirits, my dear. Worse calamities have occurred. Still, I think we're in no danger."

The time to commence has arrived. The east side wish to render their part first, as they believe that the first is always more appreciated. The others think that the last, being uppermost in the memory of the judges, will be better considered. There is a hush of expectancy, and the program has begun.

What good selections they are giving! How cool they are and how well their parts are learned! The first program ends with loud applause.

Now the other program begins. With each new number the excitement, although repressed, becomes more intense. Some parts are witty, causing the walls to ring with laughter; some are pathetic and bring tears to the eyes of the listeners. The climax is reached in a little play at the close, which is extremely funny, and even those of the opposite side cannot suppress their
merriment, but join with the others in enthusiastic applause.

The judges retire, but return in a few minutes, announcing their decision in favor of the latter program.

The defeated ones, after cheering the victors, hold a short consultation. Then the leader extends a cordial invitation to a chicken-pie supper, the next Friday evening, at the home of one of their members. The little school-boy is delighted. "I told you so, Fred," he says to his chum. What a jolly time we will have. I mean to go real early. Wouldn't you? Then we won't miss any fun."

"I believe I'll wait and have a sleigh-ride," says Fred. "That will be more fun."

The sleighing was good the next Friday, and three loads of young people came to enjoy the festivities of the evening. For weeks afterward the thoughts of the fun, which they enjoyed could not be crowded out by more sober reflections. There was only one slight accident, which appeared to upset some of them as the sleigh swung around a corner; but very soon all had recovered their equilibrium, and the horses dashed away with the crowd none the worse for their snow-bath.

The society held meetings until April, when they closed with an old-fashioned entertainment. This was the culmination of their fame. The good people of the surrounding country, who were out in great numbers, were astonished to find how much originality and good taste were shown by the actors. Their own and their neighbors' children possessed more talent than they had supposed.

"Well, John," said an old gentleman, as he was shaking hands with a friend, "that spelling-school, that we made fun of, seems to have made an improvement in the youngsters."

"Indeed it has," was the reply. "It was just what they needed. I had no idea that they would get so much out of it. The entertainment to night has almost made me feel young again. It brought back olden times, when my wife and I attended spelling-schools together," and he passed on to shake hands and have a little social chat with some other old friends who were present. Indeed, every one seemed to exhibit unusual cordiality, and they were in no haste to take their departure.

So the members of the L. & S. S. felt that in promoting a deep feeling of friendship among themselves and among their parents, and thus bringing the whole community, old and young, into a hearty fellowship with each other, their organization had not been a failure, but on the contrary, would be a bright spot for many years in the memory of the society.

SKETCH OF THE STEPS IN THE EVOLUTION OF THE TEACHING PROFESSION IN MICHIGAN.

(Synopsis of a paper prepared by Professor Putnam to be read in Normal Hall, Foundation Day, March 26, 1895.)

The character and object of the article are well stated in the introduction which says, "This subject constitutes one chapter in the educational history of Michigan,—a chapter which has, hitherto, received less careful and critical attention than it deserves. Moreover, unfortunately some of the commonly received traditions concerning the subject are found not to be in complete harmony with the testimony of original documents.

The present purpose is to trace, with all necessary minuteness of detail, the successive steps by which the occupation or vocation of teaching in our state has advanced toward the rank and condition of a profession; not by which the position has been actually attained, since that remains to be accomplished."

To lead to a thorough understanding of the historical progress, there are given certain fundamental conditions which are absolutely essential to render a vocation or employment of any kind a real profession.

(i) "The basis of a profession is a body of scientific knowledge, peculiar to a particular vocation, and not included in the curriculum of ordinary, general education; that is of the education acquired by those who are usually spoken of as liberally educated men and women. It must be knowledge—not possessed by the average graduate of high schools, academies, and colleges. It must be knowledge to be acquired..."
in special institutions of learning, or in special departments of ordinary institutions; and considerable outlay of time, energy and means must be required for its acquisition.

(2) "In addition to this basis of scientific knowledge there must be an art in the practice of which the principles of the science are applied. The demands of the art must be such that it cannot be practiced, with any good measure of success, by one who has not studied the science, and who has not also had training in the performance of the processes employed in the art.

(3) "Granting the existence of a peculiar science and of a corresponding art, the profession must provide special schools in which the science may be taught and studied, and where the art may be practiced, at least in a preliminary and experimental way. Examples of such institutions are found in the schools of law, medicine, pharmacy, and dentistry.

(4) "Furthermore, the persons who have been thoroughly instructed in the science and have become expert in the practice of the art, must be bound together in a compact and well-organized group, with clearly defined rules and regulations as to membership, and with power, moral and legal, to exclude unfit and unworthy persons from the ranks of the profession. Entrance into the organization must not be too easy; some competent body of examiners must be created to decide as to fitness for admission to membership.

(5) "A profession must also have a considerable body of literature peculiar to itself, consisting of books, periodicals, and papers. Setting forth the principles and practices of the organization and advocating and supporting its interests.'

To these fundamental and most important conditions for the evolution and establishment of any profession, there is in addition another special condition which, if not necessary to the formation of a profession, is certainly necessary to its continued existence. There must be sufficient inducements to lead men to become members and to make their membership permanent. Leaving aside the select few who put the idea of obligation and duty above everything else, and go wherever this idea impels, regardless of personal convenience or interest, men generally are influenced to engage in business or to adopt a profession by one or more of three considerations: pecuniary compensation, permanency of position, and social recognition.

"Due regard for historical truth compels the admission that in the past, no one of these considerations which chiefly influence men in the free choice of occupations has been potent in alluring young men and women into the business or profession of teaching. Development, however, has been going on; considerable evolution has already taken place, public sentiment both official and social, has improved. Compensation is more nearly just and adequate; a single term or a single year is not necessarily the limit of an engagement; and Ichabod Crane is no longer regarded as the type of a modern schoolmaster.'

The purpose of the paper, as before stated, is to trace the gradual development in our state of the most essential conditions which make a teaching profession possible.

A brief review is given of the territorial school system, the conditions existing at that time, and the advance, though hardly appreciable, that was made toward the establishment of a teaching profession before Michigan became a state.

The birth of the state was coeval with the educational common school revival which began under the influence of Horace Mann, Henry Barnard and others. About this time the first normal schools in this country were established, teachers institutes began to be held, school journals sprang up here and there and upon teachers the requirements both moral and intellectual were made more exacting.

Our state was fortunate at this time in having, among several other men of broad and liberal ideas concerning education, one, who, though less widely known, was worthy of a place with Mann, Barnard, and other leaders of the day.

To Father Pierce, as the first Superintendent of Public Instruction, was intrusted the duty of reporting to the Legislature a plan for the organization of the school system of the state.

After giving in brief the general plan as marked out by Mr. Pierce, a very thorough review is made of that portion of the report which deals with the question of providing qualified teachers.
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for the public schools. In this as also in his second report, Mr. Pierce dwells upon his favorite idea of securing trained teachers through the branches of the University, and the need of special funds and appropriations to support the teachers' departments of these schools.

His last report of 1840 reviews briefly the work accomplished during four years and makes some suggestions for the future. He reiterates the necessity of special training and special support. His plans, however, failed for the time was not yet ripe for such a consummation. Evolution is a slow process and cannot be forced or even much hastened. But none the less are credit and honor due to the wisdom of his intentions and the earnestness of his efforts.

Mr. Pierce was succeeded by Hon. Franklin Sawyer, who, though of less idealistic views, was a man of practical common sense and sound judgment. In the matter of examinations of teachers and supervision of schools, he took a step in advance of Mr. Pierce, which finally resulted in our present country system. From his reports and those of his successor, Hon. Oliver C. Comstock, a man of broad and liberal culture, are gleaned many important facts which reveal very clearly the conditions existing at that time, and the progress that was being made along the line of public education.

In 1845, Hon. Ira Mayhew became Superintendent. Soon after, under his influence, teachers' associations were formed, educational societies organized, and teachers' institutes began to be held. Of these and of the publication of the first educational periodicals in the state, much in detail is given, which for want of space we reluctantly forbear to mention.

A brief review is then made of the successive steps leading up to the establishment of the Normal School, with this conclusion, "In our historical progress we have reached the close of the year 1848 and the close of Mr. Mayhew's first four years of service as State Superintendent. A good degree of advance has been made in public sentiment in favor of Normal school education and of the establishment of an institution of some sort for the special instruction and training of teachers.

Following the history of the passage of the acts establishing a normal school and a discussion of the two points of special interest in these acts,—the section stating the purpose of the school, and the sections creating the Board of Education and defining its powers and duties,—is a very interesting account of the selections of a site, the erection and dedication of the building, and the energetic efforts of Superintendent Shearman and others in bringing the new institution into favor throughout the state.

A summary is made of the conditions thus far developed, necessary to the existence of a teaching profession, and the state of public education, both primary and secondary, and collegiate education in state and denominational institutions.

In conclusion, "Such in brief was the educational condition of our state when the Normal school was established. Under such circumstances our educational fathers might be pardoned for indulging in some flights of imagination and in a little of that which savors of self-gratulation. They had accomplished the beginnings of a grand work. They had laid deep and broad the solid foundation of a system of state education second to none in the Union. Their successors have been building upon these foundations for forty and more years. The work is not yet fully completed, and we shall best honor their names and their memories by helping, according to the measure of our powers, to establish firmly all the conditions necessary to the full recognition by ourselves, by the members of other related fraternities, by the State itself and by the community at large, of a real teaching profession."

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