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Eastern Michigan University

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The Normal News.

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It will pay you to call and see what inducements I have to offer.
The urgent need of our Normal School at present, is a new building for the Training School Department. In a general way this is noticeable to all our students; but it is made clearly apparent to all the members of our senior classes, who, as a part of their regular duty, are assigned to this department for the work of practice-teaching and observation.

The present quarters are not only inadequate for the purpose of the school, but some of the rooms are ill ventilated and badly lighted. Several of the grade rooms are too small for school rooms in an ordinary school; and when we consider that each of the rooms must be used not only for the children of a grade, but at the same time as a school of daily observation for from twelve to twenty adults, their inadequacy is glaringly obvious.

In the last report of the State Board of Education to the Legislature, Principal Boone speaks at length of the Training School. We quote the following: "Very soon, if the purposes of the school be well served, it should have its own building. By this means both children and teachers could be better accommodated. There could be exemplified the most recent improvements in school architecture, sanitation, heating, ventilating, lighting, seating, etc.; the larger senior classes could then be provided for in a way that is impossible now."

We feel like emphasizing the above points. This Training School should be in a separate building, and this building should be some distance removed from the main building, and should in all respects be adapted to its uses. If a building is mainly to accommodate children, its approaches should be especially convenient and appropriate; and its entrances, halls, wardrobes, etc., should be of special construction. Under the present arrangement, the children, in order to keep out of the way of the Normal students, are obliged to go to the rear of the building and enter through the wardrobes. In this connection it should be stated that the children of the practice school and the great army of Normal students should not be gathered into the same building, for the reason that they are properly subject to different treatment: the discipline, movements, etc., of the one, are not suited to the other.

In a Training School, each of the grade rooms should have connected with it one or two recitation rooms, so as to admit of dividing the grade, as occasion may require, into sections or groups under charge of seniors, thus giving increased facilities for practice teaching. A separate building for the Training School, which shall be a model of what the school house should be, is no new idea. The Illinois State Normal has such a building, and the Normal School at Bridgewater, Mass., is now erecting a Practice School at a cost of $100,000. We notice with great interest that bills have been introduced into our Legislature making appropriations for this very desirable and much needed improvement. We hope they will pass, and we urge all friends of sound education and the proper training of teachers, to lend a hand to this end.
The Normal News

Our Normal School, which in so many respects leads the Normal Schools of other states, should not remain behind in this regard. Michigan should have the best.

At this season of the year, teachers find themselves thinking most of employment for the future. It is to be regretted that those who are now doing good service in the profession must feel any uncertainty concerning their tenure in office; and yet, owing to the crowded condition of our ranks, and to the lack of a better system of hiring, ethical principles have come to be sadly ignored. That such should be the case is a source of great harm to our profession, for, in the race for a position, the real merits of the teacher often become a secondary matter. We believe that there is great need of reform in this regard. Sup't C. O. Hoyt of Lansing, in a paper read, last December, before the Michigan State Teachers' Association, points out, very effectually, the evils which beset our profession. We are fortunate in being able to present the paper in this issue. Such questions can not be too frequently discussed by teachers, and it would be well if school boards and patrons of schools knew more about them. So long as those of inferior qualifications can gain access to our schools, our profession must suffer. Teachers should be sent out who are thoroughly equipped; then, having secured a position, their continuance therein should be insured so long as they are doing creditable work. The Normal has done much to raise the qualifications of her students within the past two years. We heartily sympathize with such an attempt; though it means added work to her students, yet all who arc thoroughly consecrated to the work of teaching will see the wisdom of such a course. If we would expect aid from the state in bettering and extending the power of our educational institutions, it is time that we as teachers endeavor to make a like advancement in our qualifications, and in the condition of our profession.

On the 10th of May will occur the seventh oratorical contest for the Normal News Prize. This leaves but little more than a month for active preparation. We are glad to know that the contestants have their articles about completed and are ready to begin the training for delivery. This is well since in the final decision of the judges, delivery and literary merit are of equal weight.

Pursuant to the plan adopted last year, two sets of judges will be procured, so that those who look after the literary merit of the oration will have nothing to do with delivery. Two well-known citizens of Michigan have already promised to act as judges of the Contest; four others remain to be heard from. We shall doubtless be able to announce the names of all in our next issue. Meanwhile let every one be preparing to attend this contest. Whatever rank the work done may take, judged from a literary and an oratorical standpoint, it will be the supreme effort of eight of the best students in school, and as such it will be worthy of an extended patronage. Let every friend of the contest consider it a personal duty to aid in securing a crowded house for this event.

Locals and Personal

Faculty.

Dr. Boone lectured at Paw Paw, Mar. 8. He gave an address before the St. Patrick Banquet at St. John's Church, Mar. 16, and attended the College Association of the North Central States, at Evanston, Ill., Mar. 29.

Prof. McFarlane lectured at Midland, Mar. 2. He lectured at Flint, Mar. 8, on "Physical Causes;" and worked with the city teachers in Blackboard and Illustrative Sketching on Mar. 9. He has started a new class in drawing to meet the needs of the Kindergarten teachers who were unable to take the regular drawing. The class meets from 4:30 to 5:50 p. m., two days a week.

The class in "Sketching from Life," started some time ago, is surely doing very creditable work as anyone may realize upon inspection of the specimens finished by the class. The class meets every day from 4:00 to 6:00 p. m.

Prof. Barbour delivered the Commencement address at Imlay City, Mar. 22.

The Pedagogical Club discussed, Feb. 26, some of the many phases of "different educa-
tional values for the different knowledge groups," especially science versus history, literature, etc., for children under 12 or 14.

Dr. Smith has issued a notice to teachers of mathematics and others interested throughout the state to find out the advisability of forming a Mathematical Section in the Michigan Academy of Science which was formed at Lansing last December.

Dr. Smith talked on Lent in chapel, Mar. 13.

Prof. B. L. D'Ooge discussed "Proverbs and Proverbal Expressions in Cicero" at the classical conference at Ann Arbor, March 27 and 28.

Prof. Pease has accepted the appointment as a member of the "Committee of Twelve" authorized by the Ashbury Park meeting of the N. E. A., which is to make a report on "Children's Songs" at the Denver meeting of the Association next July. This is an honor of which Mr. Pease must be proud.

Professor B. L. D'Ooge has recently prepared a Latin Composition Tablet which promises to be of great value to teachers of Latin. The value of Latin writing is coming to be more generally recognized, but the labor of correcting such exercises is too great for most teachers to undertake. The object of the Composition Tablet is to present a method of correcting Latin exercises by which the labor of the teacher may be lessened. It does this by the use of certain signs, not as marks of correction, but to aid the pupil in correcting his own work. The Tablet is published by Ginn & Company. It is composed of good paper and may be had at any book store for 10 cents.


HOW SHALL WE KNOW?

The regular monthly address before the Students' Christian Association was delivered in Normal Hall, Sunday afternoon, March 10, by the Rev. J. W. Bradshaw of Ann Arbor. The speaker chose as his subject, "How Shall We Know the Things of the Spiritual Life?" and proceeded in a systematic and effectual way to answer this question. He divided agnostics into two classes: 1. Those who do not know and do not wish to know. 2. Those who do not know but would like to know. To the latter class he addressed his words. The end of knowledge is life. Extended knowledge is not necessary. When we know enough to give us valid ground for action, the next thing is to live. Applied to the spiritual life, it is not necessary for one to know all of the mysteries of God to be a Christian. If he will but place himself into right relations with God and the Universe, he will soon come to a more perfect knowledge of the truth. One way to know then is to do. A just and upright life is possible even for the agnostic. Belief in God is almost axiomatic, for He is revealed to mankind at large. Then too existence of such a being is verified in the experience of men. The Bible is a living witness of God, while the existence of Christ stands as a historical fact. Christ lived on the supposition that there is a God, and all of the good that has come to the world from his life is due to the fact that he tried to pattern after that high ideal. Finally, the speaker showed by quoting from both the Old and New Testaments that the only way to know the truth is to live the truth.

THE HARP OF THE SENSES.

Prof. John B. DeMotte, A. M., Ph. D., of Cambridge, assisted by Truman W. Harrington, of Chicago, appeared in Normal Hall on the evening of March 11, and delivered the lecture known as the "Harp of the Senses; or the Secret of Character Building." The lecture was made very effective by a large number of illustrations, thrown on canvas in front of the audience. Prof. DeMotte made the statement that we never see each other; he then proceeded to show how the unseen is made known to us through the mind. He then pictured on the canvas the vibrating columns of air set in motion by various musical tones. Following this came illustrations of the various organs connected with the senses, —the ear, the eye, the brain, the spinal cord, and the nervous system. He explained the process by which sensations are transmitted to and from the brain, and he showed how habits are formed. Mr. DeMotte believes that society shows partiality in dealing with her sons and daughters. While the boys are turned loose in the street where vice is a constant companion, the girls are kept at home under the protection of a careful mother. He believes that the boys
should be accorded an equal protection against vice. The lecture closed with some beautiful illustrations of the World's Fair.

**SAVONAROLA.**

Dr. William H. Crawford lectured in Normal Hall, Wednesday evening, March 27, on the subject, "Savonarola." The life of Savonarola was fully treated in all of the several lines through which its usefulness extended. It covered a period of forty-six years, 1452-1498. He was a preacher, a statesman, a reformer, and a martyr. He embodied his preaching in the belief that the church would quickly be scourged and regenerated. He lived in an unstable age when new thoughts were struggling to burst away from old superstitions. When in 1482 he came into Tuscany he found Lorenzo the Magnificent at the height of his power. The voice of Savonarola was soon heard in condemnation of the vices of Florence. His reputation as a popular preacher rose rapidly. He was listened to by such men as Michel Angelo Buonarroti, Pico della Mirandola, and others. He hurled his rebukes unsparingly against the wrong doers of his time. His bold course soon resulted in his excommunication by Pope Alexander VI, and ultimately in his death. He died on the gibbet, a martyr to the cause he espoused, but the seeds of reform which he had sown, lived and spread through Italy, Germany, France, and England, and Girolamo Savonarola is worthy of being mentioned with Luther, Calvin, and John Knox.

**NOTES.**

- The date of the Lyceum public is April 5.
- Miss Florence Conklin has been quite ill with the grip this month.
- Prof. Griggs, of the Battle Creek College, visited the school on the 21st.
- Prof. and Mrs. H. Miller have been blessed with a girl, since the last issue of the News.
- Supt. B. J. Richardson of the St. Clair schools was a caller among Normal friends this month.
- Mrs. C. D. Shermerhorn visited her daughter, Miss L. E. Shermerhorn, during the first of the month.
- During Prof. Bowen's absence from the work in the gymnasium, the boys have been permitted to play basket ball every day.

The Normal band assisted in a concert at Cleary's hall, Mar. 20.

A social for the benefit of the Normal band was given at the Savory club, Mar. 30.

- J. H. Hanford, '83, of Plymouth was a caller among friends here the latter part of the month.
- J. E. Fleming made a flying trip to his home at Dowagiac, March 25, to attend the wedding of his sister.

A neat bulletin has been issued from the office giving in terse language sixty-three definitions of education as defined by the masters.

- The Schoolmaster's Club met at Ann Arbor, Mar. 27-30. Mar. 27 and 28 there was a classical conference; on the 29th a scientific conference, and on the 30th a mathematical conference.

- Rev. Masterson, of the A. M. E. church spoke at the meeting of the Mock Congress, Mar. 9, on the "Race Question, as Viewed from the Colored Man's Stand-point." A large number of visitors was present.

- Bulletin No. 4 has been issued from the Mathematical Dept. The purpose of the bulletin is to outline briefly the course of mathematics in the Normal school and to mention some of the judgements passed upon the work of the elementary and high schools by their graduates now in attendance here.

- Mr. Edgar G. Welch, of Clare, a well-known student at the Normal last year, has received the nomination on the Prohibition ticket for School Commissioner of Clare County. His nomination is endorsed by the Democrats, and supported by the *Farwell Register*, a Republican paper. We hope to see Mr. Welch elected.

Mock Congress will hold an oratorical contest in Normal Hall, Friday evening, April 26. Congress will sit in regular session, and consider a constitutional amendment abolishing the U. S. Senate. Irving J. Cross and Joseph W. Howell will speak for the affirmative, and W. W. Phillips and I. S. Loomis for the negative. Washington Gardner has promised to act as one of the judges. There is good reason to believe that Gen. Alger will also be present. The winner of the contest will receive a prize of ten dollars. No effort has been spared to make this occasion successful in every way.
Mock Congress held a Republican State Convention March 23.

H. C. Daily stays another year at Tekonsha at $60 increase in salary.

Mr. C. W. Whitehead paid a short visit to his son, R. A. Whitehead, the 21st.

T. W. Paton has been elected Superintendent of the schools at Iron Mountain.

Mr. J. Murphin, manager of the '95 Lit. base ball team at the University, was at the Normal recently to arrange a game with the Normals.


Mr. Pegglesen, M. A. C. '94, who entered the Normal at the beginning of this semester, in the B. Pd. course, was recently called to the Chicago University as instructor in chemistry.

It is expected that Dr. Stanley Hall will deliver a lecture here early in April. The lecture will undoubtedly be along the line of child study and concerning theories in regard to the great movement which he is advocating.

Subscriptions are being solicited for the "Aurora of '95." The number secured at present is estimated at about 500. The managers are striving to make this issue a superior one. It is sure to be of value to the alumni and all in connection with the Normal.

The concert given by the Yunck quartette assisted by Dr. Spalding, of Detroit, was a marked success. Dr. Spalding sang with his usual animation and everyone was enthused. All encores were responded to very happily and the evening was an enjoyable one throughout.

Education Extension is the title of a new monthly magazine, the first issue of which is just appearing to the public. This publication promises to be one of great value to all interested in educational affairs. It is edited by the Cleary Publishing Company, consisting of Prof. P. R. Cleary in association with thirty-four of the leading men of this and neighboring states.

The assistant lady teachers of the Normal have organized a "current topic" club. Besides the discussion of current events, the club has chosen as the general study for the year, "The Sociological Question in its Various Phases."

The present membership is twelve and its officers are as follows: President, Miss Mary B. Putnam; vice president, Mrs. Frances Cheever Burton; secretary and treasurer, Miss Emma C. Ackerman.

The Junior class elected the following class day participants on Mar. 23:

- Salutatorian—Miss Bernice Knapp
- Historian—Miss Nellie Hall
- Prophet—Miss Georgia Fox
- Poet—Miss Quick
- Orator—John P. Everett
- Essayist—Herbert E. Bell
- Song and Musical Composers—Miss Benedict and Miss Minna Ackerman.

Prof. Pease assisted by Mrs. Scrininger, Miss Owen, Messrs. Smith and Garreissen, and the piano quartette gave an illustrated lecture on the Symphony Tuesday evening, March 5th, in Conservatory Hall. Prof. Pease began by giving his auditors an idea of what was meant by musical form and showed how different composers while holding to the same form were able to stamp their individuality upon all productions. He spoke of the origin of the symphony and of its development through the different schools of music. A short biography of Hayden was given and mention made of the relation he bore to the symphony, to Mozart and Beethoven. Selections of music were interspersed illustrating the different points and thus the lecture was made more intelligible and the music more enjoyable.

Those in attendance at the mathematical meeting, Wednesday p. m., March 6th, were interested listeners to the presentation of the subject of Roman Numerals by Professor D'Ooge. He gave an account, not only interesting but also valuable, of how C, M, and D came to be the symbols of the numbers for which they stand in Roman notation. He referred to the child's being taught to call the Roman characters for one and five by the names of letters of the alphabet without authority for doing so. A paper on the history of Indian Numerals was read by Miss Helen Hoch. Those who failed to hear this paper will be repaid for reading it, which they can do as it is in the list of reference papers written by students and preserved for this purpose. The club meeting of March 20th was in charge of Professor Strong. His subject
was Ellipsographs. As an introduction he read extracts from two authors. He frankly stated that he did not quite agree with Plato, who condemned a mathematician for spending his time trying to invent a mechanical instrument. The perfect Ellipsograph in the hands of the draughtsman would be of great value to him. It has however not yet been invented. The workings of two instruments were illustrated, but the ellipses thus drawn were not pleasing to the eye.

Foundation Day.

Forty-Six years ago March 28, 1895, the bill which established the Michigan State Normal School passed the State Legislature. In commemoration of that event, the faculty, students, alumni, and friends of the Normal assembled, March 28, in her Hall, and listened to an excellent program prepared for the occasion. Speeches were listened to, and these were interspersed by selections of music current fifty years ago. The exercises were opened at 2 p. m., and were as follows:

Duet and Chorus—By These with Bliss—rendered by Miss White and Mr. Gareissen.

Invocation—Rev. Bastian Smits.

Dedication Hymn rendered by the Normal Choir. This hymn was composed by D. B. Duffield, of Detroit, on purpose to be sung at the dedication of the Normal School.

Then followed the Address of Welcome by Dr. R. G. Boone. He exhibited one of the first commencement programs; also a picture of the original school building. When the school was founded, Ypsilanti and vicinity gave $14,000 to secure its location here. Such an institution in a vicinity stands for purity and morality. It is well to gather up the threads of history connected with the Normal.

Dr. Boone then introduced Hon. Perry F. Powers, who, on behalf of the State Board of Education, made some appropriate remarks. He said that an institution will be best celebrated by the work of its graduates. The work which the Normal has done adds dignity to the purpose of the men who conceived and founded it here. Mr. Powers believes that education is intimately connected with the problems of to the day. If these were deeply impressed upon the minds of the people, they would be half solved. It is the purpose of the school to send out those whose heart is in whatever they undertake.

After a song and chorus—Belle Branden—rendered by Miss Mabel Warner, Gov. John T. Rich spoke on behalf of the state. He outlined the conditions of the past and compared them with the present, and said that the Normal School has been instrumental in bringing about the change. If the state would become stable education must be made general. He spoke of the aid which the state has given to education, and attributed to the State Normal her share in arousing the patriotism which sent 90,000 soldiers, the flower of the citizens, to the civil war. Education and the ballot are inseparably connected. He believes that the future of Michigan is yet to witness great changes owing to the influence of her educational system.

Dr. Angell who was, next on the program, to give an address, was unable to be present.

A solo and chorus—Daughter of Error—was then rendered by Miss Louise George, after which Hon. H. R. Pattengill, on behalf of the teachers of the state, gave an address. He spoke of the worthy work of our ancestors in laying the foundation of so complete a school system, and then struck the patriotic strain, demanding for the flag recognition in every school. The school should send forth true and patriotic citizens. He believes that the labor problem will only be solved through education. Nobility of labor and honesty of purpose should be taught in the school. He says that the state and her teachers look forward to the Normal School as the head of her school system. The work being done in the schools of the state was never so good as now, and the inspiration for this comes largely from the State Normal School.

A Quartette composed of Misses Gareissen, Ackerman, Benedict, and Mr. Gareissen, then rendered a selection entitled “Lorena.” It then being late, Professor Putnam gave only a brief outline of the address which he had prepared for the occasion. It was a “Sketch of the Steps in the Evolution of the Teaching Profession in Michigan.” He explained what constitutes a profession, and some of the conditions
neces sary to a profes sion. We shall give the article in full in a later issue, and so omit farther mention of it here.

The exercises of the afternoon closed with a Chorus—O! Hail Us Ye Free!

In the evening at 7:30 Normal Hall was again crowded, and addresses were listened to from Dr. Marshall D. Ewell, '64, of Chicago; Miss Ruth Hoppin, of Three Rivers, a former preceptress of the Normal; Professor C. F. R. Bellows, '55, of Mt. Pleasant; Miss N. J. Deane, '60, of Detroit; and Hon. E. P. Allen, '64, of Ypsilanti. Sup't Walter S. Perry, '56, of Ann Arbor; Hon. C. S. Pierce, '82, of Oscoda; Mrs. Kate Brearley, '62, of Detroit, and Prof. Albert Miller, of Detroit, were on the program, but were unable to be present. Prof. Bellows gave in brief the Dedicatory Program as it was rendered forty-six years ago. He quoted the Scripture lessons and a part of the prayer; also the reply of Principal Welsh when the keys of the Normal were delivered to him.

Letters from absent alumni were briefly mentioned. The whole was interspersed with very fine music.

It was now 10 o'clock and the audience adjourned to the gymnasium. From the south door of the Normal, a row of Japanese lanterns lighted the way to the building where an informal reception was enjoyed by all.

The day will long be remembered in the history of the Normal. We hope that each succeeding year may witness in greater degree that enthusiasm which is kindling among the students and alumni of the Michigan State Normal School.

The names and addresses of all those who attended the exercises will be published in our next issue.

A Beautiful Life Gone Out.

Died at her home on Summit street, March 25, 1895, Nellie Stirling, wife of Prof. W. P. Bowen, aged 28 years.

Miss Stirling came from Mt. Pleasant to Ypsilanti in 1885, and entered the Normal school. After a period of absence she returned in 1888 and graduated from the Literary course in 1890.

Her scholarship, her womanly dignity, her fidelity to duty, could not fail to attract attention, and even before she graduated she was appointed to assist Miss King in the department of History. She remained in that work, successful in her teaching and almost idolized by her pupils, until in 1892 she was married to Prof. Bowen, at that time Director of Physical training in the State University at Lincoln, Nebraska. Prof. Bowen's appointment to a similar position in the Normal school brought them back to Ypsilanti, and the eager welcome which greeted Nellie on her return showed how much she had been missed from the circles in which she had been active. In the church, especially in the young people's meetings, in the Young Women's Christian Association, in the literary societies, in school circles, she was again active, carrying into all her work the same loving, cheerful spirit which was made still more attractive by the added dignity and happiness of her home life.

The story of the last weeks of her life is soon told. Bravely she battled for life, for the sake of those who loved her, and for the little one whose life had so nearly cost her own. For weeks friends had asked with bated breath for tidings from the sick room, and at last, when danger seemed past, and health was apparently returning, almost without warning she passed away. On Monday morning she seemed brighter and stronger than at any time previous, and Prof. Bowen went over to the gymnasium with a heart in which hope was growing strong, only to be recalled in haste, and to find himself in two short hours bereaved and desolate.

On Tuesday morning, at the chapel exercises Dr. Boone spoke with tenderness and appreciation of the loss which all had suffered, and of the sympathy which went out to the bereaved husband whose sorrow no heart could measure, no words express. The exercises of the day were suspended, and at 10:30 friends gathered at the house where Rev. H. M. Morey read a few passages of scripture and offered a prayer. The pastor's voice was broken with deep emotion. He had baptized Nellie, had taken her into the church and had been a witness of her earnest and consecrated life. The tears which fell, as friends and neighbors took their last look testified to the sense of personal loss which melt-
ed all hearts in a common sympathy. The students formed in line on either side of Congress street and accompanied the procession as a guard of honor to the station. Prof. Barbour and Miss King as representatives of the Faculty, went with the family to Mt. Pleasant, where amid the associations of her early life, all that was mortal of Nellie Stirling Bowen was laid away to await the morning of the resurrection.

The Crescent Society of the Michigan State Normal School, of which the late Mrs. Bowen was an active member while a student, adopted the following as a fitting testimonial of love and respect for her cherished memory:

"Alike are life and death,
When life in death survives
And the uninterrupted breath
Inspires a thousand lives."

In the death of Mrs. Nellie Stirling Bowen we feel a deep personal loss. Though many of us were denied her more intimate acquaintance, yet we all feel and appreciate the influence of her noble life. We desire hereby to express our esteem and respect for her memory, and to show our high estimation of womanly and Christian character. We extend to her husband, mother, and relatives the assurance of our heartfelt sympathy in their bereavement.

"Something there was in her life incomplete, imperfect, unfinished;
As if a morning in June, with all its music and sunshine
Suddenly paused in the sky, and, fading, slowly descended
Into the East again, from whence it late had arisen."

A copy of this testimonial shall be sent to her bereaved husband, and her mother, one placed on the record book of the Society, and one sent to THE NORMAL NEWS for publication.

A. Dwight Kennedy,
Harriet Diller,
Schuyler C. McAlpine,
Committee.

Florence L. Stevens, '94, is teaching in the 1st grade at Menominee, Michigan.

J. E. Stoffer, '93, has returned to spend the remainder of the year at the Normal.

Stratton Brooks, '90, has been nominated by the democrats for Regent of the University.

Frank Burbank, '86, of Quincy, spent several days this month visiting old Normal friends.

Horace King, '93, is on the road as agent for a gas machine. His home is at Three Rivers.

Mr. Milton Wimer is the candidate for school commissioner of Branch county, on the republican ticket.

Miss Eva Bendit, '92, who has been teaching at St. Louis, has lately accepted a position in the schools of Grand Rapids.

Mrs. Abbie Hunter Pease, '85, is teaching music in Ypsilanti where she has been for seven years. Since graduation Mrs. Pease has studied music in New York, London, and Paris.

Professor Edward Keeler, '75, who for the past five years has been the successful superintendent of the Morenci schools, is a candidate for the Commissionership in Lenawee county.

Miss Fronic Whitehead, '90, teacher of drawing and music in the schools at Benton Harbor, has been engaged to do institute work in music and drawing in Illinois during the month of August, at a liberal salary.

Fred L. Ingraham, '90, won the second prize, $50, at the U. of M. oratorical contest. There were seven contestants, each chosen by preliminary contests, so that Mr. Ingraham's victory is noteworthy, especially as under the system of marking formerly used at these contests, he would have won the first prize. He will go as alternate representative of Michigan to the Interstate Contest at Iowa City, in May.

One of the many Normal alumni who visited Ypsilanti on Foundation Day was Miss N. J. Dean. Miss Dean graduated in the class of '60. Eight years later she sailed as missionary to Persia where she soon became principal of an institution known as Fiske Seminary at Orumiyah. Here she remained for twenty-four years during which time ninety seven were graduated from the school. Courses were laid out in the Syriac, Turkish, Persian, and English languages. Miss Dean returned to America in 1892. Her present home is at Detroit.
Owen L. Miller, '85; A. B., U. of M. '90; B. Pd. Normal '93; now sup't at Charlotte.

Ralph Patrick, '88, visited the Normal Jan. 28. He is now a member of the school board at Cassopolis. He came for a teacher and returned with Miss Comstock.

Mrs. Marion French, '89, is teaching in Ceresco Since Mr. French's death last summer, Mrs. French has been living with her parents, Mr. and Mrs. Pierce, of Ceresco.

Chas. S. Baker, '69, is now a prominent manufacturing pharmacist and chemist of Chicago, Ill. A catalogue of his work, containing over one hundred and fifty pages, recently came into our possession. Mr. Baker writes that the Chemical Course in the Normal laid the foundation for his business there.

Mr. F. W. Crissey, '72, is now President, Board of Control, State School for the Blind. Since graduation at the Normal, Mr. Crissey has been for three years principal in Detroit schools, five years sup't of Flint schools, seven years sec'y Board of School Examiners for Midland county. He is now publishing a newspaper in Midland county.

The following is the list of Normal alumni who are teaching in the Jackson Schools: T. L. Evans, sup't; Lizzie E. Roth, '87; A. C Snow, '88; Alice M. Jenkins, '93; Emma MacNeil, '91; Bertha L. Bishop; Charlotte Earle, '90; Eva M. Dansingburg; Eoline A. Foote, '88; Blanche F. Cole, '93; Inez Ladd; Belle L. Hanford.

The following is the list of the Normal alumni who are teaching in the Grand Rapids schools: W. W. Chalmers, '86, sup't; Helen E. Bacon, '86; Clifford D. Crittenden, '92; Mary N. Owen, '82; Marion L. Jennings, '88; Flora J. Huntingt on, '90; Mary S. Simpson, '93; Susan R. Bailey, '88; Evon Bendit, '92; M. Ellen Brackett, '86; Irene A. Galusha; Nina G. Burdick, '90; Amy Norton, '91; Grace A. Rouse, '92; Nettie E. Brown; Cora Weimer; Clara E. Skinner, '85; Jessie Thomas; Grace Aldrich; Alice C. Doyle; Georgia Barker, '83; Mary H. Welsh; Stella C. Laraway; Kate M. Pinney; Grace Alice Smith; Josephine Smith; Meda Osband; Ella M. Bailey; Margaret Duncan; Harriet Hatch; Allie Crumbback; Clark L. Brown; Blanche Crittenden; Isabel S. Thomas; Lucy S. Norton.

G. STANLEY HALL, PH. D., L. L. D.

We regret that we have not the material from which to prepare a detailed biographical sketch of Dr. Hall. Of his early life we can give no account. He graduated from Williams College in Massachusetts in 1867, and received the degree of A. M. from the same institution in 1870; in 1878 he received the degree of Ph. D. from Harvard University. He was Lecturer in Harvard and Williams College, 1880-81; Professor of Psychology in John's Hopkins' University, 1881-88; received the degree of L. L. D. from Michigan University in 1888, and the same degree from Williams College in 1889. His reputation as a scholar in his particular department of study and instruction is second to that of no other man in this country.

Since 1888 he has been President of Clark University in Worcester, Mass. This institution is somewhat unique in its character and purposes. It is designed to be a university in the true sense of the term, but limits the range of its instruction to a few departments. At present the departments are (1) Mathematics, (2) Physics, (3) Chemistry, (4) Biology, (5) Psychology; Education is added as a sub-department. The work done in the institution is
mainly that of original investigation. As a necessary consequence the number of students is limited, being less than one hundred.

"Only graduate students are admitted, or those of equivalent attainments, unless in rare and special cases." The work of the university is almost entirely individual, very little being done in classes.

Dr. Hall's personal work in the university is in the department of Psychology, and in the broader field of Philosophy into which Psychology naturally leads. The complete course in Psychology embraces a large number and variety of topics, and a considerable portion of the work is of an experimental character.

"The American Journal of Psychology is published by this department, and is in part designed as a medium of publication for the work of members of it."

The sub-department of Education has for us more interest than any other part of the institution. The work in this department is closely connected with the work in Psychology and Anthropology, and is designed especially for those who are preparing to become instructors in Pedagogy in colleges and normal schools, or who are seeking to become experts in some department of educational work.

The Pedagogical Seminary is published by this department, and is filled, to a large extent, with papers of various kinds prepared by members of the department.

Dr. Hall has been a pioneer, in this country, in the department of "child study," and maintains an unflagging interest in this field of investigation. He asks the aid and cooperation of all persons who have opportunities for such study, and are interested in it. The following syllabus will indicate the nature of the work in a single direction, Equally detailed syllabi have been prepared upon other points of observation.

**TOPICAL SYLLABI FOR CHILD STUDY.**

1. **Anger.**

The phenomena wanted are variously designated by the following words: wrath, ire, temper, madness, indignation, sulks, sours, putchiness, crossness, choleric, grudge, fume, fury, passion, to be or fall out with.

1. Add any other terms or any euphemisms, or phrases you know or can get from children indicating their feelings.

2. Describe every vaso-motor symptom, such as flushing, paling, about forehead, cheeks, nose, neck, or elsewhere. Is there horripilation, chill, shudder, tremor, prickly feeling, numbness, choking, twitching, if so where and how long. Are there any accompanying sensations of color, flushes, taste, smell, sweating, (question for each sense). Can blood-pressure be tested?

3. Describe all changes of muscle-tension, scowling, grinding teeth, opening lips, setting of eye, clenching fists, position of arms and attitude of body. Is there nausea or a tendency to either contraction or relaxation of sphincter muscles which control anal or urinal passages.

4. Describe overt acts, striking, (how, down, straight out, with fist or palm), scratching, biting, kicking. At what part are blows or attacks aimed.

5. What is the degree of abandon or loss of self control. Is it complete and is the rage entirely blind, or usually in some restraint shown in intensity of blows or some consideration in the place attacked.

6. Describe long delayed anger, the venting of secret grudges long nursed and deliberately indulged.

7. Describe intensity curve of quick and slow children.

8. Describe reactions, physical, mental or moral, whether lassitude, contrition, and all verbal or acted signs of regret.

9. How do children speak of past outbreaks of anger in themselves, and of anger in others, and in general?

10. What treatment have you found good, and what palliatives do irascible children apply to themselves?

In description be photographically objective, exact, minute and copious in detail. Tell age, sex, family life, temperament, nationality of every child. Add to all a description of your experience with anger in yourself, and if possible get a few of your adult friends, whether good or ill tempered, to write theirs, or organize a little circle of friends, mothers, teachers, neighbors, to talk over the subject and to observe in concert. Above all get children of different age and temperament to talk confidentially, or better to write their own ideas in response to such questions as tell some things which make you angry; when do you get angry easiest; how do you feel and how act, how check it and how feel afterwards; write cases of others getting angry in detail, and state what you think about it generally.

This is a subject of obviously great importance for moral and even physical education, but there is almost no literature worth reading upon it. It is so vast that it can be best explored by concerted effort.
The undersigned desires to investigate the subject and invites you to co-operation by sending him any notes, however incomplete, upon any aspect of the subject. Or if preferred you can start with these hints and work out your own data and print your conclusions.

Let us try the concerted method of work and in some way pool its results for the mutual benefit of teachers and for the good of the children we all live for.

G. STANLEY HALL.
Editor of the Pedagogical Seminary.

Dr. Hall would gladly receive contributions to the work from readers of the Normal News.

DEPARTMENT OF ENGLISH.

For several months past the meetings of the Pedagogical Society have been devoted to bibliography. At the March meeting short papers were read by Misses Pearce and McMahon upon the bibliography of the English Language and Literature, while Professor Barbour reviewed three text books upon Rhetoric which are widely used in the public schools.

Miss Pearce's paper was confined to the early period, and in addition to a bibliography, necessarily limited, gave a short sketch of the history of instruction in Old English in this country. Several years ago the department called the attention of our students to the increasing interest in Anglo-Saxon. Twenty-five years ago the subject received no attention whatever in our universities and colleges; to-day no English scholar considers an accurate knowledge of modern English Grammar possible, without a study of the older forms of the language.

Miss McMahon did not attempt, within the limits of a short paper, to give anything like an extended bibliography. Some fifty books of value to the teacher of English and American Literature were mentioned, especial attention being given to those most recently published.

The purpose of the review of the Rhetorics was to suggest to the society a pedagogic problem: How may students acquire ease, clearness, and attractiveness of style? Can these much-to-be-desired qualities be taught by rule so that they will become a part of the student's power of expression? Of what value in the formation of a good style is the correction of short, disconnected sentences? Does constant attention to rhetorical rules and to literary theory, tend to weaken or to strengthen one's literary sense, his ear for style? In connection with the answers to these questions, quite a list of "sentences for correction" were taken from the different rhetorics under consideration. The thought was that our best rhetoricians are constantly giving us good English to be corrected according to some rule laid down in their texts.

Possibly the readers of THE NEWS may be interested in discovering the principle violated in the following:

1. Near the lower end of the ravine is a fallen tree with its roots fastened in the bank.
2. They are ignorant and addicted to vulgarity and drink.
3. We see the flowers growing just below the snow limit, while just above are the regions of perpetual snow.
4. Many pleasant memories call to me from this period of my life.
5. I have had a bad cold all this week.

DEPARTMENT OF PEDAGOGY.

The Department of Pedagogy recommends the following article, written by E. E. White and published in the School Journal of New York, to the careful attention of all readers. It contains a great deal of good common sense, and is especially appropriate to the present time when there is such a powerful straining after new names for old things, and big words to describe very small things:

A progressive superintendent of schools recently advised the teachers under his supervision to discontinue the use of the term "busy work," and to substitute therefor the term seat work. I was specially pleased to hear this advice, since I believe that the expression "busy work" has misled many teachers, and occasioned much bad work in primary schools.

The term busy work in a school program conveys the idea of work assigned for the purpose of keeping children busy; and, certainly, no work should be assigned for this special purpose. All school work should have an educa-
tive end, and seat work that simply kills time and thus keeps pupils busy has no place in a good school. It is, of course, important to keep children busy—an important element in their easy government—but this does not necessitate a resort to otherwise useless exercises or work.

I have seen “busy work” in primary schools, especially in number, that approached very near to idiocy work. What can be more nearly useless than some of the “illustrative number work” imposed upon first-year and even second-year pupils? Think of requiring a little child to spend two or three periods a day in drawing at objects to represent number groups and their combinations—tasks that neither teach number nor drawing! The only excuse for such inane work is that it “keeps pupils busy;” but is there not useful number work that will answer this purpose? How many little slates have I seen filled with number exercises written out in words and signs or represented by crude drawings of objects, when neither the written work nor the illustrative work helped the children a bit in number, knowledge, or skill.

This leads me to say that, in my judgment, the use of the pencil by children, is carried to, if not beyond, the danger point in many primary schools. Such work not only keeps pupils in a bad posture too much, but it is a hurtful strain upon the nervous system and often a serious injury to eyesight. The written work in many primary schools ought to be reduced full one-half.

The use of the term “story” in number exercises has often struck me unfavorably. The word story has a very definite meaning in literature, and I do not understand how the calling of little number exercises “stories” ever came into a primary school. Such a baby use of the term may possibly have a place in the kindergarten, but it seems to me out of place, in a primary school. Why not call a number exercise an example or a problem, as the case may be? How is a child six to seven years old helped by calling a fairy tale and a number example indiscriminately “a story”?

This suggests the kindred attempt to make common things appear new and big by applying to them large appellations. A small college is dignified by the name university, the teacher of a common school by the appellation professor, etc.

But this tendency to assume newness and bigness is even more strikingly illustrated in the misuse of technical pedagogic terms. I recently heard a young teacher speak on what he called the “Laboratory Method” of teaching geometry, a method in which original exercises and simple applications formed a feature! Another teacher read a paper on what the program called “The Apperceptive method of Teaching Decimals,” an old method, as described, with the faintest trace of apperception even in the vaguest use of that much abused word! We may soon expect to hear the objective method of the primary school called the laboratory method, and some one will doubtless devise an apperceptive method of teaching the alphabet!

What is gained by calling well-known methods and processes by new names, and especially by terms that mislead and confuse? All scientific progress is characterized by differentiation and the use of a more precise nomenclature. What is specially needed in pedagogy is the use of terms in a clear and definite sense. The use of “blanket words” indicates confusion.

In Prussia, teaching is a life profession, and the teacher, having worn himself out in the profession, is pensioned.

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Literary Articles.

COMMEMORATION OF EASTER.

ALICE ISABEL HIRSON.

EASTER Sabbath’s approach brings a query to our minds as to the historical origin and significance of various Easter customs and modes of commemorating this day, which suggest to all Christian people that one pleasurable, central fact of religion—the resurrection of Jesus Christ.

Some of our present customs and symbols of Easter which have a clear and definite history are identical with those of other nations; others have a history in common up to the fifteenth century when they become modified and peculiar to American people only; and still there are
others which seem to have their origin in America.

Of the first named the Easter egg probably first suggests itself to the child and adult as well.

The child's pleasure is afforded by the bright coloring, finding and breaking of this life-emblem, giving an opportunity to exercise that in-born desire of a child 'to do.' The adult's pleasure and enjoyment of the breaking of this life-germ comes through the suggestion it offers of all life-form bursting into existence, and above all, the coming forth of that one pure and beautiful Life which to-day breathes in every grass-blade, flower and tree. Of all Easter customs this with its one significance, is the most universal throughout the Christian world, and probably the oldest—dating back to the Pagans' 'festival of waters' which commemorated the deluge and the new life following it.

In Germany, the Easter symbol is the hare to which is attached a different meaning by the inhabitants in different parts of the country. By some this is held to be applicable to the Easter thought, insomuch as the hare is about this time of the year waking up from its long winter's quiet which is suggestive of the rising of our Saviour on this day.

To-day we see at Easter-time the candy hare in the shop windows of our stores, and further than this a common ornament of these same attractive windows is the hare rolling a wheelbarrow of eggs. This is claimed by many to be of wholly American origin, and although there is a difference of opinion as to its meaning, it is probably symbolical of Spring ushering the various life forms into existence.

In the earlier times the customs of dress were quite different from ours; a long, flowing white gown was worn, the simplicity of style and color being very befitting to the occasion. That this garment should be new was quite as essential as that the women's Easter-bonnets should be new to-day.

We have no trace in the New Testament of the religious observation of this day, nor yet in the writings of the apostolic fathers; but later a time of commemorating the resurrection of Jesus Christ was, upon different days among the different nations, observed in various parts of the Western world. This leading to some con-

fusion, the Council of Nice, in 325 A. D., made the day of this observance the same throughout the different churches, thus establishing a unity of the church. Where may we find stronger evidence of the deep, strong, and wide-spread growth of church feeling, than in the fact that at the present time there is not a Christian nation which does not commemorate this day?

In earlier times the services were made, to the people, most sacred by almost deathly quiet, unpretentious dress, and meekness, but later the Catholic and Episcopal bells rang joyfully and the clergy of these denominations introduced the singing of Easter hymns which up to the fourteenth century was wholly unknown to any people. For this rhythmical gift we should be grateful to the monk, St. Ambrose, who in the fourteenth century composed this hymn, so noted for its smoothness and beauty of poetic imagination which chiefly rested upon the New Testament. This gave foundation for others, and with the spread into other churches there have been added, each succeeding year, new, beautiful and befitting customs.

Now the bells triumphant pealing
Seem to tell with one accord,
Mary questioning the angel—
Lo! behold the risen Lord!
And as ages trained to culture
Still advance up wisdom's heights,
Each succeeding one crowns Easter
With new chaplet of delights.

When we for one moment stop to consider the earlier forms of services on Easter in contrast with ours of to-day, should we not be more grateful, than perhaps many of us are, for the beautiful and inspiring music which echoes, re-echoes, and re-sounds through the church, filling our souls with delight and raising our thoughts to that loftier plane which puts us in closer harmony with our Saviour?

Again, another feature adding much to the services of our churches is the new-born flowers of fragrant breath telling of the presence of the Un-seen which hallows the many flower laden pulpits. Then may we say,

"Your church walls then gaily festoon,
On each altar, font and shrine
Fragrant blossoms in battalions
With white lilies, pure, combine."

Appreciating as fully as we may, the self-
sacrifice, tenderness and beautiful life of Him who died for us, an inner prompting may lead us to sing with a great chorus,

“Easter, feast of wondrous triumph
Crows all seasons of the year,
As it speaks to all the ransomed
Of the priceless boon that's given
In the brotherhood of Jesus,
Heirship to a throne in heaven.”

THE TRUTH OF FICTION.

JANET V. VAN DUSEN.

FICITION, in the hands of a true man of genius, becomes the most powerful instrument that can be employed in moulding the popular mind. Great novelists are great teachers of their race. Truths, which, presented unclad and unadorned, would fail to command attention, when personified, or when spoken by the lips of imaginary personages, are received directly in the popular heart. The same man who will yawn at homily will listen to a parable. Hence, from the earliest times, fictitious narratives have been employed by the wisest and best of men to convey moral and religious instruction. The indiscriminate war once waged by religious people against works of fiction was not wholly bigoted, it was commenced at a time when literature was relegated to the service of all that was vile and corrupt in human nature. When the word novel was almost synonymous with impurity it was no wonder that religion and morality confounded both matter and form in the same severe censure.

But before the opening of the present century, writers of fiction began to resume their natural sway. Goldsmith's Vicar of Wakefield shone with a pure light that gladdened and inspired. At last the splendid genius of Sir Walter Scott burst upon the world, and fiction no longer required an apologist. He is the great master of all who follow the "unprofitable calling of story-telling." He commanded universal attention and applause, because nature and truth supplied the materials of his fictions. His historical portraits are truer than history itself, inasmuch as through them the truth made a deeper impression on the mind, than when presented in the cold lincaments traced by the hand of the historian. What vividness is in his purely imaginative creations, yet how true to nature in the midst of their individualities. This love of the true as well as the beautiful, the characteristic of genius, saved Scott from himself, the true man overcame the partisan. Hence his portraits of the poor and lowly and oppressed plead the cause of the people more powerfully than his splendid descriptions prejudice in favor of the proud features of the royalty and feudalism he loved. His wonderful creations are not dim images in the picture gallery of memory, but a host of friends whom we have met and known. It is difficult to bring one's self to believe that his characters had no real existence. We find the personages of Dickens, the "prose Burns of England," scarcely less vivid in representing humanity.

The evident purpose of this writer is to plead the cause of the poor and oppressed. He deals little with high life, nor are his fashionable characters appropriate. His most genial sympathies are with the masses. He has taught us a deep love for our fellows, a warm sympathy with their misfortunes, a holier pity for their errors. He has shown us how the light of fiction can be thrown tenfold farther than its shadow. Professor Wilson, in speaking of Dickens' popularity as a writer, says: "To what, I ask, can the popularity of such a man be attributed, but to that insight, that almost divine insight into the workings of human nature, its passions and affections, to that comprehensive soul and tender heart that sympathizes with all the griefs, sorrows, raptures, joys and agonies of his fellow-men?" He adds: "Mr. Dickens is also a satirist. He satirizes human life: but he does not satirize it to degrade it. He does not wish to pull down what is high into the neighborhood of what is low. He does not seek to represent all virtue as a hollow thing in which no confidence can be placed. He satirizes the selfish, hard hearted and cruel; he exposes in a hideous light, that principle which, when acted upon gives a power to men in the lowest grades to carry on a more terrible tyranny than if placed upon thrones." These last remarks would apply almost equally well to Thackeray, whose works have dignified and extended the empire of fiction.
EVANGELINE.
A REVIEW AND CRITICISM.

H. E. JOHNSON.

In speaking of Longfellow's use of figures, E. C. Stedman says, "Everything suggested an image to him except when his image suggested the thought of which he made it seem a reflection." Nothing in all of Longfellow's writings more strikingly illustrates this last statement than the poem, "Evangeline."

The tale of Evangeline was not conceived in Longfellow's own brain, but came to him as a bit of historical romance. It was not his province to create characters and scenery, but, like Shakespeare, to select and retouch such incidents as admit of poetic treatment.

The simple story of Evangeline was first told to Longfellow by a friend, Mr. Conolly. It was of an Acadian maiden who became separated from her betrothed lover at the time when the English under Col. Winslow destroyed the Acadian homes and villages, and transported the people to the settlements along the New England coast; and who spent the remainder of her life in a vain search for her lover, at last finding him on his death-bed in a hospital in Philadelphia. Conolly had tried in vain to prevail upon Mr. Hawthorne to use the incident as the foundation for a story. Longfellow no sooner heard the touching little account, than he recognized in it the material for—what was then unknown in American poetry—a longer poetical narrative. Its nature was such as to admit of extensive moralizing, which Longfellow so delighted in. Here was an opportunity to teach lessons of love, faith, patience, and long-suffering, seldom equalled and never surpassed.

Longfellow has divided the poem into two parts, each sub-divided into five cantos. The first part pictures a colony of Acadian peasants—

"Men whose lives glided on like rivers that water the woodlands."

They were "at peace with God and the world,"—the very picture of contentment and happiness.

"Neither locks had they to their doors, nor bars to their windows;"

But their dwellings were open as day and the hearts of the owners;
There the richest was poor, and the poorest lived in abundance."

He then brings into this already sublime picture, the character who at once engages our every attention—gentle Evangeline, the daughter and housekeeper of Benedict Bellefontaine, the wealthiest farmer of Grand Pré. She was "the pride of the village."

"Fair was she to behold, that maiden of seventeen summers.
Black were her eyes as the berry that grows on the thorn by the way-side,
Black, yet how softly they gleamed beneath the brown shade of her tresses."

This beautiful maiden is betrothed to a true and sturdy youth, Gabriel the son of Basil the blacksmith; but on the very day that the betrothal is celebrated, the people are all commanded to meet in the church, where his Majesty's mandate was to be proclaimed as law in the land. Anxious hearts assembled that day; for what meant those English ships in the harbor with cannon pointed landward? The honest farmer thinks that,

"Perhaps some friendlier purpose
Brings these ships to our shores. Perhaps the harvests of England
By untimely rains or untimlier heat have been blighted,
And from our bursting barns they would feed their cattle and children."

What nobility of character is here! What faith that all will be well with those who intend no evil! Their hearts and their barns are wide open to all in distress. But, alas! their best hopes were blasted and their worst fears realized.

"All your lands, and dwellings, and cattle of all kinds
Forfeited be to the crown; and that you yourselves from this province
Be transported to other lands,"

was read in their hearing. Soon followed the work of embarking. All was excitement. In the hurry, families were torn asunder—parents from children, brothers from brothers, and lovers from sweethearts. Evangeline stood helpless upon the shore, and saw Gabriel, her betrothed, forced upon a ship, which sailed—she knew not where.

Pathetic, indeed, was that scene,
When, as the night descended, the herds returned from their pastures; Lowing they waited, and long at the well-known bars of the farm-yard,— Waited and looked in vain for the voice and the hand of the milkmaid, Silence reigned in the streets; and from the church no Angelus sounded, Rose no smoke from the roofs, and gleamed no lights from the windows."

There in the gloom, on that grief-stricken shore sat Evangeline, trying to comfort her heart broken father; but no hand, however tender, no word, however loving, could heal the wound in that noble, honest heart. There by the sea they laid him till a happier season should bring them again from their exile, "Then shall his sacred dust be piously laid in the church-yard."

The introduction to the second part is very pleasing:

"Many years have passed since the burning of Grand Pré."

"Far asunder, on separate coasts, the Acadians landed."

"Friendless, homeless, hopeless, they wandered from city to city."

"Among them was seen a maiden who waited and wandered."

Sometimes she lingered in towns, sometimes strayed in the church-yard, where she often "Sat by some nameless grave, and thought that perhaps in its bosom He was already at rest, and she longed to slumber beside him."

Evangeline would not rest or be comforted, but followed every clue that might lead her to find her lover. She at last determined to go to Louisiana, where some of her people had settled; so, with a few of her kinsmen, in a rough and cumbersome boat, she floated down the Ohio— "Into the golden stream of the broad and swift Mississippi."

When nearing the goal of their journey there opened before them a beautiful lake, on whose bosom—

"Water-lilies in myriads rocked on the slight undulations Made by the passing oars. and, resplendent in beauty, the lotus Lifted her golden crown above the heads of the boatmen."

"The numberless sylvan islands, Fragrant and thickly embowered with blossoming hedges of roses, Near to whose shores they glided along, invited to slumber;" so, drawing their boat under the willows, the weary travelers stretched themselves upon the greensward and slept. Oh, fatal sleep! How many opportunities are lost, how many of life's chances are let slip, while the soul slumbers on, surrounded by beauty and pleasures.

On the opposite side of the island, headed up the river, swiftly glided a canoe. "At the helm sat a youth, with countenance thoughtful and careworn."

It was Gabriel, who, weary with waiting, sought the western wilds where he might drown his sorrow. The scene at this point is almost tragical. Long and anxiously have we waited for the meeting at St. Maur. But now, shall Gabriel pass within calling distance and not be seen? "Angel of God was there none, to awaken the slumbering maiden?"

Would no timely gust of wind swing open the willow bows, that he might see the boat at its moorings? No;

"Swiftly it glides away, like the shadow of a cloud on the prairie."

The travelers, after a short rest, resumed their journey, and soon reached the village, where they found Basil, the blacksmith; but Gabriel had gone. "Over Evangeline's face, at the words of Basil a shade passed. Tears came into her eyes, and she said with a tremulous accent. 'Gone? is Gabriel gone?' and, concealing her face on his shoulder, All her o'erburdened heart gave way, and she wept and lamented."

It seemed as though her last hope had fled; but a faith which never wavered, and a love which never failed, gave her courage to press onward. She followed Gabriel to the western mountains, where at the last Mission a priest told her of his recent departure for the far North, not to return till the autumn.

"On Evangeline's heart fell the words, as in winter the snow-flakes Fall into some lone nest from which the birds have departed."
Patiently there she waited as
"Slowly, slowly, slowly the days succeeded each other."

Weeks lengthened into months; and still they brought no Gabriel. A rumor, at last reached her ears that he had gone to the forests of Michigan; so—

"Saying a sad farewell, Evangeline went from the Mission."

But again her search was in vain.

"Thus did the long, sad years glide on."

"Fair was she and young, when in hope began the long journey;
Faded was she and old, when in disappointment it ended."

At last,

"When the fruitless search, the disappointed endeavor ended,
To recommence no more upon earth,"

She turned her thoughts and her footsteps to find a home with the children of Penn.

"Patience and abnegation of self, and devotion to others,
This was the lesson a life of trial and sorrow had taught her."

"Other hope had she none, nor wish in life, but to follow weekily, with reverent steps, the sacred feet of her Saviour."

The rest of her life was spent in caring for the poor and nursing the sick. One quiet Sabbath morning, as she entered the door of the almshouse, she saw a face pale and wasted; a shudder ran through her frame, a cry of anguish escaped from her lips.—It was Gabriel.

"Vainly he strove to whisper her name."

"Vainly he strove to rise; and Evangeline, kneeling beside him, kissed his dying lips, and laid his head on her bosom."

"All was ended now, the hope, and the fear, and the sorrow,
All the aching of heart, the restless, unsatisfied longing,
All the dull, deep pain, and constant anguish of patience!
And, as she pressed once more the lifeless head to her bosom,
Meekly she bowed her own, and murmured, "Father, I thank Thee!"

The poem is characterized throughout by pleasing and picturesque descriptions of common objects. The house, "built with rafters of oak," the shady sycamore, the porch with seats beneath, the foot-path leading through the orchard, the well, the trough, the barns, and the dove-cot all have a place in his picture. "Common things," says Hawthorne, "or what might be mistaken for such, are seen to possess a rare-ness after Longfellow has had them in his hands."

The poem is quite free from historical and mythological allusions, thus rendering it intelligible and enjoyable to the most illiterate.

Longfellow's choice of meter has been severely criticised by some; but Holmes says, "No other measure could have told that lovely story with such effect as we feel when carried along the tranquil current of those brimming, slow-moving, soul-satisfying lines." "I read it," he says, "as I should have listened to some exquisite symphony."

Epithets and other figures of speech are used in profusion throughout the poem. Most of them are very beautiful and apt, as for instance—

"Silently one by one, in the infinite meadows of heaven
Blossomed the lovely stars, the forget-me-nots of the angels."

But all are not thus pleasing. In one place the haggard and wan face of the dying Benedict is compared to the face of a clock from which the hands have been taken.

The story of Evangeline has found its way into every land, and is read to-day by young and old, rich and poor, in every tongue; and as long as the human heart has woes, while disappointments and failures bring sorrow to the soul, and as long as love and hope shall have power to strengthen the breast to new endeavor,—so long shall "Evangeline" be read, loved, and cherished.

TO THE LAND OF SUNSHINE.

J. E. FLEMING.

It was a hot, sultry afternoon in August of 1892. The heat was oppressive. The grass upon the hillside was parched and dry with the long-continued drought, and plants and flowers drooped hopeless toward Mother Earth, choked and perishing from want of rain. Even the
friendly breezes seemed to have retreated to the depths of the forest.

Down a winding, dusty road of Southwestern Michigan came a mysterious-looking wagon, driven at a lively rate. Within it were four valises, two grips, two well filled lunch baskets, four umbrellas, four light overcoats, four chairs, and four rollicking, merry fellows. And well might they be happy; for their summer's work was ended and they were on their well-earned vacation trip.

While passing an old, dilapidated farm-house, where sat an old, dilapidated woman smoking an old clay pipe, four dogs came bounding over the high rail fence with a deafening chorus (or quartet) of barking. Before reaching the final note, they were encircled with a pistol shot; then came the final yelp, and four dogs went on their return trip over the high rail fence, with surprising alacrity. So, with much merriment and no mishaps, our (prairie) schooner finally gained the (Benton) Harbor.

Just at night-fall, our Jolly Four boarded the steamer, Mabel Bradshaw. Tired from the first afternoon's pleasures, at a late hour they reluctantly allowed themselves to be gently rocked to sleep on the bosom of beautiful Lake Michigan. All night long one could scarcely become oblivious of the constant clanging and splashing of the waves—waves that have rolled on through countless ages; and to one's inmost soul they seem to whisper eternity—for time shall never end.

Overhead an immense black cloud steadily pursues its eastward course, with the silvery moon as its headlight, (for all things seem to be in motion), and the deepening shadows, reaching down into the tossing billows, and the silvery waves dancing away into the distance, invite deepest and profoundest meditation into the beyond.

Before daybreak the trusty boat steams safely into port, midst noisy confusion of whistles and fog-horns; and the startled passengers, aroused from their slumber, peer anxiously through the narrow windows of their state-rooms, and gaze with wide-eyed wonder at the towering elevators and warehouses that line the docks. After ones first half-day midst the hustle and bustle of the great city of Chicago, visiting many places of interest, dashing about in the electric cars, whirling up elevators—seemingly to the very skies, he is glad to escape from the dizzy heights of Masonic Temple and the noisy din of the Board of Trade, to the comparative quietude of Jackson Park.

White City was already under process of construction. Her massive columns and architectural splendor were soon to excite the admiration and wonder of every nation: for here, with the exception of Xerxes' army of old, assembled the greatest congregation of people that ever came together on the face of the globe. But Dream City has passed away—even as the white lily withers and fades, and so must every living thing. Thus the golden day faded into darkness as the west-bound train went speeding over the rolling prairies of Illinois.

There came a halt. It was the dead of night. The clear voice of the conductor rang out—"Mississippi River! Mississippi River!" and four boys leaped from the train. How beautiful the river looked with the full moon shining upon its tranquil surface! The writer hurled a rock into her majestic waters, while the more persistent of our number ventured thirty feet down the rocky bank to wash his hands in the mighty Father of Waters. "All aboard!!" With a hasty scramble the passengers regained their seats. Slowly the train rolled over the iron bridge, and for the first time we found ourselves beyond the Mississippi. With increased speed the puffing engine dashed over the black soil of fertile Iowa, through the alkaline ridges and clay bluffs of northern Missouri, seemingly impatient to reach the Great Plains and speed over the broad expanse of treeless Kansas, whose landscape is as level as a barn floor.

Herds of wild-eyed cattle and mild-eyed mules quietly graze their unlimited pastures, while hundreds of cunning prairie dogs dash in and out of their little homes—homes to all outward appearances built on the same plan as the homes of their human neighbors (or rather vice versa), though on a somewhat smaller scale.

Do you see that strange, dark cloud over against the western sky? 'I never saw a cloud like that before, and besides there is not another cloud in sight!' Ha! my friend, that is no cloud. That is Pike's Peak—perhaps two hundred miles...
away. Like doubting Thomas you demand more striking evidence to substantiate this voluntary information. Nevertheless it proved true; for, on a delightful Sunday morning, from the western city of Pueblo, the same four boys distinctly beheld the identical mountain.

Across a picturesque little valley and a narrow strip of woodland was the first mountain we had ever seen, and many were the exclamations of surprise and astonishment and wonder. The scrub oak and pine could be plainly seen upon its rocky declivities, and, as one exclaimed, “I almost believe we could see a man were he climbing up the steep.”

Thus we guessed at the intervening distance: about four miles, possibly five miles, five miles, and not more than six. We had just concluded to walk over on the following morning, when two gentlemen standing near laughed outright. Their apparent rudeness was pardonable, however, as one of them politely touched his hat, saying, “Gentlemen, Pike’s Peak is just 65 miles away.” (We took the train.)

We were now in the heart of the Rockies, and the sights which succeeding days revealed to us proved most emphatically that ours was an opportunity of a lifetime. Time and space will not permit, and words are entirely inadequate to describe even the diversity of scenic beauty among the mountains. A pen-picture of Seven Falls would be very mild, indeed, compared with the rainbow spray of the original; or, can one build, in imagination, the stately Pillars of Hercules, towering 1200 feet with almost perpendicular walls? At their bases, which are scarcely a pebble’s toss apart, at 10:15 a.m. of a clear day, we saw beyond their summits a bright star, twinkling from the blue space above. And who could describe the Garden of the Gods, of worldwide fame, with its stupendous portals 330 feet in height, and its rocks of every conceivable size, shape, color and formation—stupendous, awe-inspiring, fantastic, grotesque.

’Tis in the early morning, yet darkness reigns supreme. The friendly moon has long since dropped beneath the western horizon. Above us the little stars twinkle. Around and beneath us, like so many fire bugs, their lights show where a dozen cities rest in slumber in the valleys below.

No sound breaks the solemn stillness, unless perchance it be the rattle of falling rocks set loose by some scampering mountain rats, or perhaps one of our number has thrown a fresh chunk upon the blazing camp-fire, causing its flames to leap higher and higher in the cool night air. Let us draw ourselves a little closer lest we be chilled and numbed with the cold.

Weary and worn and footsore, with all night’s vigorous climbing, we sit dreamily contemplating those weird, lurid, fantastic figures in yonder canyon, when—what! ho! The shadows of night beat a hasty retreat down yonder canyon; one by one the little stars in modesty are hiding their tiny faces; and the towering mountains seem to nestle closer to Mother Earth; for the King of Day is approaching! Look! A beautiful red arch spans the eastern horizon! Oh, those golden rays, transcendent in their beauty, now advancing, now receding, now changing to a ruddier hue! See! The King of Day is kissing yonder mountain peak, and the little snowflakes in that lofty drifted ridge, glisten and shine like gems of rarest beauty.

Suddenly, in all his majesty, Old Sol rolls above the eastern horizon, and for a hundred miles he sends his radiant beams o’er mountain and valley, hill and dale, waving grain and arid plain. See yonder lakes—their dazzling brightness gleams like a beam of real sunshine! And yon silvery brook and river—how gracefully they wend their way through field and forest, meadowland and rocky gorge! Did all this come by chance? My soul bursts forth in ecstasy, “The heavens declare the glory of God, and the firmament shouth his handiwork!” Oh, Ingersoll, what can you say at such a time?

But it is useless for you to attempt to see the far-famed, celebrated sunrise on Pike’s Peak through another’s eyes; for you never can know nor even half appreciate the grandeur, the magnificent splendor, the transcendent beauty, the sublimity, until for yourself you have climbed the rugged mountain.
THE NORMAL NEWS.

PROFESSIONAL ETHICS.

SUP’Y. C. O. HOYT, LANSING.

Read before the State Teachers’ Association at Lansing, Dec. 26-28, 1893.

THE subject of professional ethics is a comparatively new one. Little has been written about it. In presenting it for the first time, one is compelled to "blaze his own path." The aim of this paper will be to present a few timely thoughts, hoping that discussion will be provoked and thereby good come to all. It is not the design to bring before you a code of ethics for adoption, but rather an attempt will be made as briefly as possible to bring to the attention of this body a few facts that do exist.

In attempting, or even in presuming to attempt to formulate anything upon the ethics of the teacher’s profession, it seems desirable first to inquire what constitutes the ethics in other professions. Ethics—science of human duty. The treating of the nature of moral obligations, and of the duty that each individual holds to the other as well as to the common body; and as such, the consideration of the breach of contracts, resistance to authority, ingratitude, and slander, as being wrong.

No physician of any “school of medicine” who has any respect for himself or his profession, would presume even to suggest a remedy to a person who has an attending physician. He certainly would not consent to take charge of a case until the attending physician had been discharged. Under no circumstances would he apply for a case. Lawyers are equally as particular in their conduct in dealing with each other professionally; and even a minister would not apply for a pulpit which had not been declared vacant. Let it be proven that any member had violated these principles and it would be sufficient, if a physician, to exclude him from any medical society; it would disbar a lawyer, and depose a minister. Of course individual members do violate these principles of right; but in so doing they have violated the ethics of their profession, and, when found out, they are branded as unworthy of further confidence.

How is it with us? As the close of the school year approaches, likewise an increase of the mail service is required. Superintendents and boards are deluged with scores of applications, accompanied by hundreds of valuable and precious letters of recommendation. The gentlemen don new suits and take sundry and very mysterious trips to other towns, while the ladies with their sweetest smiles seek to interview the school authorities. The air is filled with rumors. Mr. A. of the town of B. is not satisfactory to his board; forthwith the town is flooded with letters, testimonials, and newspaper clippings. The place hunter is after Mr. A. and it is a wonder if he holds his position. He does not. Only one of the seventy-five or more applicants is chosen, and that one immediately resigns in his own town, where two months since he had been voted an increase of salary to remain and had accepted. The board of education at B., so say the local papers, had unanimously offered him the principalship of their schools. Of course nothing is said of poor Mr. A., who has lost his position, or of the unlimited amount of work and personal influence exerted in behalf of the successful candidate. A board of education had merely recognized the fancied superior ability of a teacher and called him to a higher position.

There is no written code of ethics in our profession, but there is an unwritten one. Do we violate these principles of right in our dealings with each other, with our boards, our people, or our pupils? As long as the disregard of all moral obligations to each other continues, and the unseemly and unwarranted wrangling for place is permitted, and the present insecurity of office terms prevail, it is useless to talk of teaching being or ever becoming a profession. We plead not for a formal list of rules—it is not desirable or best—but every true teacher asks for honest dealing strictly in accordance with the golden rule. Insist on an adherence to the unwritten law; and then, as a noted educator has said, “The teacher’s profession will one day stand at the head of all professions. It will take its true place when teachers exalt it by honest, efficient study of the laws of being, and a wise and courageous application of the truth found.”

I desire to call your attention first, to a principle that it seems is the easiest and the most often violated. When a teacher or a superintendent is entrusted to a place by a board of education...
as representative of the community, it is the duty of all parties to the contract to maintain and practice at all times, a true spirit of loyalty. This principle of practice should be the first one for the teacher to consider and observe. A failure to do this will cause disruption and discord, cannot but reflect discredit to the school authority and work positive injury to the school itself.

Few of us but have had more or less experience with the disloyalty of fellow workers, and all will agree that there are no acts so low or demoralizing. On the contrary, no compliment so high can be paid the teacher as to say that he is perfectly loyal to his school, to his superintendent, or to his commissioner. Implicit obedience is the first lesson to be learned by the soldier. The school, first of all, should teach children to be obedient. Why then should we not be subservient to the authorities over us? We are all working in the cause of education, for the one and only end of a school—the development of human character, the development of moral power as demonstrated in habits of action.

The question often arises, to what extent a superintendent or commissioner is responsible for the success or failure of a teacher. Whether he may, or may not, to an extent be responsible, it is most certainly his duty to be true to his teachers, supporting them manfully in their work of assisting him in the administration of the affairs of the school. On the other hand, he has the right to expect and even to insist, if necessary up to the point of dismissal, that all teachers shall be unswerving in allegiance to him, to the school authorities, and to each other.

How often we meet with cases in which the teacher, in an underhanded manner, attempts to belittle the successful attempts of a co-worker, by poisoning the minds of other teachers and of pupils even, to the point of almost inciting a rebellion; oftentimes being successful in causing the discharge and downfall of an excellent teacher. How despicable and cowardly is such an act; and, when known, it should be published to the entire profession, and all confidence and esteem should be withdrawn.

Many a superintendent has made a success of his work through the unswerving loyalty of his teachers, and many a one has been ruined through their disloyalty. Perhaps it was merited, on account of his unwarranted assumption of authority, lack of assistance, or disloyalty on his part; but two wrongs do not make a right. No one thing has more to do with making a success of any school system, than the spirit of faithfulness in teacher to teacher, and teacher to school authority. There may be poor methods, but this defect will be more than compensated for, if there is found a spirit of helpfulness, kindness, and charity.

There are two things that perplex every teacher; first, how to get a desirable position, and, second, how to hold it. In the solution of either or both of these questions, arises many of the cases of the violations of the teacher's ethics. There are two classes of people who desire situations: those who, from the necessity of the circumstances in the case, must make a change or leave the profession; and those who, having already secured a good school, are wishing for a better one. Now, no teacher would do anything to thwart either of the above persons from gaining that which he most desires, but protest is uttered against the means by which these ends are sought.

The law requires all teachers to hold a certificate, and it further provides that a contract must be entered into; without either of these, wages may be withheld. A contract is a contract. It is equally as binding upon the teacher as upon the school board. The contract, then, is the key to the whole situation; and, by means of it, every teacher is enabled to decide for himself, the right or wrong of every transaction connected with the securing of positions, as well as resignations or the violation of contracts.

During the next few months, even the casual observer will be able to find one or more instances similar to the following: a superintendent or principal signs a contract with his board early in the new year; he soon after opens a series of correspondence with other places, where either a superintendent is under contract and has not declared his intention of vacating the place, or the certainty of his office is not secure. The possibility of a vacancy is perhaps found; by underbidding the position is secured, and board No. 2 is left in the lurch. This is done by means of a resignation. Sometimes the board will re-
lease the candidate from his contract; they do this generally when they see that he is determined to go.

In the larger schools, it is often found necessary to procure teachers in the middle of the year. The superintendent will visit teachers in another school, and, if one is found satisfactory, will tender her a position at an advanced salary. She immediately asks for a release, which is perhaps granted, especially if she has been faithful and the school authorities are interested in her welfare. More often they increase her salary in order to retain her.

Early in the new year, many teachers will place their applications with boards, not knowing whether a vacancy is to occur or not. These are often preceded by letters of inquiry, which is certainly a proper proceeding. These applications are quite frequently reinforced by the solicitous intervention of friends, who flatter themselves that they have a "pull" upon the board or the superintendent, thus making the whole matter turn, not on the fitness of the candidate, but on the question of the political influence exerted.

Finally, in one way or another, the entire matter of securing teachers is adjusted. All the places are filled and all the teachers have a place. The school authorities are happy in the consciousness that they have secured an excellent corps of teachers for the ensuing school year. But, alas! they are too often doomed to disappointment.

Marriage is an honorable institution, and there can be no possible objection to a teacher getting married. The facts in the case warrant objections, however, and why the coming event should be kept such a profound secret, especially when it involves the violation of a contract, I am too dull to comprehend. Not a few school boards re-employ good teachers with the expectation of retaining their services for the entire year. In doing this they let many chances go by of securing equally as good, if not better ones. They sign the contract in good faith, only to find the week before school opens, or in the middle of the term, that this same contract had been the shield behind which had been hidden the wedding festivities. Instances have been known where these cases of "for better or for worse" have been unhopeful and sudden visitations of providence, as it were. Generally, they are premeditated, and are calculated to make a superintendent rave and tear his hair.

Fellow teachers, suppose some Friday at the close of school, you should be notified that your services would be no longer required. You would naturally inquire into the reason of this unusual proceeding, would you not? You might be met with such a statement as the following: that, having found a much better teacher than yourself, at a considerably less salary, it had been thought best in the interests of the school, to make the change. You would of course have a contract. It would protect you and the strong arm of the law would enable you to draw your salary. The school board that would commit such an act, would be branded as cowardly and dishonorable by every fair minded person. This might occur oftener than it does were it not for the law. If a school board has not the right, then, legally or otherwise, to violate contracts, why have teachers? I have often wondered what effect it would have, if it were made so that a teacher's violation of contract would per se annul the certificate. "Let us do unto others as we would that they should do unto us."

After quite an extended correspondence with a large number of teachers, it has been found that not a little cause for complaint and one much asked for in discussion, is along the line of the base ingratitude and the ill treatment, whether malicious or otherwise, accorded to former teachers by their successors. You will all doubtless agree with me, that it is good ethics for a teacher or superintendent, in so far as it is possible and his knowledge extends, to endeavor to carry out the plans of his predecessor in conducting the affairs of a school. This is desirable from selfish, if not from ethical reasons. When these plans are worked out, it is time to supply those of his own. In this way no possible reflection can be cast upon a former administration. It is no uncommon occurrence to see the work of a teacher maligned by his successor. This is done with the sole motive of building up himself at the expense of another. It is a pernicious and cowardly practice, and one in which no true teacher will indulge. Teachers, too, in the same school, are unjust and unfair in their
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statements relative to the work of their associates. This is more often the work of jealousy, is cowardly, and works a permanent injury. It is well and desirable to discuss principles and methods. In this way we grow in our work; but the practice of fellow teachers should be exempt from attack, and certainly there should be no reflection upon the previous work that has been done.

How often it is found necessary to rearrange courses of study. What does this mean? Has the demand in the town become such as to warrant this unusual proceeding? Is the revised course superior to the old one? Does it not too often mean that a new superintendent or principal has just commenced work? Mark you, the writer does not wish to be understood as charging this as the sole cause for such frequent changes; but you all know that such things do exist sometimes to the detriment of a successful teacher’s reputation.

In conclusion, I beg leave to submit a few general propositions, broad in their scope, which may serve as topics for discussion, if for nothing else. I believe that more attention should be paid to a stricter observance of the ethics of our profession, and that not a little dishonor should be attached to their violation.

1. No teacher or superintendent should become a candidate for a position, until it has been definitely decided that the present incumbent shall not remain longer than the present term of contract. When the board has taken such action as precludes the present incumbent from being a candidate, or when he has announced that he is not a candidate for re-election, it is proper for another to enter the field as an applicant.

2. No teacher, while under contract, should make application for another position, without first securing the consent of his board.

3. A superintendent should never make a proposition to a teacher under contract with another board, to leave his position during the term for which he has contracted, without first securing the consent of the superintendent and the board to give the teacher release from his contract.

4. Each member of the teaching profession should exercise a spirit of loyalty, by giving to other teachers the benefit of his influence; by being careful not to criticize them harshly; and by speaking a good word for them whenever possible. He should avoid doing whatever might tend to weaken the influence of his fellows with the school officers, and most emphatically he should never underbid another.

5. In a contest for a position, none but strictly honorable means should be employed by the contestants and their friends. After a board has made a selection, it is unprofessional for the defeated candidates to criticize the successful one, or to charge him with incompetency or of having resorted to unfair means in securing the position.

As has been said—“Democracy is the one hope of the world, democracy without efficient common schools is impossible, and every school in the land should be a home and a heaven for children.” This makes the teacher’s profession the grandest and the noblest one of all. Standing as we do upon the threshold of a new century and viewing the past with all its richness of discovery and invention, we turn to the future and see new and better things to hope for. With a more perfect understanding of a little child, our work will be more truly scientific in all its phases, grand in its results, because God through nature has ordained it thus. Let us not, then, my fellow workers, do anything that will create faction or discord among us, but with “malice toward none and charity for all,” let us ever maintain and support that hearty fellowship and helpfulness now existing, and which can only be perpetuated by a strict observance of the ethics of our chosen and life long profession.
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