

URORA

VOL. II.

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YEAR OF THE M. S. N. S., XLI.
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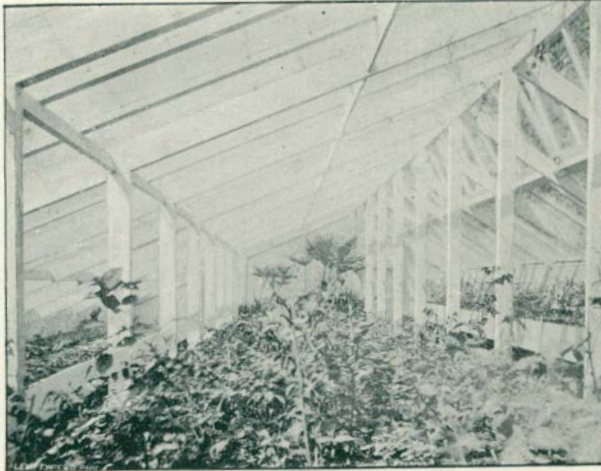
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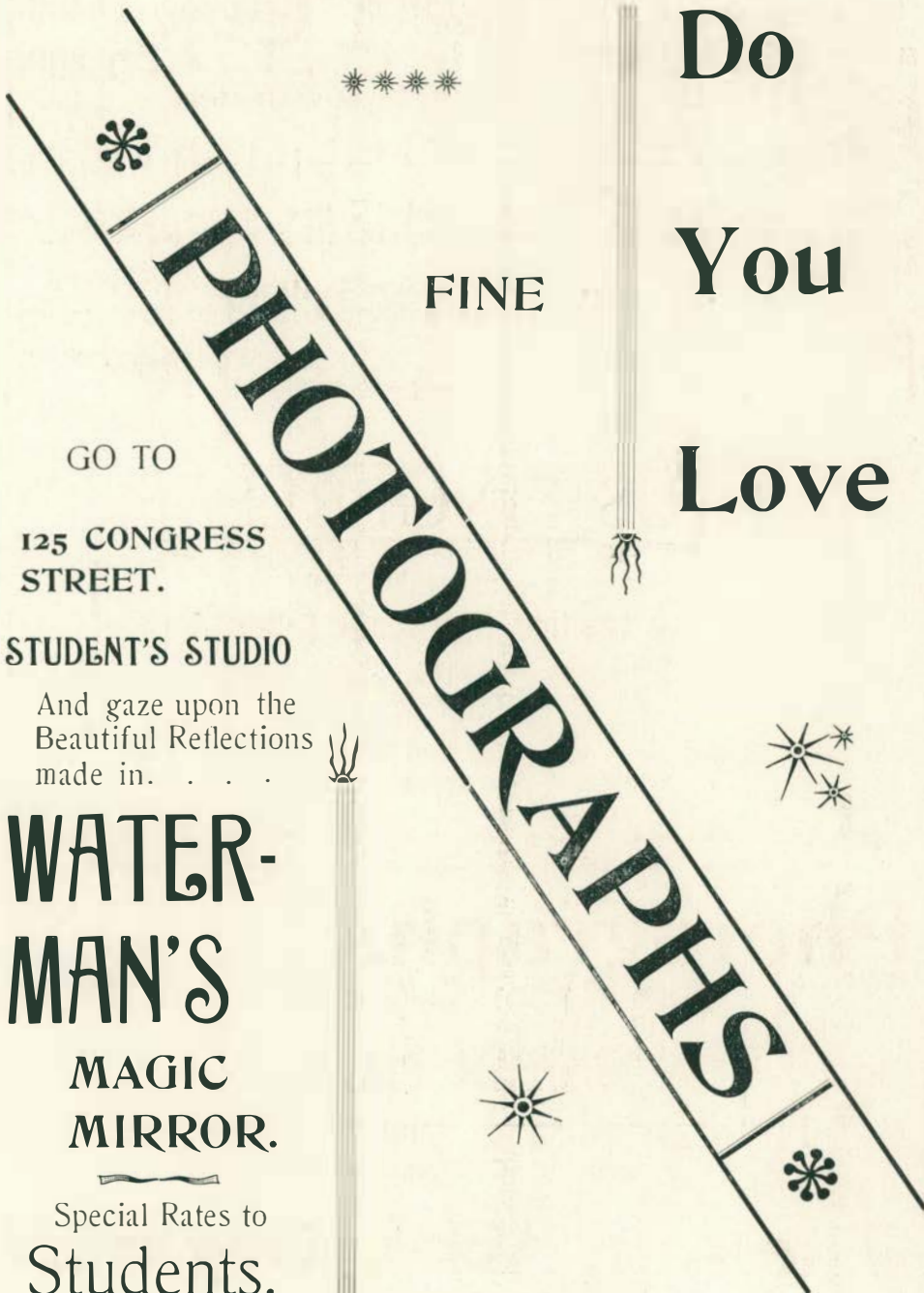
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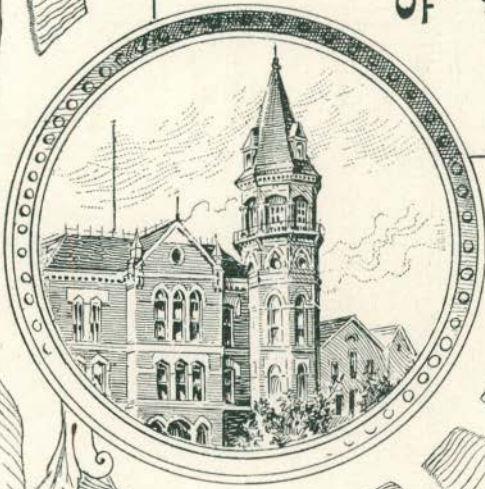
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J.B. Woodruff

Prelude.

Aurora, messenger of coming day,
Go forth to brighten life along thy way,
Wherever thy enlightening rays appear,
Dispelling darksome gloom and dreaded fear,
May joy and peace in rich abundance dwell;—
Then shall we say of thee, "Thou dost well."
With mirth to cheer and gladden every heart,
With truth for modest wisdom's thoughtful part,
With colors bright, and faces ever gay,—
Go, herald forth the light of coming day.

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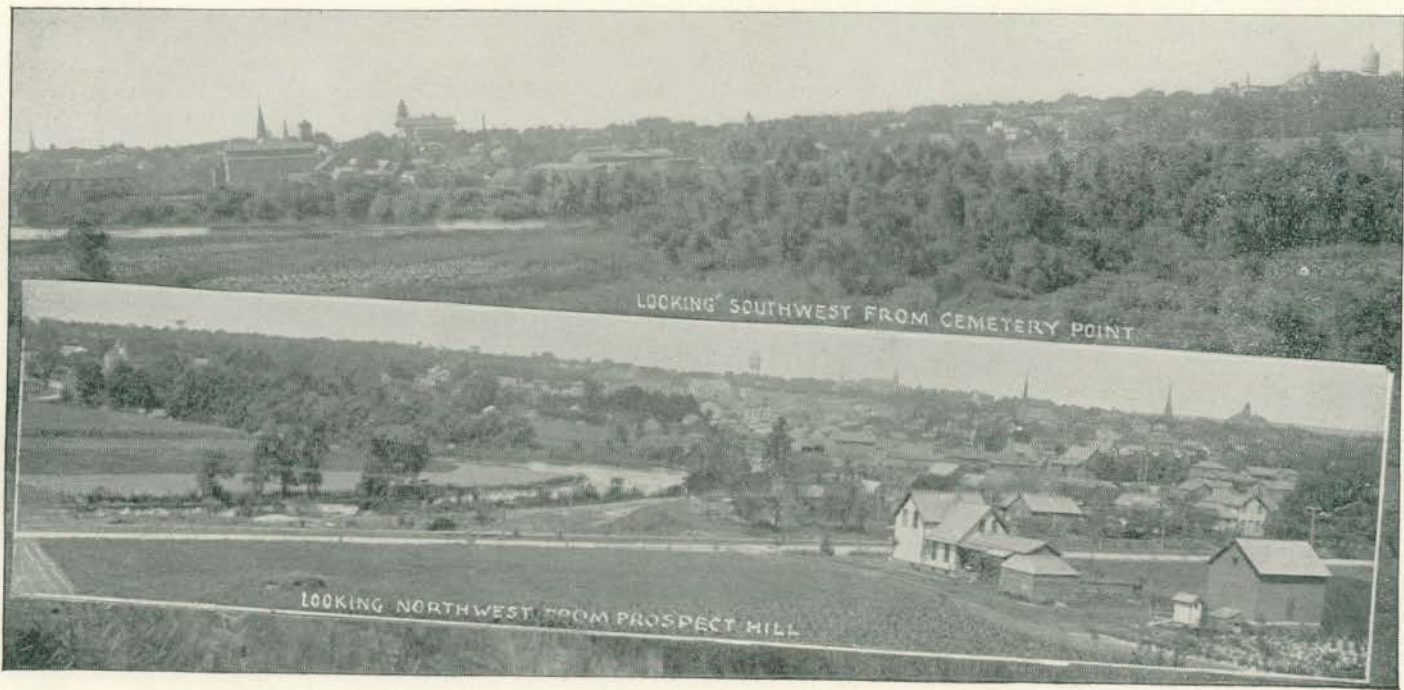
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BY SUBTLE HOOK OR CROOK ;
TO YOU, OUR *in futuro* WIVES,
WE DEDICATE THIS BOOK.



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Prof. R. G. Boone, M. A., Ph. D.

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PROF. RICHARD GAUSE BOONE, Principal of the Michigan State Normal School, is a teacher in the broadest sense of the term. He was born September 9, 1849, and grew to manhood in his native village in eastern Indiana. At the time of his birth and for years thereafter, all there was of interest in this little country village centered in its Academy.

Spiceland Academy, at Spiceland, Henry County, Ind., founded by the society of 'Friends,' is known far and wide, and from it have gone out some of the best educators, not only in that, but in adjoining states.

Here Prof. Boone received his earliest training. Born within a stone's throw of the Academy, teachers and school became the object lessons of his youth, and he fully availed himself of every advantage afforded by them.

He began teaching when a mere boy, teaching and studying, studying and teaching until this routine became a fixed habit, so that each succeeding year has seemed to find him more deeply engaged in study.

After teaching in the county and village, he was called to the superintendency of the city schools of Frankfort, Ind., which position he held for ten years, and until he was invited to take the chair of pedagogics, in the Indiana State University, at Bloomington. Here he organized the course, and drew into his department from one-quarter to one-third of the students annually.

Prof. Boone has made a specialty of psychology and the science of education, having taken a course in these, in connection with other branches, in Johns Hopkins University, about ten years ago. He has given courses of professional lectures in each of the states adjoining that of his nativity, to all parts of which he has been repeatedly called, besides in New York, Texas, Virginia, Pennsylvania, and elsewhere.

In 1889 Prof. Boone published a book entitled, "Education in the United States," a work requiring in its preparation much research and painstaking in the selection of matter. The result of all this work is a book that should be in every professional teacher's library, and one that is full of interest to any who are interested in historical research.

More recently (1892) he published a second volume, "Education in Indiana." This book is the published result of a series of lectures given in the Pedagogical Department of the Indiana University, and is of special interest to Indiana students.

In the autumn of 1893 Prof. Boone was invited to the principalship of the Michigan State Normal School, where he began his duties in September of the same year. Although he has had charge of that institution but a few months, yet it already shows signs of renewed vigor and increasing popularity.

Prof. Boone is a conscientious worker, giving the best of his time, talent, and strength to the business in which he is engaged. His rank as an educator has received recognition from De Pauw University, and from Ohio University. From the first mentioned he received the degree of A. M., and from the last that of Ph. D.



Ypsilanti.

F. L. EVANS.



BEAUTIFUL valley of the Huron River contains no fairer site than the city of Ypsilanti. Its wide, regular and well-kept streets, screened from the summer sun by the luxuriant foliage of wide-spreading maples; and its spacious, clean cut lawns, watered by sparkling fountains, afford an air of freedom, and unite with the waters of the stream in promoting a delightful coolness, even in the hottest seasons. Shade is almost everywhere. Pleasant walks and drives impart a seeming invitation to forget the world, with all its strife, and to participate in the enjoyments which they so temptingly offer. Elegant and tasty residences form a notable part of the attractions of the city. The gentle, placid Huron, winding Seine-like through the central part of the city, now broken by a mill-dam, foaming and gurgling over the stony bottom at its foot, and now rounding some graceful curve, or hurrying playfully over a stretch of shallow rapids, not only affords a pleasing sight to look upon, but exerts a quiet, beneficent, and sanitary influence. It also provides a water-way for pleasure boats, while up the stream, "but half a mile," are thickly wooded groves, where may be found picnic sites and charming "lover's retreats" (the latter most sought for and oftener found). Evidences of comparative prosperity adorn its banks. Here and there on either side are great industries, there a bridge, and there a magnificent dwelling; on each side half a city.

The eastern crest of the valley is marked by Prospect avenue; the western by Summit street. From the former the city appears below as a piece of woods studded with spires, house-tops, and rounded turrets, and pierced by tall dark chimneys, pouring forth dense volumes of smoke, while far in the distance, on the opposite crest can be seen the water tower and the imposing buildings of our grand old Normal. From that eminence the sight is beautiful; while we realize that beneath the panoramic scene there nestles a city populated with 7,000 people, and bustling with a healthful business activity. But come down the slope, which forms the delight of bicycle

coasters in summer and toboggan lovers in winter, and pass westward on Congress street to the bridge. Look south. The river sweeps majestically to the left. The right bank, rising gradually to a height of 30 or 40 feet, is dotted with oaks and maples, while situated above are beautiful residences, furnishing some of the pleasantest summer homes in the city. Cross the bridge and continue west. A steep hill forms the bank. When at its top a view of Main street is presented. For nearly three blocks, both sides of the street are lined with large, continuous structures, occupied by enterprising business firms. Among the most notable buildings are the Savings Bank, the



PUBLIC DRINKING FOUNTAIN.

Hawkins House, and the Cleary Business College. The latter is a magnificent edifice, within whose walls is conducted one of the most efficient and practical schools of its kind in the state. Gorgeous window displays attract the attention of the passer-by, while peanut and popcorn stands, newsboys, bootblacks, and street cars portray a typical American city. Huron street, here nearly north and south, (in general following the course of the river), presents an appearance no less indicative of business enterprise and activity. Within a block, conveniently located, we find the Post Office, also the Occidental Hotel. North four blocks, past stately maples and grassy lawns, fronting some of the finest residences, and then a short distance east brings us again over the river. "East Town" lies before us. Here are a number of large brick business blocks, but numerous signs "to rent" meet our gaze in their windows. The Depot is now in view. This is a convenient, good looking and commodious structure, surrounded by a yard which contains the most beautiful and artistic flower beds to be found

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on the line of the road. A large, well filled green-house and many floral designs add to its attractiveness. This is a terminus of the Ypsilanti branch of the L. S. & M. S., and an important station on the main line of the Michigan Central. The stranger alighting here often mistakes his surroundings for the main part of the city, and his conception of it is accordingly inferior. This part was once, however, a distinct, thriving organization. About four blocks west, on Cross street, is the Union School building, while five blocks



CITY SCHOOL.

more on the same street, in the same direction, brings us to the Normal, which is five blocks west and four north of the Post Office. On the north side of Cross street, facing the east, are the main buildings, Practice School, and Conservatory, while across the way and a little west stands the new Gymnasium. Near by, towering 150 feet high, is the stand pipe, in which is a huge reservoir, containing the water supply of the city. The water is obtained from a flowing well in the valley near the river, and is forced to the reservoir by steam power. Chemical analysis has shown that its purity is equalled by few and excelled by no other water supply in the United States. The whole system is very efficient.

The prominent church organizations are the Methodist (E), which occupies one of the most beautiful houses of worship in the state; Presbyterian, Baptist, Congregational, Episcopal, German Lutheran and Roman Catholic. All possess attractive churches, and are comparatively strong in numbers.



SUMMIT STREET, LOOKING NORTH.

Services are well attended. They extend the right hand of cordial welcome to all students, and at once place them in the best society.

Among the most noteworthy enterprises we find paper-mills, dress-stay factories, a box factory, a tag factory, woolen mills, grist mills, a carriage factory, hide tanneries, gas works, an electric light plant, and a mineral well. The fertility of the country, the abundance of water power, the city's situation geographically, and its facilities for transportation render it one of the most important and active commercial centers in southern Michigan. Its growth is quite remarkable; every year extending the area of its thickly settled domain. In spite of six or eight saloons, the general order is good. A high standard of temperance and morality exists among all students, and the number falling below this standard is exceedingly few. Rushes, brawls, hazing and midnight misdemeanors are rarely known. The utmost friendliness and good-will exists, not only between all classes and societies at the Normal, but between the different schools of the city. A harmony and respect for law and order prevails not common to all towns containing 1,200 students.

Ypsilanti was so named in honor of the Grecian statesman, patriot and general, Demetrius Ypsilanti, who distinguished himself in the Greek revolution of 1822. The beginning of that year found the site of Ypsilanti in a state of primitive wildness, but soon came the pioneer; blow after blow echoed across the river and through the forest till a clearing was made and a cabin built. Soon a settlement was formed. Two years later the city was practically founded, and in 1829 was organized into a village under legislative enactment. The first railroad touching this point connected Ypsilanti and Detroit in 1838. In 1858 the village became a city. The original act for the establishment of a Normal School was approved March 28, 1849, and took immediate effect. Competition soon sprang up among several cities to secure its location. Ypsilanti's natural advantages and \$12,000 brought it to its present site. But why enumerate details? Improvement has followed improvement. The candle has given place to the lamp; the lamp has been superceded by the gas burner, which in turn has nearly met its defeat in the electric light. The Pottawattamie trails have been followed by turn pikes, and the pristine lumber wagons succeeded by modern street railway cars. The wigwam and the traler's hut have developed into stately mansions and fine brick blocks; while on the ruins of primitiveness has been built a flourishing city. Water works and sewerage have been added; street railway connection has been made with Ann Arbor; all enterprises have been energetically advanced, till today Ypsilanti stands abreast with the rapid march of civilization, and takes her stand among the foremost cities of the West.

Prize Oration.

Napoleon and Pestalozzi.

L. S. LOOMIS—OLYMPIC.

IT HAS been said that all men seek a king; that in every profession and department of life—in art, in music, in poetry, and in social and political circles, men bow the knee to some master mind. No less true is it that all men seek a hero. We are constantly endeavoring to find some one who has performed a heroic deed and is worthy of emulation. We bring before children the story of a good child, we incite the minds of students by the biography of an intellectual giant, we arouse soldiers to acts of bravery by singing the praises of a “Six hundred.”

We are ever turning the telescope of history to the fields of the dead past, that we may bring into nearer view the stars which once shone with the splendor of suns, but which now twinkle as the only lights to illumine the darkness of centuries past and gone. Such a light was Alexander, who longed for more worlds to conquer; such was Cicero, who, by the fire of his eloquence, could turn the minds of those most prejudiced against his cause; such were Wellington, and our own beloved Washington and Webster. And as in the study of heavenly bodies, we calculate their magnitude and their influence upon our earth; so with the great lights in history, we estimate their relative greatness and their influence upon our time. In making this estimate, we must needs have a standard. Hitherto our standard has not been a good one; we have measured great men, not by the good they have done, but by their success as orators, or by their valor as warriors. But the time has come when men are measured by other standards. We are coming to esteem men for the good they have done humanity by lifting them to a higher level.

Historians have placed Napoleon among the greatest heroes of modern times—a man who lived to gratify ambition; who wished others to be his subjects and himself to be their despot; who did not hesitate to use any means, lawful or unlawful, to accomplish the design which he might chance to entertain. In contrast with him I would place a man whose character could not be more unlike; a man who lived not for himself, but for others; who thought not of his own advantage, but of the elevation of the down-

trodden; who, indeed, made every sacrifice that he might benefit his fellow-man. I refer to that great educator, Henry Pestalozzi.

I need not speak of the life of Napoleon; historians have delineated his character; schoolboys delight to tell of his valor. But even those who sing his praises loudest cannot deny his atrocious crimes. Good and evil are always combined in great men, but in Napoleon they are combined in such proportions as to make him appear either an object of admiration, or a monster of wickedness. To me, at least, his wickedness predominates.

Pestalozzi's life has been termed a succession of failures, but, notwithstanding this, he was a success. Napoleon despised Pestalozzi's work, but posterity blesses him for it. With one purpose in life—the elevation of the common people by means of education—he braved defeat after defeat, and with indomitable courage, persevered even when friends had forsaken him, until he had proven the practicability of his principles, and had seen the germs of those principles planted deep in fertile soil. Happy the teacher who is permitted to gather inspiration from Pestalozzi! Fortunate, he who learns the lessons of courage and perseverance to be drawn from the life of that great educator! His life will ever be an inspiration to others; an example of humility, self-sacrifice, and courage.

Pestalozzi has been greatly criticised, and perhaps justly, but chiefly because his life has not been understood. His weakness has been pointed out and dwelt upon, but his critics have not considered the fact that his weakness in one line has added to his strength in another. If one will study with care the characters of great men, it will appear that nearly all are, in a sense, one-sided. A good general does not, as a rule, make a good financier. The confidence that General Grant placed in others added to his success as a general, but it caused his financial ruin. It is true that Pestalozzi was not a successful manager; as a teacher, order and system were almost wholly unknown to him. He was continually contracting debts; and was so open-hearted as to give even his shoe-buckles to help a stranger in distress.

Pestalozzi's first aim, as a teacher, was to unite his pupils to himself and to each other, by ties of love. Had he been less affectionate, he would have utterly failed; had he been more cautious, his principles would never have been worked out.

Ever conscious of his own weakness, he did not hesitate to recognize ability in others, nor to learn from them lessons that would aid him in his work. His self-sacrifice is shown in his every act. He was nothing for himself, everything for others. He chose a life of poverty and hardship, that he might be of most service to those about him, when, had he looked to his own

interests only, he might have lived in comparative ease and comfort. His life at Stanz was a most noble example of sacrifice for others. It takes courage to face a cannon or storm a fort, but it takes still more, and of a different kind, to attempt alone to teach and train three score of filthy, ungrateful beggar children, while fighting against the prejudice of superstitious parents, who, in their ignorance, are distrustful of one who is their benefactor. But Pestalozzi did all this, and more. He inspired his pupils with love and forbearance, and in a short time had changed them so that they seemed wholly different. A noted author has said that "from the folly of Stanz has come the primary school of the present century." What a noble monument to the memory of a devoted teacher!

In the light of modern times, Pestalozzi cannot be considered a successful teacher. He lacked order and system, he lacked scholarship; but what he lacked in order was more than compensated by his enthusiasm. Though he did not impart to his pupils a great amount of positive knowledge, he filled them with a love for knowledge, and developed in them the power to get it.

Judged by his devotion and christian spirit, Pestalozzi was a model teacher; as an educator he ranks among the first. He planted in education the germs of principles which three generations of thinkers have not fully developed; he filled an army of students with enthusiasm, which will be felt in time to come; he revived the idea that education is a growth, a development, a preparation of the soul of man for a higher and better life—in short, he gave new life and vigor to the cause of education.

But we admire Pestalozzi most of all for the grand purpose of his life. In sunshine and shadow, in success and disappointment, he had one aim in life—the regeneration of the lower classes. For this he became lawyer, minister, teacher; for this he toiled, he wrote, he prayed. Others before him had labored for the upper classes only, but he espoused the cause of the oppressed.

We have, then, two types of men—the warrior and the educator. Which ought we to honor more; the first who, though his name be sounded down the ages, deluged a continent in blood, that he might rule; or the latter, who possibly will not be so well known, but whose work will go on as long as education lasts; the one who ended his life in banishment, vainly conjecturing how he might have saved his kingly throne, or the other who died, blessed by all, in the midst of work for the good of others? Let us not compare them now; but in future time when the splendor of Napoleon's genius shall have been darkened by the remembrance of his wicked deeds; and when Pestalozzi's theories shall have been fully developed and appreciated—then let the judgment be made.

Prize Poem.

Joy in Service.

MISS JULIA RANKIN—ADELPHIC.

'**N**EATH the shade of the thick standing trees
In the forest beyond the green fields,
Where there speaks but the wandering breeze,
And the wild bird its sweetest song yields,

Stands a hut; but its owner is gone,
And his name is no longer of earth;
While his fame, like the first blush of dawn,
Perished e'er we had heard of its birth.

Years ago, in this desolate spot,
Dwelt John Marner, the hermit and sage,
Of the woes of mankind thinking not;
Buried deep to the things of the age.

His own thought was to make himself pure,
And to grow to the likeness of God,
That in Heaven he might rest secure
When his dust had been placed 'neath the sod.

And he prayed for that happy content
That should come to the true Christian heart;
For the love that by Heaven is sent
Of Christ's beauty to men to impart.

But at last when his prayer was not heard,
As he walked through the forest one night,
When all stilled was the voice of the bird,
Save the quick, startled chirp of affright,

He decided to leave his retreat,
And to seek through the paths of the earth
For the thing that evaded his feet—
For the thing that he counted most worth.

Then he went to his bed and lay down,
But he could not compose him to rest,
And he longed for the new day to dawn,
That he might be away on his quest.

In the morn, when the rays of the sun
Painted richly the answering sky,
When the day-stir had only begun
And the hungry young bird raised its cry

For the food which its mother now brought,
He arose from his couch full of hope;
With fresh strength for the unpleasant thought
That for pearls in earth's mire he must grope.

So he sought out the dwellings of men,
And he met in his pathway a child
Crying loud for the blue heavens, when
At her feet grew the violets wild,

And he showed her the sweet, humble flowers
That were strewn all about on the ground,
Growing silently through the long hours,
With the hue that in heaven is found.

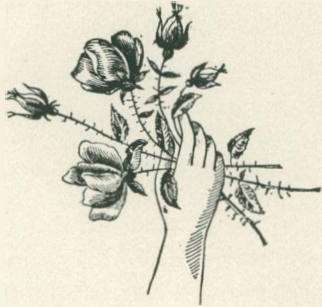
There was want and distress in the town,
And a cry for a kind, helping hand.
Should John Marner pass by with a frown,
With deaf ears to this earnest demand?

When he saw the great need all about,
He reluctantly turned from his way.
Putting off his dear hope with a doubt
That he ought for a time to delay.

There were sick, and the watches were few,
So he proffered his aid for the night,
When the parched grass was wet with the dew,
And the sky with night's jewels was bright,

When the moon sent a wavering track
O'er the rude and uncarpeted floor,
He thought of Earth's sorrow and lack,
And it touched him as never before.

And sweet joy grew apace in his heart,
That his arm could make lighter the load.
Unaware he had found the rare art
Of content that he sought on life's road;
For it lies in the service we give,
In the good we can render again,
And true love in the bosom can live
For the Lord when we have love for men.





LUCY A. OSBAND, M. A.

Lucy A. Osband, M. A.

ADA A. NORTON, PH. M.

IN THE township of Arcadia, Wayne County, New York, on a new farm by the side of the clearing, there stood some years ago a log house in which the subject of this sketch, Mrs. Lucy A. Osband was born.

Her parents were both school teachers, and here they had established their home to secure their share of worldly goods. Mr. Aldrich wove into the home web the qualities inherited from a Puritan and Quaker ancestry, and Mrs. Aldrich, her inheritance from the Huguenot exiles of Ronen. Thus there must have vibrated in the child heart of Mrs. Osband, as it does in the woman's heart, the iron string of love of liberty.

All along the battle line of her life she can trace the attempts of others, as well as her own, to strengthen a naturally weak constitution. Her school privileges were fewer because she was frail, but to compensate for these her home training was the fruitage of rich experiences and invigorating influences. When her health permitted attendance at the country school, the interest shown by her parents in her school duties started a life current. Her father or mother supervised the preparation of each day's lessons, and one task was to recite every lesson perfectly to them before going to school. She regards this discipline of more value to her than a wider range of subjects would have been, and attributes to it the deep conviction received of the necessity for thorough and accurate work.

The accessible outside resources for supplying her intense hunger for books were the district and Sunday school libraries, and the volumes best satisfying her were read over and over again. The home book-shelf held a few well selected volumes, four of which furnished food that strengthened her good impulses. Mrs. Osband gives some of the honor of her awakening in the field of patriotism and love of freedom to the contents of the "Historical Reader" and "The Columbian Orator." These did not possess all the requisites of the modern text-book, but, being imbued with power to appeal to the heart, were of equal worth. The family traditions of the Revolution and the War of 1812 also helped to create her passion for love of country.

Milton's Paradise Lost and Clark's Commentaries were the soil which

nourished the seeds of desire to know the treasures of Ancient Language and Literature, and it is probable they fostered the germs of her disposition to inquire into what the Scriptures really meant, rather than what doctrines they could be made to prove.

Every earnest reader has dreams, and the possibilities which lie beyond the golden gate must needs be revealed by some outside circumstances. The opening of a Union school in her native town, supervised by the late Judge Franklin of Ovid, New York, apparently supplied the key which unlocked the gate for her. At this time she was sixteen years old, and from her first year's Latin she claims to have derived the keenest pleasure of her life. Struggles there were, but these were kept in the background, where they served the purpose of intensifying the pleasure resulting from a well earned mastery of a subject. She belonged to a class of whom twelve were young men, and when their preparatory work for college was completed, so was hers, although she had labored without the incentive of a prospect for continuing her studies. Thus she witnessed that a girl's ability, added to a determined purpose, consistently pursued, will place her by the side of the boy in the educational field.

In examining her life's chain, these years show links brightened, not only by the effects of work, but also by little rivalries, by the now and then enlivening agencies which are necessary factors in relieving dull monotony, and by the surprising adventures in which a hero with a taste for Natural Science was connected. From this school she stepped forth into the teacher's field, where she has been actively engaged during the greater part of her life, and where she has found pleasure in bestowing upon others the treasures she has gathered, and communicating to them a firm belief in the uplifting power of good books. At twenty she was performing the duties of Assistant in the Phelps High School, New York, and before a year had passed was elected Preceptress of Walworth Academy. For two years she remained in this position, impressing her personality upon all the students with whom she was associated, and then the overworked powers of the student and teacher compelled her to seek a favorable climate to arrest the progress of lung troubles. She went to Standardville, Virginia, where she took charge of the Sylvan Villa Seminary, a young ladies' school. This was a most desirable change, its object was accomplished and returning health found her amid scenes that are Nature's storehouse for the observing student. Here she learned the lessons taught by the foothills of the Blue Ridge, and often joined parties of excursionists to the notable places of the state. Altogether it was an out-of-door life for the mind as well as the body.

In addition to teaching, she carried on her studies so successfully as to

enable her to enter the Junior Class of Genessee College on her return to New York. This college was the second one in the country to make no discrimination of sex in its requirements for admission, Oberlin having been first. A pleasant reminiscence connected with the beginning of her college life is an incident in connection with her entrance examination in Latin. Dr. Braydon, Professor of Ancient Languages, was a stern man and very exacting, and with great trepidation she presented herself for the examination. Beside him lay a pile of Latin books representing the entire course, except Juvenal, which she had not read; to read and construe two passages from each were the requirements. With her fate trembling in the balance, she called the following day to hear his verdict. He met her kindly and said, "Miss Aldrich you are back one author and one term of Latin prose, but in view of the examination you passed yesterday we have decided to require of you only the Latin prose." That proud moment of her life is regarded as a tribute to the thorough and comprehensive methods of her first instructor.

In the preparation for Commencement Exercises in 1861, she graduated with the degree of A. B. The hesitancy of college men to open wide the doors to a woman was shown by their actually discussing the then unheard of innovation of offering the valedictory to her, although acknowledging that her scholarship had won the honor. The following August she was married to Wm. M. Osband, a former schoolmate and a member of the same class in college. They immediately began working in the Gouverneur Wesleyan Seminary in Northern New York. Their acquaintance with the trials and joys of student life contributed to the readiness and tact that led them to foresee something of the inner life of the student, and also more easily appreciate his actuating motives, thus enabling them to extend a hand to encourage, to guide, and to elevate.

In the years 1864 and 1865, they labored in what is now Albert University, Belleville, Ontario. In the fall of 1865, Mr. Osband was called to the Principalship of the Northville Union School, and here they first identified themselves with the Michigan schools. As a newly opened field, it afforded an excellent opportunity to test the organizing and adapting powers of the instructors. However the growth of the school proved that the methods used were approved, and the confidence of the patrons won. After meeting and discharging the duties here imposed, for three years they welcomed a period of rest. A home was sought for and established upon the plains just east of Ypsilanti. It was a well earned rest, and the quiet home life brought thorough enjoyment. Here their only child, Marna, who is at present doing post-graduate work in the Normal, was born. Home duties had caused the

dismissal of all plans relating to the school room by Mrs. Osband, but when Mr. Osband was called to Olivet College, she was induced to do partial work as teacher of preparatory Greek. Soon after Albion College offered to Mr. Osband the chair of Natural Science, and to Mrs. Osband that of Modern Languages with the additional duties of Preceptor. The relations she sustained to the girls while occupying this position were most congenial. She was not merely a teacher, she was a sister. The testimony of one who knew her intimately is, "She labored as a friend and counsellor to all, guiding and cheering as the case demanded, continually striving with untiring patience to rouse the careless and indifferent, urging the formation of a high ideal, since — 'Not failure but low aim is sin.'" During this teaching period her presence was felt in many places outside of the class room—in the social gathering, in the prayer meeting, in the State Teacher's Association. Thus was she instrumental in awakening latent springs of action and in fixing settled purposes in many a girl's heart.

After six years of exacting labor, from which the only relaxation was the journeys during the summer to places of interest, they abandoned school life because of Mr. Osband's failing health, and returned to the Ypsilanti home.

Through all the preceding years Mrs. Osband's interest in the natural sciences had been deepening, and to know that she spent some of her first-earned money for a text in botany is sufficient evidence of her inborn love of the subject. The years spent in the South and East sufficed to familiarize her with the flora of each section, and the knowledge gathered while accompanying Mr. Osband on his trips for securing information of the mineral treasures of northern New York, and for studying the marine life on the sea shore, has been invaluable to her. It was this preparation that fitted her to accept the place of instructor in Natural Science in the Normal in the fall of 1882. Her first duty here was, as she says, "to gather up the Natural Science classes that had been scattered like lost sheep among the departments." She is now engaged in carrying forward the work of this department. When the chair of Natural Science was established in 1884, she was appointed to fill it. She succeeded, by wise management and by reason of her breadth of knowledge, in making the work of the department felt in the Normal School. In 1892 it became necessary to divide the work, and she became Professor of Systematic Botany and Physiology, the two subjects upon which she had expended the greater energy of her teaching power.

The mile stones in the advance of this department are fewer than in other departments. Among them we notice that when she began there were no facilities for science teaching, and almost no material for illustration. In

1892 the geology and zoology classes reaped the benefits of good working collections and as good facilities for individual work as the want of room would allow. The Herbarium, begun by Miss Hoppins, has been arranged and put in order, and she is now using her efforts towards its enlargement and greater usefulness, and in completing the flora of the State. Her work in physiology has aimed at improving the conditions of school life so that health improvement might be co-ordinated with mental growth.

It is too early to pass judgment upon results due to her, but large numbers of students have felt an underlying principle in her teaching, strengthening their self-controlling power, giving life to that which is best in them, and broadening their view so that only succeeding years can tell the length and breadth of the influence breathed out of her life.



Prize Story.

An Incident of Pioneer Life.

A true story.]

MISS MARY B. M'DOUGALL—OLYMPIC.

WELL, well, just step over to the house and my wife will tell you about it.' The speaker was a sturdy young Scotchman, and the words spoken so lightly and yet with a ring of pride, aroused my curiosity. 'Twas in the spring of 1830, and I had, by chance, as it were, come to the little settlement of Ypsilanti. There were only a few buildings— a store, a dwelling house or two, and a flouring mill. The latter stood just below the present site of the woolen mill, and the young Scotchman whom I have just mentioned was the miller, his home being just a few rods south of the mill.

The surrounding country was one vast forest, there being here and there a rough wagon road cut through, but more frequently only a foot-path, with now and then a tree blazed to indicate the route. From miles around, the pioneers came to this mill at Ypsilanti, to get their flour. It was to some inquiry made by a sturdy pioneer waiting for his grist, that the miller made this remark which first attracted our attention.

Anxious to hear the news, if news it were, I accompanied the miller and his pioneer friend to the house. Here we were met by the miller's wife, a bright, auburn-haired, blue-eyed, Scotch lass. When her husband had laughingly told her our errand, we were asked to be seated, and he returned to his work, while we listened to the following interesting tale of pioneer life:

Our hostess had come from Ayr, Scotland, accompanied by her husband and a number of other relatives, in 1828. Her father, with his family, had settled six miles south of the settlement of Ypsilanti; but her husband, having been a miller in Scotland, very soon found a place in this mill. So they decided to leave the house her father had built for them farther south, and settle by the mill. She frequently visited her people, however, often going during the week, her husband joining her when the mill closed Saturday evening, and they would then return together Sunday afternoon. It was of a visit she had made, or rather had intended to make, early in the winter, that she was to tell us.

It was after the winter had fairly set in and there was some snow on the

ground. Having arranged everything for her husband's comfort, she started out for a visit to her mother's. On this occasion, it was her intention to return the next day, unless something should make it seem better that she should remain longer.

The path was a familiar one; she had often been over it before. The day was bright and clear, so that the six miles' walk was a mere pleasure to the Scotch lass, and would soon be accomplished. She had come most to the end of her journey, so near, in fact, that had she peered carefully through the trees, her destination might have been seen. But just at this point she came upon a large tree that had fallen across the path. It would be difficult to climb through the branches and over the trunk, so she hesitated a moment, then started around the tree. On she went till she came to a path on the other side of the tree, then along the path she hastened. Oh, fateful path! Oh, cruel tree! Beneath the tree another path crossed the one she had been traveling. She did not go far enough to reach the one she should have taken, but started out on the other, which led—who shall say where? She had not gone far when she discovered her mistake, and knowing she was so near her destination, she left the path and started out through the forest, another mistake, perhaps greater than the first. On and on she went. Morn sped on to noon; the sun slowly crept down the west, and still she traveled on. Suddenly she noticed that she was going toward the sun. Home and friends could best be reached, she thought, by traveling north, so she turned in that direction and hurried on. Night came, and with the north star as a guide, still she traveled till long, long into the night. She had her husband's watch with her, but having no key with which to wind it, it stopped at one o'clock, and from that time on, she could but guess at the time.

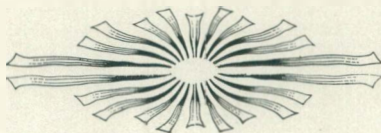
Finally, she sat down on a big log to rest, and in the distance, could hear the wolves bark and howl. Two deer came cautiously up to her. She watched them for some time, then slowly rose to her feet. This frightened them and they dashed away into the forest.

As she reflected on her probable fate, she thought that, should she be destroyed by bears or wolves, the large plaid shawl which she now wore would probably be left. This, she thought, would tell the sad story, should it ever be found by her friends.

The time passed on till the day began to dawn, and again she began her march. All day long she struggled on. Once she came upon an Indian's track, but she dared not follow it. When night came on, however, she saw far in the distance a light—whether of friend or foe, she knew not, but

toward it she hastened. Happy woman! She had found the home of a white man. The people were strangers to her; but when her tale was told, she found that they had at some time been to the mill and so knew her husband. In answer to the questions as to her whereabouts, they informed her that she was fifteen miles from home—being south of what is now known as Saline. These people, into whose hands providence had so kindly led her, gave her food and shelter, and the next day very gladly took her back to Ypsilanti.

Her tale was told, and as we returned to the mill, we could but reflect on what might have been her fate had she gone east or south where there were no settlements whatever. Her husband told us that when she left home she had on a pair of new calfskin shoes, and when she returned they were entirely worn from her feet. She survived the terrible ordeal, and lived to tell the story to a goodly circle of children and grand-children. All have been anxious to hear again and again "How Grandma was Lost in the Woods," and now, for the first time, the tale is given to the public.



Horace=Lib. Iv, Ode Vii.

TRANSLATED BY LOUISE HARDING.

THE snows have gone, and now upon the plain,
The grasses grow ; the leaves return again.
The seasons change, and over all the shore,
The raging river rushes on no more.

The grace with the sweet nymphs and sisters twain,
Dares, unadorned, to lead the merry train.
The year, the hour, which takes the kindly day,
Warn, all too true, we cannot live alway.

The gentle breezes banish frost and bring
Victorious summer, trampling fleeing spring,
All but to die when bounteous autumn yields
The corn: then lifeless cold reigns in the fields.

But many times will yon wan moon have shone
With former radiance when we have gone,
Where good Aneas, Tullus, Aucus e'en
Have long in dust and endless darkness been.

Who knows that to the total of to-day,
The gods above shall add to-morrow's stay ?
The things of earth, that thou thy soul hast given,
Elude the heir who long for them has striven.

When thou hast died, and from his stately throne
Hath Minos made his awful judgment known,
Thy genius, O Torquatus, nor thy birth
Nor piety shall bring thee back to earth.

Though pure he was, Hippolytus the shade
Of death fled not, e'en with Diana's aid ;
Nor could a Theseus break the chains of hell
From off Pirithous, beloved, beloved so well.



PROF. F. H. PEASE.

Professor J. H. Pease.

AUSTINGEORGE, M. A.

FREDERICK HENRY PEASE is a native of Farmington, Ohio. He came of most excellent stock, his parents being Peter P. Pease and Ruth Crocker Pease, who were among the pioneers of the Western Reserve, and founders of Oberlin College.

Young Pease attended Oberlin College and pursued the usual academic studies, but did not graduate there. Natural musical abilities of a high order clearly indicated what should be his choice of profession; and so at the age of eighteen, he left Oberlin and traveled with Professor E. M. Foote, holding musical conventions, until in 1859, he settled in Ypsilanti as teacher of the Piano. In December, 1863, he was appointed Professor of Music in the Michigan State Normal School, which position he has held with distinguished success to the present time.

When Mr. Pease decided to make music his life work, the West, as this section was then called, furnished only limited musical advantages, and so he went to Boston and spent the year 1853 as a pupil of the well known teacher, pianist and organist, B. J. Long; and at the same time was also a pupil in Harmony and Conducting of B. F. Baker, the composer, and of Mrs. J. H. Long.

Entering upon his work at the Normal in 1864, the duties, responsibilities, and possibilities of the position, soon convinced him that he needed a culture and training not to be found in this country; and so under "leave of absence" he went abroad to study with the masters of Germany and Italy, and to make inspection of European schools and methods of teaching. In Germany he entered the Kings Conservatory, Dresden, and was a pupil of Herr Professor Gustav Scharfe, and of Herr Jannssen, on the piano and organ, and also of Herr Pohl in composition and counterpoint. In Italy, he studied at Milan, as a pupil of the celebrated San Giovanni and of Madame Filippi. He visited the schools of Switzerland and of England, especially London, inspecting the methods of teaching, and he visited the principal cities of Italy, such as Naples, Rome, Florence and Venice, to hear operas and concerts.

The teaching work of Professor Pease, while in the main connected with the Normal School, has not been confined to it. For a time he had charge of the music work in the city schools of Ypsilanti. He was for nine years teacher of voice culture and singing in the Detroit Conservatory of Music, going into the city twice a week for this purpose. He conducted the music work of the Bay View Assembly for three summer. He was one of the teachers in the Summer National School for three years, and last season gave the instruction in music in the Summer School of the Cook County Normal at Chicago.

The Pipe Organ has been a specialty with Professor Pease, equally with the Piano. Besides giving instruction on this instrument, he was for several years organist in the Episcopal church in Ypsilanti, and for several years in the Congregational church at Jackson, and for fifteen years held the position of organist and director of Music in the Unitarian church in Detroit.

In the field of authorship, Professor Pease's labors have been voluminous and successful. He is joint author of *The Western Bell* and sole author of *The Musical Lyra*, both published by Ditson & Co. of Boston. He is also author of *The Crystal*, published by S. Brainard of Cleveland, and joint author with Walter Hewitt of a *Harmony Manual*.

His latest book, *Pease's Singing Book*, published by Ginn & Co., Boston, is now the regular text-book in the Michigan Normal. He wrote the cantata, "The Old Clock on the Stairs," published by Whitney of Detroit, which he had the honor of conducting in Italy with the pupils of Madame Filippi, and which the Italian critical musical journal, *Artistico Mundo*, spoke of in terms of high commendation. He has also written an operetta, "Enoch Arden," which has been performed several times and received with marked favor, but which has not yet been published.

The songs, quartets, etc., of his composing are too many to enumerate. "Remember Now thy Creator" is perhaps the most noted: this was sung by W. J. Lavin, the tenor, before the National Association of Musicians with orchestral accompaniment by the famous Thomas Orchestra, conducted by Theodore Thomas in person; it was afterwards sung at Steinway Hall, New York, directed by Agramonte of that city; and has on all occasions been heard with the highest expressions of appreciation. The author's latest work in this line is a chorus with solos, "The Psalm of Life," using Longfellow's familiar words, published by Edward Schubert of New York.

In 1870, under the impulse of F. J. Swain, the Ypsilanti Musical Union was organized; Walter Hewitt was the pianist, and Professor Pease was from the first conductor, and so continued during the fifteen years' life of the

society. This was one of the finest organizations ever formed in the West, and did wonders for musical culture all over the State. A mere mention of some of the selections rendered will give an idea of the character of the work done: there were given the "Messiah" with Myron Whitney as principal soloist; the "Creation" twice, and "Elijah" and "St. Paul" each once; the operas of "Martha," "Bohemian Girl," "Chimes of Normandy" and "Pinafore"; also Mozart's "Twelfth Mass," Mercadente's "Four-Voiced Mass," Haydens "Second," and Gounod's "St. Cecilia Mass."

The course of vocal music in the Normal School as originally outlined, was sufficient to prepare teachers to give the elementary instruction usually required in this subject; but there was such constant demand for instruction in both vocal and instrumental music to a degree beyond what could properly be given in the regular Normal classes, that in 1880, the State Board of Education arranged with the Professor of Music in the Normal School to organize and become Director of the Normal Conservatory of Music. Thus by associating with himself able and experienced instructors in the various departments of the science and art of music, the Director has been able to provide, without additional expense to the State, ample opportunities to students to pursue to any desired extent the study and practice of vocal and instrumental music. The Conservatory was highly successful from the start, and is now the leading school of music in the State, and attracts pupils not only from all parts of Michigan, but from other States and from Canada.

From the foregoing hasty sketch, it will readily be seen that Professor Pease has led a busy and useful life. His perseverance, great industry, and capacity for work, are well shown in the magnitude of the results achieved. Few teachers have excelled him in practical pedagogical ability, and still fewer in the rare qualities of tact and management required to organize and direct the musical department of a great school and successfully to carry on the details and business features of such an adjunct as the Conservatory.

In the social circles of Ypsilanti, Professor Pease has been a prominent figure during his entire career, and his home life has been bright and happy, though not unmingled with sorrow and bereavement. He has been twice married. His first wife was Josephine A. Dolson of Detroit, and the second Abby Jean Hunter of Kalamazoo, who now teaches with him in the Conservatory. He is the father of six living children, two of whom inherit his musical talent, and are prominent music teachers in Detroit and Ypsilanti.

Prize Essay.

The Shadow of Unconscious Influence.

MISS L. B. REFLOGLE—ATHENEUM.

LONG, long ago when Peter was preaching and teaching in Jerusalem, the people came to believe that he possessed a wonderful curative power, and along the streets of the city of his fathers the sick and needy were placed, that in passing his shadow might fall upon them, and in some mysterious way restore them to health, and thus unconsciously bless them.

What a fascination there is in shadows; there is the shadow of the huge rock in the desert, which becomes the weary traveler's resting place after his long, tiresome journey over the hot sands; sheltered there from the rays of the scorching sun, he lays himself down to rest in the cooling shade.

Here it is the shadow of some stately tree that performs a similar service to the weary and travel-stained pilgrim, making, by its protecting arms, a canopy under which he can rest and refresh himself; or affords a cool retreat for the children weary of their play, or, if standing in the meadow, shelters the cattle and sheep through the hours of the long summer day from the intolerant heat of the sun.

Is any mosaic work more exquisitely beautiful than that beneath our feet as we wend our way by noon or night, with the golden sunlight, or silver moonlight shimmering through the trees and checkering the pavements with delicate tracery of leaf and limb?

Who can explain the mystic influence of the shadow, or the subtle manner in which one life affects that of another? Every one who lives casts the shadow of his influence upon those with whom he comes in contact, whether this be for good or evil depends upon the character of him who casts the shadow. Well has the poet said, "We are a part of all whom we have met;" we give and take, in this subtle commerce which goes on between ourselves and those about us.

We are embodiments of certain principles, tastes and purposes, and, whether intentionally or not, our self-hood is asserted, and by the shadow which we cause to fall, we influence others. A thousand fibers connect us with our fellow-men, and along these fibers, as sympathetic threads, our actions run as causes, and come back to us as effects.

We are often impressed with a certain something in a person we meet for the first time, a something which draws or attracts us unconsciously to himself, a moral aroma, a personal magnetism, a spell to which we yield for good or evil ere we are aware. Sometimes just being in the presence of a good man or woman carries the soul aloft, lifts it above the sordid cares of every day life, and inspires it with noble thoughts and aspirations; 'tis the shadow cast by a noble character.

It is a serious thing when we remember that we are so constituted that we cannot be in the world a single day without influence of some sort. For what we are, what is in us in the form of personal beliefs, acquired knowledge, cherished ambitions, is ever being reflected; the expression of the face, carriage of the body, unconstrained wayside talk, are all the outcome or expression of character and are what other people see and feel. That is why the pure and noble exert such a powerful influence for good. Dr. Johnson once said, "No one can be under the same umbrella five minutes with Edmund Burke and not feel that he is the greatest man in all England." The gifted and genial Dr. Norman McLeod, of Glasgow, wrote in his diary, after making a call on the devoted German missionary, Dr. Barth, "May God make me such and I shall pity Cæsar."

The story will ever be beautiful and touching of how, as Florence Nightingale passed through the crowded wards of the hospitals in the Crimea, the sick and dying soldiers, to whom she ministered with such tenderness, used to kiss the shadow she cast upon the cots.

The spirit of unselfishness, of thoughtfulness for others is an important part of the grandest character. One may be fair to look upon, brilliant, highly cultured, and yet be like the marble wall which is so cold and smooth that it offers no help to the tender vine that tries in vain to climb heavenward, but the vine after seeming to despair of assistance shoots out towards the rough, homely trunk of a tree near by, and after gaining new strength in the sunshine and showers, fastens its clinging tendrils to the kindly roughness of the bark and climbs to the topmost bough, where it nods its blossoms over at the marble wall as if it said: "Stand there in your pride, cold, white wall, we, the tree and I, are kindred; helper and helped and bound fast together, we riot in sunshine and in gladness."

It is not only the influence of the gifted or great that proves a blessing, nor is it always the purposed efforts that do the most good. "He that makes a noble character writes the finest kind of book," has been aptly said, and while the conscious influence is felt, for which all will be held responsible, yet it is the shadow cast when one is unwatched, when intent upon no great pur-

pose, just living ordinary, every day life, which tells for good or evil, happiness or woe through the long future of eternity.

The old masters painted for glory and knew not that virtue had gone out of them. Fra Angelica's face beamed with the very spirit of the cross, and the countenance of the sweet hymnist was compared to an illuminated clock from which the color and gilding had faded, but the ravages of time were more than compensated by the light which shone from within.

That is not the only useful clock that strikes accurately and loudly, thus calling the attention of the passers-by to the time, or making known to the weary watchers or sufferers languishing on beds of pain, that the morning cometh; that clock whose face, as seen by the busy multitude, informs truly, and silently bearing witness to the passing hour, is equally useful.

And while we may not all hope to be such a power for good in the world as such men as Henry Drummond and Phillips Brooks, yet we can make our influence felt in a quiet way, like the hidden spring, secretly making the earth above it green and beautiful.

“There are more things in
Heaven and Earth than we
Can dream of, or than nature understands;
We learn not through our poor philosophy
What chords are touched by unseen hands.

Forebodings come: we know not how, or whence,
Shadowing a nameless fear upon the soul,
And stir within our hearts a subtler sense
Than light may read, or wisdom may control.

And who can tell what secret links of thought
Bind heart to heart? Unspoken things are heard
As if within our deepest selves was brought
The soul, perhaps, of some unuttered word.

But, though a veil of shadow hangs between
That hidden life and what we see and hear,
Let us revere the power of the Unseen,
And know a world of mystery is near.”

The Musical Conservatory.

RUTH PUTNAM.

IN THE fall of 1880, Professor Pease, who had for many years been the successful teacher of music in the Normal School, was requested by the State Board of Education to organize, and act as Director of, the Normal Conservatory of Music. The course of music in the Normal was then (as now), sufficiently advanced to prepare teachers for the elementary work of the public schools. There was, however, a demand for teachers fitted for higher and more advanced positions, and it was thought advisable to give the pupils of the Normal an opportunity to fit themselves for such places. Dr. MacVicar was at this time principal and it was largely due to him that the Conservatory was opened.

Instruction in singing, piano, organ, stringed instruments and harmony was offered, the faculty consisting of the Director, Miss Mary Andrus, of Detroit, and Mr. Walter Hewitt, of Ypsilanti. Fifty-eight pupils were enrolled the first year.

The following fall Professor Pease was granted leave of absence for one year. He spent this time in Europe, giving his especial attention to the best methods of instruction in music as found in Germany and Italy. Upon his return the work of the Conservatory was taken up with renewed vigor. More teachers were added to the faculty, and regular courses of study were laid out. The first pupils to graduate from the Conservatory were Miss Clara Coleman and Miss Grace Fairbanks, who finished the piano course in June, 1885.

In 1886 a two-manual pipe-organ was placed in Normal Hall. The opening concert, at which Clarence Eddy, of Chicago, played is still remembered as one of the most pleasant musical events ever held in Ypsilanti. The organ added greatly to the facilities of the Conservatory and made a regular organ course possible.

There have been numerous changes in the faculty during the twelve years of existence, which the Conservatory has accomplished. Among those who have been connected with the institution at various times might be mentioned Wm. Luderer, Paul Habennicht, J. V. Seyler, Miss Alice Andrus, Miss Clara Hayes and Miss Ella Joslyn.

The present faculty consists of fourteen teachers. The vocal department includes, beside the Director, Mrs. Frederic Pease, Mr. Marshall Pease, Miss Carrie Towner, Mr. Oscar Gareissen and Mrs. George Hodge. These teachers have studied under such well known masters as Scharfe, of Dresden, Haag, of Munich, Holland, of London, and Mr. and Mrs. Courtney, of New York. Instruction in the piano department is given by Mr. Felix Lamond, Mrs. Jessie Pease Scrimger, Miss Ruth Putnam, Mr. Oscar Gareissen, Mrs. Max Pease and Miss Mary Dickinson. Among the masters which these teachers have had are Raff, of Frankfort, Nicode and Madame Rappoldi-Kahres, of Dresden, Foote, of Boston, and J. H. Hahn, of Detroit. Lessons on the organ are given by the Director and Miss Bertha Day, organist of Westminster church, Detroit. Miss Abba Owen, pupil of Yunck, has charge of the violin department, and Mr. Fred Abel, the well known cello-player, of the cello.

The daily classes in vocal music, harmony, counterpoint, composition and history of music, are open to all pupils and are, of course, a great advantage to those seeking a musical education. Recitals are given at the Conservatory very often by the pupils. The character of the programs presented is such as to be of value to those who listen as well as to the performers.

From this it will be seen that the Normal Conservatory is equipped to do the highest grade work in all its departments, and this fact has been recognized by the attendance of pupils from not only all parts of the state, but from many states outside of Michigan.

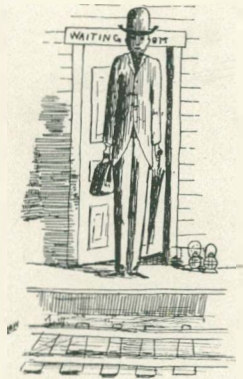
Yet one of the principal aims of the Director is to make its connection with the Normal of mutual advantage. This is accomplished, on the part of the Conservatory, by the introduction of such classes and courses as will be of particular and especial advantage to teachers in the public schools. The Two Years' Public School Course, which is entirely free of charge, was organized with this sole object in view. The following statement from the Conservatory circular explains its end: "The object of this course is to prepare students for teaching singing in the public schools." The pupils of this course receive a Conservatory certificate at the end of the first year, and a Conservatory diploma at the end of the second year.

The utility of the Normal to the Conservatory is found in the opportunity presented to students of music to receive free and thorough instruction in such studies as History and Literature of Music, Counterpoint, German, etc., which are necessary in their courses and not generally given in regular Conservatory work.

Prize Humorous Sketch.

A Reminiscence.

H. E. STRAIGHT.—ADELPHIC.



IN THE fall of 1872 my parents moved from Hartford, Conn., to C., a small city on the L. S. & M. S. R. R.

Though just entering my nineteenth year, I was, in personal appearance, rather premature. On Memory's wall still hangs a cra'n(e?) portrait which time can ne'er efface. It bears the congruous inscription, William Crane, aged eighteen.

I shall observe logical sequence in the order of its description:—A remarkable growth of whiskers, heavy when compared to length; but in thickness they were like the population of a new territory—extensively laid out but thinly settled. Its color and weight were appropriate for summer wear only. My hair vied with my beard as to length, and contained a *part* which gave my head bilateral symmetry. I practiced this to prevent lop-shoulder or curvature of the spine, and to give me the appearance of being well-balanced.

For the past few years there had existed a decided misunderstanding between my feet and head, for they had been striving to get away from each other with all the persistence of like poles of magnets, and had achieved marked success in their upper- and under-takings, already scoring six feet two.

I remember asking a street urchin why his dog followed me about so? "Dunno, 'less he tooks yer fer a bone." Then he asked: "D'yer knew why I takes yer fer a pow'ful brave un?" "No." "'Cause yer trusts yerself so high up on sech slim legs."

Father had become interested in the growing manufactories of the city, and, with a view to my future usefulness, had marked out for me a business education. (It might be well to state that in my home there had been no rival claim to my hold upon the strings of mother's apron or of father's pocket-book. The latter was, however, by no means capacious).

The Business College at Valparaiso, Ind., was the objective point. With eager approval I lent my aid to the necessary preparation. The

morning of November 10, saw a party of three waiting at the depot for the west-bound train. As the time for departure neared, oft-repeated words of admonition crowded again to the lips. Mother, with tears in her eyes, urged me to read carefully the home letters, answer them promptly, and hold firm my trust in God. Father: "Be sure you are right, then go ahead"; "Keep good company or none at all"; "Be very careful of your money"; and the homely but suggestive phrase, "Keep a stiff upper lip."



Like many another I forced experience to test the wisdom of their counsel. Self-conceit whispered of ability to paddle my own canoe; but really I was like a toy balloon cut loose and left to the sport of the merciless wind; or, better still, like a half-fledged bird,

“Too old to be kept in the home nest,
Too young to have one of its own.”

My ride to the city was not without event, but time and space forbid mention. Reaching Valparaiso, I made my way to the Principal's office. He met me with a ten-dollar-tuition smile, which I removed by paying the amount. After asking me a few questions, he wrote out my classification and handed me the card. I saw "All N. G. work," written across the top. Somewhat daunted, I stammered interrogatively something about "no good"; but with a reassuring smile he explained that N. G. meant Ninth Grade.

A man went with me to aid in finding a room and a boarding place. It resulted in my joining a club, where, by paying for ten weeks in advance, board could be had for one dollar and sixty cents per week. The first week

the bill of fare was fair, but it grew no better fast. Prunes, oat-meal, tooth-picks, rang all their changes with few variations. One of the boys said that we *dined* the first week, but would leave out the *u* the last week. For my own part, I am sure the change in my appearance caused by that memorable fast would in no wise alter the judgment of the afore-mentioned dog. No survivor was rash enough to engage board for a second period.

The room found was on the third floor with dimensions two by twice, which necessitated going into the hall to turn around. Aside from that and the fact that it was a hard matter to stay in bed on a windy night, and that I kept losing my pillows in my ears, and that my *silent* but *active* partners tendered me many friendly (?) invitations to a *dig*, there were no particular grounds for complaint. (But let me add that they urged me so *sharply* that I "got up and *dug*" for a place in which I might commune with the "poets" without being troubled by —— (?))

Next morning I learned the way to the class-room. The Commercial teacher told the class to make certain entries in day-book, journal, and ledger and then get a "balance."

The high front steps leading up into the building were covered with sleet that morning, and as I stood at the top wondering what was meant by getting a "balance" and where I could find one, my feet were seized with an uncontrollable fit of misunderstanding. (One meaning of balance was thrust upon me in a most unwelcome manner). Frantic efforts to regain my footing served only to distribute the bumps over my distorted body. (The toy balloon was passing through a stratum of cold air). Succumbing to the inevitable, I finished the descent in a semi-upright posture. This degree of "Grand Bumpers" was taken before an appreciative audience.

This, and many other things served to lessen my stock of self-conceit. I had been a student but a short time till one could note a decided change in my appearance. I sacrificed my beard and long hair, and parted the latter in the proper place.

The details of earnest student life are too familiar to be longer dwelt upon.

Well-directed blows of the chisel in the hands of a skillful artist knock off rough edges and polish surfaces until the ideal stands forth an all but sentient being. The student's capabilities are the marble; here the analogy must stop. Beyond this the student not only may share the concept, but must be an important factor to materialize it.

All the requirements of my course being satisfactorily met, with credentials in hand, I made joyful preparations for the home journey. Suddenly

an idea seized me—Why not reach home a day earlier than my return is expected? It seemed possible.

I took a way-freight at day-break, expecting to make the afternoon passenger train at South Bend.

Oh, the tortures of that ride! Frequent and lengthy stops consumed the precious time. I paced the platforms of the respective freight houses, or lent a helping hand to hasten our departure. At one station, hearing the conductor speak of leaving No. 47 at the ice-house, and seeing one down the track about half a mile, I spent my nervous energy in running down to it. Said a workman there, "Do you belong on yonder train?" "Yes." "Then you'd better be back." "But they are to leave No. 47 here." "Not here: they mean an ice-house six miles farther down the track."

Before he finished, I was on my way back to meet the on-coming train. Fearing that by the time the caboose reached me the motion of the train would make it dangerous for me to try to get on, I caught the first car and tried to walk the train's length. The rocking motion made my footing very uncertain. No sailor ever took more unsteady steps on land. Fearing to lose my "balance" a second time, I assured my safety by sitting down. With one hand holding to the ridge-board, the other grasping tightly my hat, coat and scarf flying in the wind, I presented an amusing spectacle to the train men at the caboose window.

Many thoughts flashed through my brain; I thought of my immortal ancestor, Ichabod, of Josh Bilings' hen, that flew from a warm roost to freeze on a stone wall; and when I recalled "God tempers the wind to the shorn lamb," I regretted being a Crane.

I was more a fit subject for the ice-house, when the six miles were measured, than for the caboose into which I crept. All hopes of making the coveted train had long since vanished. It was near daybreak when the tardy freight pulled into South Bend. No means of transfer being present, save myself, I shouldered my light trunk (blessed be nothing) and made my way in the darkness and alone to the M. S. depot, half a mile distant. A few hours more of weary waiting. To make a long story short, it was a tired, hungry youth whom the eager parents greeted *at the appointed time*.



CONGRESS STREET, LOOKING EAST FROM ADAMS

Honorable Mention.

Sacredness of our Free Schools.

S. C. MC ALPINE—CRESCENT.

IT HAS been said that when a drove of elephants is about to cross a river, little ones are sent in first to test its depth, and if these are not drowned the larger ones venture to cross. Not long ago there appeared in Baltimore, Md., a circular issued by those high in authority, to be distributed among the citizens of that city, and the various officials of Maryland, and other states. The object of this circular was to bring before the people a discussion of the importance of religious instruction to a complete education and to permanence in government. The school systems of England, Ireland, and the Canadas were cited as examples in which state and denominational schools are supported at public expense. In conclusion, it was claimed that "The State in its educational system should show regard for the rights of parents, and accord to them the religious freedom guaranteed by the Constitution."

Soon after the appearance of this circular, a bill was presented to the legislature of the state of New York, providing for a division of the public school fund in that state between the parochial and the public schools. The bill was backed up by determination and vigorous effort on the part of its authors to secure its passage. It was the "little elephant" sent in advance to test the depth of the river. If the bill had passed, others providing for the same division were to have been introduced into the legislatures of other states.

Finally came Monsignor Satolli with a significant address, in which he declared, in thought, that the republic would perpetuate its best interests by supporting a certain denominational education—a principle entirely un-American, and intensely disagreeable to every true citizen of this republic. He next claimed patriotism, steadiness of character, and constancy of right purpose, for citizens educated in the Catholic schools. He openly declared that "the Catholic education is the surest safeguard of the permanence throughout the centuries of the Constitution, and the best guide of the republic in civil progress," and that those who oppose the Catholic schools are "wanting in the sentiments of true liberty." Throughout his address he made him-

self conspicuous in the eyes of American citizens by coupling the Catholic church with our free institutions, as though he would unite church and state.

Now there comes a time in the life of every individual and of every nation when public questions must be decided; when pet theories must be laid aside, and judgments must be rendered, not as members of a particular organization, but from the standpoint of justice and the greatest good to the greatest number. Such a time as this came to us when the effort was made to secure the influence of the state and public school income for sectarian purposes.

Here the American idea asserts its demand, "Protection and support equal to all," and we, in defence of this principle, must oppose Satolli, not, however, in his right to his own religion, but because he voluntarily arrays himself against those same rights which we possess. If the measure which he advocates stirs the patriotism of our citizens, let him remember that our forefathers crossed the ocean to find a home in which to establish freedom; that they shed their very heart's blood to set her on her rightful throne; and that when she ascended to that exalted position, and unfurled her banner over the American people, they took a solemn vow that no tyrant should ever trail it in the dust, and that all foreign opposition should be resisted. Let him remember that we feel not less keenly in defence of this principle, than did our forefathers when the stirring words of Patrick Henry and Washington breathed patriotism into their souls.

We will oppose the movement because it is an attempt to sectarianize education, to do which would be to reverse progress in this country, and to deepen the lines of religious differences. Our public schools are the product of our own time and our own civilization, while the parochial schools are the product of another age and another civilization. For years all denominations have met in common in our free schools, and far be the time when this shall be otherwise.

We call to our assistance the nearly uniform testimony in favor of the public schools in countries where both systems have been tried; we call to witness the condition in countries where the parochial system of education prevails. Surely, if patriotism, stability of government, noble character, and the American principle, liberty of conscience, are the outgrowth of the parochial system of education, then those countries where this system prevails ought to be beacon lights in the civilization of this grand century. But is such the case? The majority of the people in Italy, the headquarters for Satolli's education, can neither read nor write; nearly four-fifths of the masses in Spain and Portugal are in ignorance; while the states of South America are unstable and shifting as the wind. There are some good schools, bright

scholars, and noble people in all these countries, but the masses are ignorant, superstitious, and unstable.

In striking contrast to these conditions are those of our own country. Our free schools are the pride of our land, and our strong and well-regulated government stands as a witness to their true worth. Our people are freer, grander, more stable than in any of the countries where Satolli's ideas prevail.

We seek not to interfere with the rights of others; we only maintain a defensive warfare. The present question was raised by an element wholly foreign to our interests. It has been fairly met and defeated by those battling from the standpoint of American citizenship; its supporters now withdraw their demand and promise not to crowd the matter for a division of the school fund. But they have shown their hand and their desires. Their attitude toward our schools is the same as ever, and we may rightly feel the necessity of being on our guard. We have the greatest respect for the church organizations of our land, but history has shown us the propriety of keeping them separate from the State. We hail the time when the importance of religious instruction shall be more keenly felt by our people, yet we feel that an attempt of any ecclesiastical body to interfere with our institutions, or to divert public money from its proper channels, ought not to be tolerated, and we will resist such a measure with our strongest opposition; we will strike for our free institutions, let the blows fall where they will.

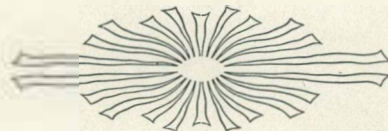
We have a principle to defend, and are able and dare to defend it. Those who place themselves in opposition to our free schools are treading on grounds sacred to us. Let them beware. American patriotism is not slow in supporting a just cause. Former victories have given proof of this. The feeling stirred by the recent movement shows that there is a sentiment in favor of our free schools sufficient to drown any opposition.

We live to-day in a land of comparative prosperity, a land broad in extent and fruitful in its resources, a land where all men are freemen and rulers. Our excellent institutions, our intelligent people, our noble government, the comparative progress which we, as a nation, have made in science, art, literature, commerce, and statesmanship—all are to a great extent the fruit of our free schools. Yet we have dangers to meet. Behold that ceaseless tide of immigration flowing to our shores and on toward the setting sun; mark the avenues open for political corruption; the glittering prizes which arise to tempt ambition. Who shall settle these contending interests of our land? It is the citizens of our Republic, and the wisdom of their decisions must rest upon knowledge. The State, then, must provide for its safety by

educating its citizens, and our free schools must feed the sacred fires of freedom with that knowledge and discipline upon which our political safety hinges.

Then let those who wish to foster sectarianism support the parochial schools. No one will prevent them. But let them keep their hands off our free institutions, for in them is incarnated the genius of American spirit. They are sacred to us. They are the outgrowth of our best American thought and life, and they must not be polluted by un-American influences. Our hills are as old as the Alps, yet they are fresh from the hand of the Creator. No tyrant scepter ever ruled here. Here the American freemen are kings. The ballot is their scepter, and they rule by divine right. Freedom is our watchword. Hands off our institutions is our motto.

Our Declaration of Independence rolled the stone from the sepulcher of sleeping Liberty, when that fair Goddess straightway arose and made our land her home. She made her flag of the white and crimson morning light; the blue and stars of heaven's dome. That beautiful banner of the stars is here and ours and freedom's. And by the help of heaven, the American scholar and patriot must unite to keep Old Glory in the skies, in its own eternal home, and the institutions it represents untrammelled and free.





Edith M. Case,
 Frances E. Hopkins,
 Fannie Ives,
 C. D. Mosher,

H. C. Daley,
 Minnie Wilber,
 Irving Hunter,

Minnie O. Hall,
 Maud Frazer,
 Herbert McCutcheon,
 Kate I. Baker.

Excelsior Class of '94.

Class Colors;
Green and Gold.

Class Motto:
Fit via vi—Energy Wins the Way.

Class Yell:
Excelsior! Excelsior!
Michigan Normal '94.
Pedagogues yell! Pedagogues roar!
For Normal Lights of '94.

Class Officers:

| | |
|--------------------------|-----------------------------|
| JAMES E. CLARK, | <i>President.</i> |
| MISS FRANCES E. HOPKINS, | <i>Vice-President.</i> |
| MISS MILLIE WEED, | <i>Secretary.</i> |
| HIRAM C. DALEY, | <i>Treasurer.</i> |
| IRVING B. HUNTER, | <i>Executive Committee.</i> |
| MISS AMELIA MACK, | |
| MISS HATTIE BARKER, | |
| H. ELMER JOHNSON, | |
| HERBERT McCUTCHEON, | |
| | <i>"Aurora" Editors.</i> |

Class Day Participants.

| | |
|---------------------|-----------------------|
| FANNIE IVES, | <i>Salutatorian.</i> |
| IRVING B. HUNTER, | <i>Orator.</i> |
| KATE I. BAKER, | <i>Essayist.</i> |
| MINNIE O. HALL, | <i>Poetess.</i> |
| C. D. MOSHER, | <i>Chronicler.</i> |
| EDITH M. CASE, | <i>Reciter.</i> |
| H. C. DALEY, | <i>Giftorian.</i> |
| MAUD FRASER, | <i>Prophetess.</i> |
| FRANCES E. HOPKINS, | <i>Valedictorian.</i> |
| HERBERT McCUTCHEON, | <i>Class Song.</i> |
| MINNIE WILBER, | |

Commencement Participants.

| | |
|---------------------|---------------------|
| BERTHA GOODISON, | J. E. CLARK, |
| AMELIA MACK, | FRANK L. EVANS, |
| HELEN A. SOUTHGATE, | ERNEST P. GOODRICH, |
| HATTIE BARKER, | H. ELMER JOHNSON. |



J. E. Clark,
Hattie Barker,
Ernest P. Goodrich,

Helen A. Southgate,
Bertha Goodwin

Anelia Mack,
Frank L. Evans,
H. Elmer Johnson.

The Review.

SEE they come, a gallant throng,
Marching with a royal tread;
View them as they pass along
With their leaders at their head.

Marching at the King's command,
They are Strong to do and dare,
With a Boon(e) for every ill,
Fling they blessings everywhere.

George and D'Ooge lead the way,
Putnams two, McMahon, Smith,
Cleary, Payton march to-day—
What a glorious sight is this!

Miller, Barbour, Shultes, Strong,
Ackerman, McFarland, Ball,
Gorton, Wymer, Lodeman,
Jackson, Muir, Bowen, all.

Sherzer, O'band, Norton, Pearce,
Gareissen, Taylor, Plunkett, Weiss,
Cady, Wilbur, Cannell, Pease,
Robinson, Burton, Clark, so nice.

After these a noble band,
Strong in heart and hand to win,
Flying colors—gold and green,
Press, their life's work to begin.

Goodrich, Southgate, Marble, Clark,
Hyser, Brockheim, Barker, Dean
Conrad, Hopkins, Babbitt, Drake,
Waring, Mosher, Wilber, Green.

Fraser, Norton, McCutcheon, Arms,
Hunter, Goodison, Johnson, Weed,
Van Buren, Taggart, Travis, Ives,
Sherwood, Miller, Ludwig, Reed.

Bartlett, Holland, Bowers, Post,
Rudesill, Wilcox, Daley, Barr,
Vandeburg, French, McCaughna, Vogt,
Campbell, Barber, Sturgis, Burt.

Orcutt, Pomeroy, Radford, Hall,
Gordon, Kirker, Evans, Smith,
Baker, Fuller, Whitlock, Law,
Eldrid, Colley, Armstrong, Smyth.

Holden, Tretheway, Wamer, Brown,
Mallison, Moore, McDonnell, Crane,
Harlow, Hooper, Hutson, Brooks,
Healey, Parmer, Granville, Deane.

Thomas, Miller, Exelby, Mack,
Parmer, Hollister, Haddrill, Young,
Wortley, Wooden, Sickler, Buck,
Trowbridge, Stevens, Sweeting, Bunn.

Hanford, Hyder, Hadlow, Buell,
Isaacsen, French, McCutcheon, Gass,
Simmons, Passage, Parmer, Steel,
Lowell, Lacey, Lewis, Case.

Adams, Alrich, Andrews, Reed,
Bentley, Beardslee, Brakeman, Smith,
Baitey, Bissell, Bartlett, Ross,
Carleton, Cleever, Cusick, Smith.

Collins, Farnam, Gasser, Nott,
Finley, Hamlin, Gilbert, Briggs,
Galusha, Holmes, Krenerick, Cook,
Smith, De Vee, McDougall, Jenks.

Bartlett, Bentley, Houch, O'Niell,
Springstead, Aldrich, Cookingham,
Griswold, Hollace, Howard, Krentel,
Whitehead, Holden, Flanagan.

These, with Kelley and McKay,
Great Rogers, too, and Mallory,
Close up the lists that pass to-day,
So Stewart, our good clerk, would say.

A Sketch of the Seniors.

F. H. HYSER.

DEAR COMRADES—I realize that in trying to write a history of our class, I am engaging in an arduous undertaking. We are a small, an almost imperceptible fragment as compared with the whole of humanity; yet the weakest of our bodies is the habitation of a soul, which, in the extent of its possible influences, is as boundless as the universe; which owes allegiance to no terrestrial power and is circumscribed by no limits but those which the Omnipotent Being has seen fit to establish.

If by some magic art, some subtle alchemy, I could kindle the fire of genius in my breast; if the acuteness of my hearing could be increased a thousand fold that I might catch the murmurings of the most secret thought that takes its flight from the innermost recesses of your brains; if the power of my eye to see were so infinitely extended as to read the inscriptions which fleeting time has left upon your memories,—I could then study your hopes, your aspirations, your joys, and your fears; I could measure the forces which are impelling you irresistibly onward toward your destiny, foretell your future with the precision of a prophet, and write an account of those inner motives which are the springs of all history.

Alas! How small a portion can I include of what is actually yourself. A word, a glance, a shake of the hand, the answers to a few threadbare questions, the consciousness of having heard you recite some lesson, now long forgotten, of feeling my own mind slowly moulded and shaped by contact with yours into something resembling a typical class mind; these are the paltry materials of which you would have me weave a costly fabric. If you were numbered among those who have answered the last roll call and been mustered into the eternal legions, I could summon from the sepulcher the shadowy spectres of your lives, march them into the audience chamber of my imagination, examine them, and assign motives for your actions without fear of contradiction; but to write the history of 160, eccentric individuals, to explain forces of which I know neither the beginning nor the end—that is indeed a task.

Our class is a highly representative body of students, including, as it does, members from nearly every county of the state. In spirit we are intensely Michigan. We are proud of the great state whose rugged bosom felt the thrill of the first soft zephyr that brought the breath of life to our infant lips, proud of the men who laid wide and deep the foundation of our commonwealth, proud of the institutions which are the result of their wisdom and forethought, and proud of the royal opportunities which we, her loyal sons and daughters are privileged to enjoy.

As a class we do not agree upon all questions. In politics, in religion and in personal tastes we are divided; but in our devotion to our school, to our state, to our country, we stand a unit.

An analysis of our political opinions gives the following results: Republicans, 47 per cent.; Prohibitionists, 27 per cent.; Democrats, 13 per cent.; Peoples Party, 1 per cent.; undecided, 12 per cent. The statistics upon this subject yield some interesting facts. It is found that the average woman of the class is as well informed upon political matters and has as decided opinions as the average man. Of those who have no political opinion whatever, nearly one-half are men, which, considering the disparity in numbers, comports rather poorly with their sterner male attributes. We in America have never deemed it prudent to arm our sisters with the ballot, fearing that their powers are too ethereal to bear successfully the strain of political life. When, however, the question of sharing the labor comes up, we consent at once to an equal division.

Our taste for flowers runs all the way from buckwheat blossoms to roses. The rose, however, is the favorite of the majority; but one or two practical individuals express a decided preference for the cabbage. Our history in respect to matrimony is also very short and easily written. Most of us have made the usual number of proposals, but less than a dozen have ever succeeded in becoming naturalized into that blissful (?) state.

Our class, like many of its members, is of uncertain age. No one can tell the precise time when it was ushered into the world. Recent investigations seem to point to the conclusion that its existance is due to no sudden convulsions of nature; but like all else that is noble and sublime, it is the result of a slow and silent growth. Among its members are those upon whose heads age has conferred the added dignity of silver hairs, while others have barely passed the flowery portal between youth and manhood.

The mobilization of our class occurred in the year 1890. Some of the more adventurous among us arrived at the Normal the previous autumn, and our numbers have been subsequently swelled by bands of recruits from other

colleges, but on the 4th of September of the year mentioned, the first large detachment was mustered into the army of knowledge seekers by Commander-in-Chief John M. B. Sill, and for the first time in our history we stood shoulder to shoulder, presenting to the world an unbroken front of guileless verdancy.

Those were trying times. The members of the faculty looked askance at us, as if they mistrusted that we were a new variety of man. The kind hearted Seniors pitied us; the Juniors laughed good naturedly at our oddities; and the Sophomores hated and persecuted us. We usually bore our trials with fortitude, but occasionally when hard pressed, showed our tormentors that we were not unskilled in the modes of barbaric warfare. Thus we struggled on for two years. Those unfeeling Sophomores were now Seniors, and a "haughty and stiff-necked nation" they were. To us they were a veritable "thorn in the flesh." It was they who always depreciated our undertakings; they who appropriated to themselves the glory and honor which we felt belonged to us. How we longed for some dire calamity to overwhelm their pride! With what envious eyes did we observe the preparations they were making for their plunge into the great stormy sea of practical life! How fearful we were that they would absorb the whole universe! They made the plunge, the waters rolled over them, and one pleasant day we awoke to a realization of the fact, that they had left us lords of the little world in which we moved.

Several weeks of beautiful autumnal sunshine came and went before we fully realized the responsibility which devolved upon us. Then with one accord we began to demand some kind of an organization. Our president of the previous year issued a call for a meeting. We assembled in room 37 upon the 11th of November, and after a short discussion adopted a constitution with the following suggestive preamble: "We the members of the Senior class, in order to bring into greater prominence our renowned ability, to arrange for and carry out a class day program worthy of imitation through coming ages, to add the crowning laurels to our already highly decorated wreath of fame, by the publication of a class annual, to enrich the lives of the faculty, to stimulate the State Board of Education, to encourage the students, and raise the nation to a higher plane of living, do ordain and establish this constitution of the Excelsior Class of '94 of the Michigan State Normal School." After relieving our minds of this remarkable specimen of oratory, and electing the usual class officers, we quietly dispersed. Our record since that time has been one of peace and industry. The spirit of harmony has prevailed among our members, and our relations with the other classes have been of the most friendly character.

The Class of '94 will long be remembered for the support it has given to the various student organizations of the school. Its members have, as a rule, been faithful and earnest workers in the literary societies, and have, not unfrequently, been rewarded with the highest honors which those societies are able to confer. Some of the noblest work ever done in the Christian Association has been performed by members of this class, while eighteen medals for field day sports attest our interest in athletics.

Dear Classmates—Our voyage together has been very pleasant, but is now nearly ended, we are approaching our destination; the grey rocks that mark the entrance to the harbor are upon either hand. We have been sailing under able masters; we have learned the principles of navigation; we know the use of each rope and spar. Within the harbor lies many a gallant vessel waiting for a captain. Our training upon this voyage has given us power to guide them swiftly and safely along the treacherous pathways of the deep. Ere long, we will spread our sails and whistle merrily for the breezes that are to waft us out upon the blue waters of the ocean and across its billowy surface to the port, Old Age.



Class Song.

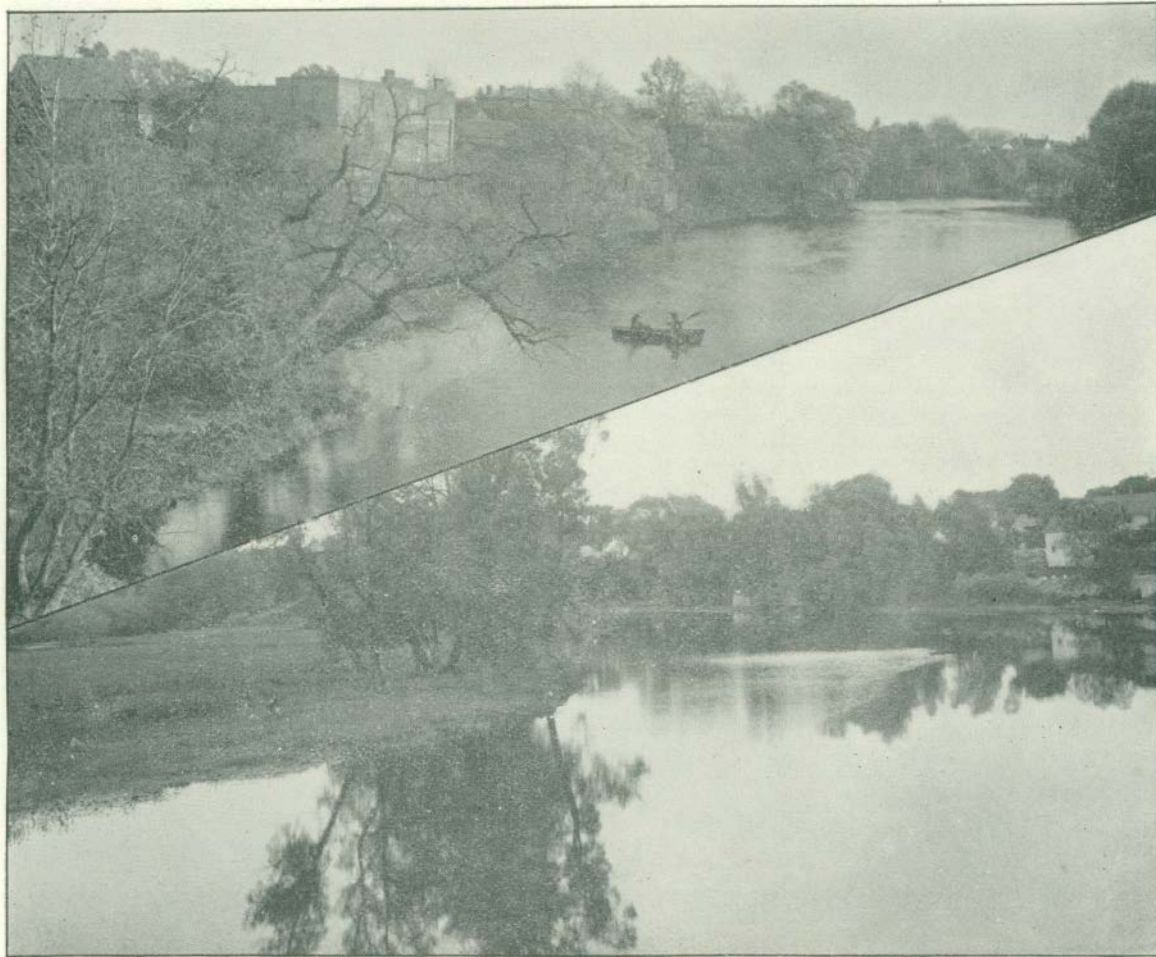
HERBERT MCCUTCHEON.

OUR ship now glides with a gladsome gale;
Nor winds nor waves to brave;
The gentle Zephyr swells our sail
And Neptune lulls the wave.

But mists will dim and mournful gloom
Conceal our unknown course;
Our craft must bear—who knows how soon?—
The tempest's wracking force.

Midst seething foam 'round Scylla's cave,
And where the wild wind wails,
The time-tried Chart directs our way
And faith o'er force prevails.

Where e'er the Pilot steers our ship;
On smooth or turbid brine;
Beyond the mists, behind yon cliff
There is a calm divine.



THE HURON RIVER.

Class of '95:

Colors.

Crimson and White.

Motto.

Vestigia nulla retrorsum.

Class Yell.

*Brekety Krex Ko-Ax Ko-Ive,
Brekety Krex O' '95.*

Officers.

S. C. McALPINE,
GRACE E. MINES,
JESSE BAKER,
J. B. GOWER,
C. W. GREEN,
MARTHA WARNER,
DELLA McDONALD,

President.
Vice-President.
Secretary.
Treasurer.

Executive Committee.

Class Day Participants.

MARTHA WARNER,
C. W. GREEN,
BESSIE TAYLOR,
C. D. LIVINGSTON,
J. G. LELAND,
LETTIE AUGUSTINE,
DELLA McDONALD,
RUBIE ROWLEY,
HARRIET DILLER,

Salutatorian.
Orator.
Poet.
Historian.
Prophet.
Essayist.
Reciter.
Class Song.

We, the Juniors.

RAY GOULD.

IT IS with a feeling of diffidence that we, the Juniors, permit our history to be published in the AURORA. We are not so egotistical as to think it is best that our brilliant deeds, which are already impressed upon the memories of our fellow students, should be published. It is true, however, that deeds of bravery and the achievements of great men recorded in history tend to influence the readers for something nobler; in like manner we trust our achievements will be of influence to the classes that follow. It is certainly unfortunate that we are not allowed sufficient space to chronicle all our history, for, although it would make a large volume of the AURORA, yet it would surely enhance the value of the book and make the demand greater than the supply. Unfortunately, Fate, in the shape of the editor, decrees that this privilege cannot be granted.

The autobiographies of the various members of the class reveal facts that are somewhat surprising. It is interesting to compare the ages of various members of this organization of conglomerated wisdom. A few admit of being of an age that reaches so far back in the dim corridors of the past as to bring up faint recollections of the Mexican or Civil wars. However, nearly all the class gave their age as twenty—a strange coincidence, indeed. The majority of us passed our youth upon the farm, and, if being a farmer's son or daughter is indicative of future success, we shall surely reach the goal of our ambition. In childhood, we successfully passed through the diseases that the flesh is heir to. After worrying through the comprehensive (?) curriculum of the district school, many of us became the wielders of the strap. However, we were not contented in so small a sphere of action, and finally reached the wise conclusion that we should fit ourselves at the Normal School for broader fields of usefulness.

Perhaps it is not best to relate the various adventures of our freshman and sophomore years, for such stories would recall disagreeable incidents in our early history as students. When, at last, we had reached our Junior year, we felt that we must organize and come to some positive knowledge of our brilliant make-up. As the year of '93 was drawing to a close, a meeting

of the Juniors was called. Verne Bennett was chosen chairman and Ethel Weed secretary of the temporary organization. At this meeting a committee was appointed to draw up a constitution, and at the next meeting this constitution was adopted and the officers elected.

Now the scene changes from '93 to '94, and with this change comes the customary resolutions that are made each year, and as soon as possible forgotten. But hark! what was that noise?

“Brekey krex ko-ax ko-ive

Brekey krex O'95

Were the words (?) that came sweeping o'er the balmy breezes that January evening. These musical sounds of “limpid sweetness long drawn out” startled the quiet citizens of Ypsilanti, roused the freshmen, whose countenances betrayed over-indulgence in unaccustomed thought, awakened the seniors from dreams of that Elysium, the training school, and even made an impression upon the faculty, whose thoughts are ever upon the vast desert of intellects spread before them each day. All the excitement, however, was allayed when it was announced that it was the Juniors practicing an original yell which they had discovered. A legend says that some members of the senior class spent much time in searching their Latin lexicons for its meaning.

After many successful trials of the yell, Thirza Beach was selected as a worthy representative of the class for the Normal News oratorical contest. Of the eight contestants, three other Juniors, Grace E. Mines, S. C. McAlpine and Verne Bennett, also showed by their skill at yelling that they were capable of filling the Normal Hall with their melodious voices.

C. D. Livingston, Mr. Galbraith, and C. W. Green have been presidents of societies. It is needless to state anything further in regard to members who have attained honors, and of those who remain it may be said that there is plenty of good material to develop into future Miltons and Websters.

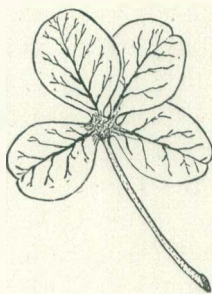
The class numbers ninety-four, and it is hoped that next year all who finish their courses will join the class organization. It is certainly true that if students join their class organization as a literary society, and take an active interest in the work, the class or society and the individual are mutually benefited. We do not get all we need from the text book or classroom, but a great deal of good is derived from other lines of work. Many students join these organizations, but take hold of the work in a half-hearted way that is of no benefit to themselves or others.

From the class records we learn that not all of the members are from Michigan, but that two are from Idaho. Some of us have been travellers,

for one member confesses that she has been in every state from Maine to California, and has even seen Alaska. A larger proportion of the members are taking longer courses than has been the case with any class heretofore. It is encouraging to find that students realize that at the present time broader culture is needed for teaching than can be afforded by the short course.

The most perplexing question that the class (at least the ladies) had to handle was the subject of class colors. After some debating, during which the boys looked wise and made various suggestions as to matching colors, crimson and white were chosen as most suitable. These colors are perhaps too suggestive of the badges of honor for victories won in country fairs, but in our case they predict brilliant achievements for the future.

The history of the class seems to be deficient without anecdotes about some of our members; but in the "grinds" department of the AURORA will be found stories and illustrations of the characteristic ability with which some of us secure the honor of having our names enrolled in the aforesaid department. Much more might be said concerning the class than has been written, but it may be stated that the members have shown diligence and perseverance in their work that predicts their future success in their chosen profession. Our motto, "*vestigia nulla retrorsum,*" indicating what we think to be our duty, *onward and not backward.* If we firmly follow this motto here and as teachers, we shall do justice to ourselves and to the institution of which we are members.





ALUMNI



Some Aspects of Harvard.

C. E. ST. JOHN.



YOU START for Harvard with a somewhat different feeling than for any other American University, and expect, perhaps, something more of her, in certain lines at least, both because of her long and distinguished past, and because her close association in time and place with much that interests an American.

You have formed, perchance, some picture in your mind of the external appearance of the University, and when you take a car from the corner of Boston Common, and are rolling over the long bridge across the Charles, with Bunker Hill Monument on the right, you call to mind this picture only to have it shattered, perhaps, when the car makes its final stop. You may alight and say to the conductor, as I did: "But I wish to go on to Harvard Square," and he will answer, "this is Harvard Square." A hasty glance tells you that this "square" has only three sides, but you will soon become used to squares with any number of sides but four, for of this peculiar kind are the numerous "squares" of Boston and vicinity. A second glance has shown you only unpretentious business buildings on two sides, while across the way stands an old, low frame dwelling, apparently with a high lilac hedge in front and, in general, with a look of the past century. One does not realize at once that it is a part, a dearly cherished part, of Harvard, for *Wadsworth House* is one of the tangible and visible evidences of the past from which the present inherits recollections and traditions that form no small part of Harvard's power. It is safe to predict that so long as the timbers hold together Wadsworth House will be the first object that meets the eye when you approach the University from the square. Near by stands a plain brick building, whose character you cannot fix at once, but you feel that in this direction lies the University, and you may, as I did, walk by two or three college buildings and reach the western gateway before you really are conscious that this is Harvard. You pass through the gate and between two quaint old ivy covered buildings, and you are in the yard beneath the fine old elms, with the granite administration building before you, and the quadrangle of old and new halls around you. The buildings will disappoint you at first, and until

you learn their individuality you see little to admire, but it is a case where familiarity develops a growing interest and soon you appreciate the feeling that would not exchange these rare old halls that have held Emerson, Thorran, Phillips, Holmes, Sumner and a score of other famous men, for any buildings that show the marks of today, however imposing their architecture.

The building on your right, as you enter the yard, is "Old Massachusetts," built in 1718, and occupied as barracks by the Continentals in 1776, when the students were removed to Concord. The old building, with its windows filled by small panes of glass of such uneven surface that you wonder at the distorted view through them, and with its ivy-mantled walls of old red brick, occupies a warm place in the heart of every son of Harvard. On your left, as you come through the gate, stands another old landmark, "Harvard Hall," built in 1765, whose leaden roof furnished bullets to the men of 1776. Harvard Hall, though old, has a dignified and almost doric look in its strong and even lines, buried like its neighbor under a mantle of English ivy. You will notice in the walls of the gateway, on either side, a stone tablet, which you will stop to read. One bears this inscription :

“BY THE GENERAL COVRT OF MASSACHVSETTS BAY
28 OCTOBER 1636 AGREED TO GIVE 400 £
TOWARDS A SCHOALE OR COLLEDGE WHEAROF 200 £
TO BEE PAID THE NEXT YEARE & 200 £
WHEN THE WORKE IS FINISHED & THE NEXT COVRT
TO APPOINT WHEARE & WT BVILDING.
15 NOVEMBER 1637 THE COLLEDGE IS ORDERED
TO BEE AT NEWTOWNE.
2 MAY 1638 IT IS ORDERED THAT NEWTOWNE
SHALL HENCEFORWARD BEE CALLED CAMBRIDGE.
15 MARCH 1638-9 IT IS ORDERED THAT THE COLLEDGE
AGREED VPON FORMERLY TO BEE BVILT AT CAMBRIDGE
SHALL BEE CALLED HARVARD COLLEDGE.”

You do not pass the gateway without the feeling that the flavor of age hangs over Harvard. On the opposite wall is this inscription, which shows the spirit that founded the college :

“AFTER GOD HAD CARRIED VS SAFE TO NEW ENGLAND
AND WEE HAD BVILDED OVR HOVSSES,
PROVIDED NECESSARIES FOR OVR LIVELIHOOD.

REARED CONVENIENT PLACES FOR GOD'S WORSHIP,
AND ERECTED THE CIVIL GOVERNMENT,
ONE OF THE NEXT THINGS WE LONGED FOR
AND LOOKED AFTER WAS TO ADVANCE LEARNING
AND PERPETVATE IT TO POSTERITY
DREADING TO LEAVE AN ILLITERATE MINISTRY
TO THE CHVRCHES WHEN OVR PRESENT MINISTRY
SHALL LIE IN THE DVST.
NEW ENGLAND'S FIRST FRVITS."

One of the delightful sensations at Harvard is the feeling that you are in a place with *a history*, things have not grown in a day, you are not stared at by the most modern of modern buildings; on the contrary you discover at once that no effort is made to conceal the past, that this is the oldest of our colleges. You pass near Memorial Hall, the only pretentious building among them all, and you read that it commemorates the two hundred fiftieth anniversary of the founding of the college, as well as standing as a memorial of Harvard's soldier dead, and so when, on the first Monday evening of the college year. the President welcomes the new men into the University, he does not forget to add that eight generations have already gone before, and he lays upon the new men the responsibility of the trust committed to them when they are admitted heirs to the distinguished line of scholars, statesmen, and noble men in every calling who have carried Harvard's name, then, perchance, he mentions some of Harvard's sons, whom all men delight to honor, and tells you that into such company and fellowship you are now received.

Harvard presents many points of view, if you study her attentively; there are as many sides to her as there are men, to one she seems the rich man's college, to another she is the place *no* man of strength and ability can afford to stay away from. The man of brains and physical strength can make his way at Harvard, and though money and family are requisite for admission to the exclusive clubs, yet within the University a man stands upon his own foundation, and ability is recognized. The dominant spirit in the University, and that for which Harvard really stands is, in the last analysis, the love of truth and the spirit of freedom. Truth for truth's sake and at any cost, and liberty for individual development.

The University is not a coherent whole like a smaller college, where every man is touched by every other man, but each goes his several ways with too little concern for others. You too fall quickly into the current and do

like the rest; by a kind of natural selection a few gravitate toward each other, but on the whole your circle of close acquaintances is small. This individual development shows in many ways, for instance, Harvard rarely wins where success depends upon team play, upon united and concerted effort, but where it is a question of the individual she carries off her full share of honors.

It might be surmised from what has been said that the tendency is to live in and upon the past, but you find that the past is used only to enrich the present, and to make your own life so much the richer. The tendency is to perpetuate in the current life of the University the great and good influences that tend to the ennobling and uplifting of the men who come under her sway. Perhaps this is best shown when the relation of Phillips Brooks to the University is called to mind, and the effort now being made to establish the *Phillips Brooks House*. It was under his influence that compulsory chapel was done away with, some eight years ago, and the present system developed, of liberty in religious services, where religious exercises are not forced upon one as duties, but offered as sacred privileges. The broad and tolerant spirit that rules, is shown in the conduct of the chapel. There are appointed each year five preachers to the University, who, in connection with the professor of Christian morals, conduct the religious services. Each preacher serves at morning chapel and Sunday evening service about three weeks each half year, and during his term of duty is in attendance every morning at Wadsworth House, where he is at the immediate service of any student who may wish to consult him. The preachers are chosen without reference to denominational relations, and the effort is made to get men who stand for something definite and have some definite message for young men. The present board includes Bishop Vincent, Washington Gladden, Dr. Donald, successor to Phillips Brooks at Trinity, Leighton Parks of Boston, and Samuel Crothers of St. Paul, Minn., who cover a wide distribution denominationally and geographically. Besides the regular preachers, the college has the privilege of hearing many others at the Sunday evening services. Among these last year were Bishop Potter, E. F. Hale, Dr. Parkhurst and Dr. Van Dyke of N. Y., and Professor Drummond of Glasgow. As is evident a rich and varied service is offered, from which every one can gain something. Up to the present time, March 20, 1894, no Catholic has conducted a service in Appleton Chapel. The morning services are held at a quarter to nine and last fifteen minutes. Appleton Chapel is a brown sand stone building that differs little from a church. It is pleasant in the interior, and you feel for a little time withdrawn from the world when you pass within its sombre walls and find yourself in that "dim religious light" that harmonizes with your religious feelings.

The service is simple, in parts of which all unite. The music is by a boy choir of forty voices. The preacher, usually wearing a gown, reads a short selection and adds some words fitting the occasion; all has passed without a moment's delay, yet without the least appearance of haste; and you feel that much was done in the short quarter hour.

It had long been the desire of Phillips Brooks to see erected in the yard a building which should serve as the higher life of the University, which should be the home of the college preacher in attendance, and the place about which should gather the social and moral influences which ought to have full sway in college life. It was very natural that when his sudden death occurred, the thought of the University should turn to the idea of commemorating his life and perpetuating his influence at Harvard, by the establishing of Phillips Brooks House, which is to be all and more than he planned.

Besides being the home of the religious and spiritual life of the University, it will be, it is hoped, the means of gathering instructors and students together in such a way that they may meet on equal terms, as gentlemen and friends, working together in common. It is to be the place where the University receives and entertains her friends, and is to be used "impartially and without favor, for all the forms of spiritual activity, benevolent action, and religious aspiration in which the best life of the University may, without distinction of sect or denomination, from time to time, find expression." The procuring of the necessary funds is now going on, and the response has been such as to show the wide and deep influence Phillips Brooks exerted. The financial depression has delayed the project, but the final accomplishment is assured, and Harvard will soon have a lasting monument to Phillips Brooks that will serve the double purpose of a memorial and a perpetual source of inspiration toward the higher life.



Not Vain the Hopes of Youth.

W. H. WILCOX.

PENSIVE and sad I wandered
On an evening late in June,
As the gathering darkness deepened
From the evening's earlier gloom.

Unguided, my foot-steps led me
Where I oft had gone before,
And soon was I seated musing
By a pillar near the door

Of the grand old Normal building,
Now filled with memories dear
That gathered in hall and class-room
Each swiftly passing year.

I sat in the twilight thinking
Of the weeks and months now past,
Of struggles and trials and triumphs,
And days that were fleeting fast.

Then leaning against the pillar,
I said with saddened heart,
"Old friend, I'm going to leave you,
Very soon we two must part.

Preparation is almost over,
Soon will begin the strife.
For me, in the world is waiting
The work of an earnest life.

Yet you, old friend, will stand here
Unchanged as the years go by,
While out in the world of action
In glorious combat I——"

And here I fell to dreaming,
With the buoyant hopes of youth,
Of deeds of noblest daring
To be done for the love of Truth.

As I dreamed of future triumphs,
A voice came to my ear,
'Twas the old stone pillar talking
In accents low but clear.

"Yes, you must go," he murmured,
"I grieve that it must be so,
With the closing of each year
There comes to me this woe.

The forms I've learned to love—
For my heart at least's not cold—
Have come and are quickly gone
As the young grow quickly old.

E'en now there comes a face before me,
Dearly loved in the days that are past,
A heart pure and fresh in its feeling,
As yet untouched by the blast

Of strife and fierce temptation,
In all later lives, the part
That comes like a scorching iron
To sear and scar the heart.

Like the virgin soil in the spring time
That is planted with zealous care,
Bringing forth in summer's glory
A harvest surpassing fair.

So his mind was in youthful vigor
Fit field to receive the seed
For the harvest, a life enriched
By many a noble deed.

He drew from his loved Alma Mater
Seeds of the living truth,
To plant in a heart made fertile
By the wealth of exultant youth.

With seeds just beginning their growth,
Just breaking the virgin soil,
He entered the wide world before him
Eager to share in its toil.

Last night in the gathering darkness,
Once more that old friend came;
His weary head he laid
On my throbbing heart, the same
As when in hopeful youth
He came at close of day,
To dream of glorious strife
Which fair before him lay.

High hopes of life were shattered,
Stern manhood now had flown,
Of the fires of youth remained
But the hectic glow alone.

As he took his old-time place
And settled down to rest,
He said, 'As a weary child
Seeketh its mother's breast,

O'ercome with endless sports,
Come I to thee, old friend,
To rest from the toils of life
That have no seeming end.

Fiercely I entered the strife
And fought for the reign of Truth,
At her altar freely left
Stern manhood and joyous youth.

Truth will at length be victorious,
Right at last hold sway,
Yet long, how long delays
The coming of that day!'

Take heart, old friend, I cried,
Truth is of countless price,
A gift that comes to man
Through greatest sacrifice.

To the priceless offerings made
Through all the ages past,
The future will add its part
And Truth shall reign at last.

Not in vain do we lay on its altar
The best that we can give.
For the cause for which Christ died,
Truly and nobly live.

Slow indeed, is the progress,
And great must be the cost,
Yet in the onward movement
No sacrifice is lost.

Truth is the hope of ages,
Its time, it is the part
Of God to hold in his keeping,
Its price the willing heart.

No life can be in vain,
Though its youthful visions fade,
If freely the priceless gift
On the altar of Truth be laid.

Let, then, the hopes of youth
Beat high for the glorious strife,
And Truth shall be advanced
By the willing sacrifice."

The voice of the pillar ceased.
Still sat I there alone,
And mused in deepest thought
At the words of the old gray stone.



More State Normals, Their Character and Location.

A. J. MURRAY, PRESIDENT M. S. N. S., Alumni Association, '94.

THE educationists of the United States will never cease discussing the desirability of culture and professional training for teachers. Public Normal schools have been established in nearly every state and territory. The particular manner of giving the young teacher his dose of professional wisdom and the ingredients of the prescription are not so much the question of the day as how to persuade him to take it. How to catch the game before cooking it is the problem with the educational huntsman.

Each state has its peculiarities on this question. The Normal School systems of the different states differ with regard to number of schools, legal standing of graduates, curriculum, admission requirements, and percentage of teachers graduated and engaged in teaching. Michigan has maintained its one normal school in right loyal spirit. Its location, excellent equipment, and sole legal power of granting life certificates were conceded as essentials to her early maintenance and subsequent growth.

To those interested in the present educational situation in this State, there come three questions requiring careful consideration: First, Are more State Normal schools necessary? Second, If necessary what shall be their nature? Third, Where shall they be established?

The early spirit of devotion to the professional culture and training of teachers exemplified in the lives of Principals Welch and Estabrook has its reward in the demand that legitimate offsprings of the Michigan Normal School shall be established. That schools of such character are wanted is proved by the number and variety of institutions desiring to be called Normal schools.

It is to be lamented that so much of the best teaching material is now drawn aside into institutions not designed for the preparation of teachers. Private schools, denominational colleges, "quick process" institutions, "cheap board universities," and "commercial emporiums" all seek the willing learner, who, for shift, in too many cases, gives money and time for little

else than a diploma. In an increasing number of cases, however, these institutions are finding that real worth is still at a premium, and do much honest work under adverse circumstances.

Michigan is a wealthy state of progressive public schools. Her past twenty years' improvement is but an earnest of her future educational progress. This single year has been as an epoch in Normal School sentiment, so worthy have been the actions of the State Board of Education and the character of a portion of the new school laws. The selection of Dr. R. G. Boone as principal and the establishment of a gymnasium will be very far reaching in their results. The new law requiring a second grade certificate after three of lower grade, and the prohibition of two special certificates to the same candidate, mean much to the common school. Let us hope that these are really the result of the law of supply and demand as applied to school economic.

There is much interesting material for thought in the Report of the Commissioner of Education, 1889-90. In that report the one hundred and thirty-five Normal Schools are described on pages 868-873 and 1056-1059, and many of the peculiar facts concerning the nature, scope, and usefulness of the Normal School principle in education are there given. From these statistics we find ample material to convince a reader that the Normal School problem may be otherwise solved than by having a single Normal School with a four or six years' curriculum, beginning with the ninth grade.

Michigan is not following the precedent of New York with fourteen training colleges; Wisconsin with her seven professional schools; Massachusetts with eleven high class Normals; nor Pennsylvania with twelve public Normal Schools. She has seen fit, in her wisdom, to maintain but one, and have that most excellent. This is admitted as wise in the early history of our state and helps to prove that it must be unwise to continue this plan. We have now more than three times the population of 1850. The centers of population have changed. New cities have been established. Railroads, telegraph, and newspapers do much to shorten distances for the traveler, but the average, conservative, stay-at-home parent who assists a son or daughter to attend Normal Schools cannot stretch the heart-strings over long distances to far-off institutions, unseen, unknown, and of speculative value to himself and child. The institution that can throw its influence five hundred miles or even one hundred miles with any degree of effectiveness to a moderately intelligent and poorly paid farmer or laborer is among the possibilities, but not probable with our present standard of paying, judging, and preparing teachers. It is from these toiling classes that we must obtain the best teaching supply in the future as in the past.

That 45 per cent. of the students at the Michigan Normal, 1892-3, had homes within the fifty mile radius, and only 4 per cent. from the upper peninsula, means that the students from the schools outside the fifty mile limit were trained, if at all, in other states' Normals, private Normals, denominational colleges, city training schools, or were the prey of the county commissioner-examiner-question-answer-pass-fail-special-cram-cheat-examination system. That this latter system is not the poorest possible and may be very efficient we willingly admit; but, until some professional equipment is made possible for more teachers, examiners, and commissioners, we cannot hope for great improvement.

The love of home and local institutions is strong in the American heart, and none feel the need of carrying the school to the pupils rather than drawing the pupils to the school more than the humble laborers in the teaching ranks of Northern Michigan. Perhaps it seems a long distance from Ypsilanti to Marquette, but it was ever equally as far from Tweedledee to Tweedledum as from Tweedledum to Tweedledee.

There is such a wide gulf between the beginner's vantage-ground or home certificate and the Normal certificate that only one with extraordinary energy, ambition, or possibly strong headedness, will attempt to surmount the barriers, preferring rather to remain on the lower, yet enervating, side of professional culture and training, unless accidentally persuaded to do otherwise by some enthusiastic friend in the person of institute conductor or Normal graduate.

Again the percentage of Normal School graduates to all the teaching force in the various states as shown by the National Educational Report, page 400, 1887-88 (no later at hand) shows us that the normal graduate element in our Michigan teaching corps is not what we could wish in numbers. Let us hope that it has greatly increased or that its quality may be some recompense for lack of numbers. The above report says: California, 20 per cent.; Pennsylvania, 8 per cent.; Massachusetts, 25 per cent.; Wisconsin, 17 per cent.; and Michigan, 2 per cent.

Institute conductors must have noticed the desire for normal instruction and higher training on the part of worthy, striving young men and women, and felt as never before the need of a near-at-home normal school; have seen the overweaning influence of the private school solicitor and felt that a permanent portion of the normal school system of the state should be established nearer the homes of more of our people.

A little legitimate competition would possibly be as useful among normal schools with the state endowment as in other lines of education or business.

It might benefit pupils, professors, and possibly the State Board of Education.

The fact of a state normal school established in any county or district would have a direct elevating influence in developing a broader culture for that community. The standard of the humblest school within a radius of twenty-five miles would be immediately elevated and the much abused but natural and legitimate demand on the part of taxpayer and patron for home trained teachers would not then mean untrained teachers. An increasing demand for higher grade instructors would be financially practical to the rural district and within the realms of probabilities for the candidate who bravely determines to act the parent to forty orphans during six hours of each school day.

The last legislature would perhaps have established three state normals had it not been for a well developed rumor of "something wrong" originated for the purpose of defeating the bill.

The State Teachers Association and lesser organizations of educators have declared in favor of more state normal schools. Ever loyal to the Michigan Normal, let all her alumni admit the welcome demand aroused by her good work, and as worthy sons and daughters of such an institution be broad enough to glory in the strong probability that ere many years other institutions may be established worthy the name of our alma mater.

There are circumstances in connection with the Ypsilanti Normal that would be better were the conditions different. By the catalogue of 1892-93 we observe that about 10 per cent. of the students were in fourth year; 25 per cent. in third year; 26 per cent. in second year; and 39 per cent. in first year work. This with an enrollment of nine hundred and thirty-seven, causes undue energy to be devoted to first and second year pupils, or tenth and eleventh grade pupils, as commonly classified.

Now that high schools have a more reputable standing and are so plentifully established throughout the state, the first and second year's work of the Michigan State Normal could well be relegated to them, at least after a period of two years notice. This would give that institution a greater opportunity to emphasize what is now called three, four, five, and six year courses.

To the question, What shall be the character of the new normal schools? there is more field for original thought and less summarizing. That all the normal schools of Michigan must be as well equipped as is the present school, seems natural upon superficial observation. The present Normal is our ideal and we might at once say that if another similar one be established in the upper peninsula, another in the center of Michigan, and one at each side, we

would be satisfied. But asking for such institutions from the taxpayers of Michigan may be neither reasonable nor necessary.

To my mind the state is in ripe condition for a system of normals patterned after a system of public schools in the smaller cities: A greater Normal at Ypsilanti and lesser or secondary normals in various sections of the state,—all parts of one harmonious whole, each doing its peculiar work, the lesser, natural feeders of the greater, and in close touch with the people of the state; the chief, a college for higher professional culture, training, and equipping teachers especially for grammar schools, high schools, principalships, and superintendency. This chief normal school could grant degrees, life certificates, and special five years' certificates, the latter to be granted for particular districts upon request, at the completion of the first year without graduating ceremonies. There could then be a highly developed third, fourth, fifth, and sixth years' work as now scheduled.

The secondary normal schools should be intended, essentially, to reach the lower grades of teachers; giving training applicable to the rural schools, the village schools, the city primary, and grammar school; in large manner giving such training as is now given at the Michigan Normal in the English Course. The graduates should receive five year certificates subject to no renewal, which should be accepted in any county of the state. There should be a two years course corresponding somewhat to the eleventh and twelfth grades of the high schools, well interlarded with such professional inspiration and training as would be possible for the class of students now receiving first, second, and third grade certificates. The sessions of these secondary normals might well be from March 1st to December 1st,—thus giving the students opportunity to teach in some rural school, inspect working models, or attend high schools. During the month of July and August a professional class especially for graduates of approved high schools could be maintained. This would obviate any interference with the peculiar functions of the high schools, and enable the worthy but poor graduate of a high school to obtain the professional training that would assist him in his endeavors to attend the best normal and at the same time make his services valuable, and also make it possible for the smaller school districts to insist upon better trained teachers.

There should be such an arrangement with the districts in which these secondary normal schools are located as will supply scholars for practice-teaching and observation. That there is a growing demand for such summer schools of practice, is proved by the advertisements in teacher's papers for "all the year instruction." Witness also the success of the Bay View teach-

ers' school, and the teachers' summer institute in counties remote from the Normal School.

The essential thing is that there shall be a small corps of excellent instructors willing to work and well remunerated. They should bring thought, experience, culture, and enthusiasm into the work, and develop the habits of thinking, reading, writing, and a love for the common school work. Above all else, they should encourage the noble young men and women to obtain the higher culture of the greater normal.

With an inspiring principal or superintendent for such a system of normal schools and a State Board of Education not afraid to go outside of the state for material that can not be secured within, we might have elements of a harmonious system, such that there might be within our own borders a Boston Normal, a German Seminary, and a French Superior Normal all in one; besides in some measure professionally qualifying the majority of teachers whose certificates would rival their present County Commissioners and in time supplant his already too arduous and uncertain task of determining the qualification of applicants by the use of examination questions and a single hour's visit.

These secondary Normals would be excellent places for "Educational Rallies" and in a large part would obviate their necessity. The state could then do all legitimate Normal training and would cause no blush of shame, from allowing sectarianism and private gain to be fostered under the guise of needed and welcome assistance.

The essentials of such a system as here outlined, are now in operation in France and Canada. If there is any one thing in either of these nations that Michigan may well emulate, it is the school laws. The spirit in which these laws are carried out might be far different here and would doubtless savor more truly of this government. The flavor of the fruit would doubtless be improved by the plants being transplanted into our present school system.

The time for developing such a system seems near at hand. Our State Normal has its capacity over-taxed, though it is exceedingly well equipped. The state institute finds uncultivated fields, and itself with little funds or system to do more than arouse enthusiasm. The public schools of the cities are taking advanced ground very rapidly on the professional training question. We must and will soon have something more.

The locating of these secondary Normals could be left to the State Board of Education or a specially appointed commission. Cities, villages and rural school districts could compete for the prizes. All matters affecting the wel-

fare of such institutions could be taken into account, and the best locations selected. Among the questions to be considered would be board, railroad facilities, water, moral tone of society, necessity for school, etc., etc.

It is quite probable that the buildings, ground, and equipment would be given as a bonus on account of the assistance rendered to the local schools. It is not less probable that \$10,000 would be given for a Normal School than for a saw mill, and that is an ordinary bonus for any manufacturing establishment employing one hundred men. Doubtless Menominee, Marquette, Grand Traverse, Isabella, Lapeer, Wayne and Kalamazoo Counties would be the chief competitors.

There need be no expensive equipment of physical or natural science departments, no departments of ancient or modern languages, no extended art gallery, conservatory of music, or gymnasium. Each of the above departments could be highly developed at the greater Normal, and to be wished for, rather than attained at the lesser Normals. They would be exalted, emphasized and emulated in order to foster the desirability of attending the Ypsilanti Normal.

I am reminded again that legislatures must study carefully the financial problems connected with such questions. That the funds for state institutes could well be directed, in part to aid such a system of permanent district institutes seems probable.

Four secondary Normal Schools of the character here outlined would not be more expensive than one like the present, either in equipment or cost of sustaining and conducting.

Believing that the problem of future professional training and culture is the fundamentally important one to our public school welfare, it has given me much pleasure to roughly sketch the solution as it appears to one outside the three hundred mile limit. It is a question that must be discussed over and over in our near future, and any one who will give the question in all its far-reaching bearings, earnest thought, will find a delightful subject for reverie, and abundant material from which to construct castles in the air. That these castles must be substantial and practical enough to appeal to a reasoning public through the next legislature in order to be useful, is but one of the many elements that go to make it somewhat speculative and therefore attractive. Convinced that there will be something accomplished, let us hope that some such system as here outlined may be the final outcome, not only for the good of Central, Western and Northern Michigan but for the good of the little way-side academy, the city school, and our beloved Michigan State Normal School.



MICHIGAN CENTRAL DEPOT GARDEN.

The Ethics of Social Culture.

T. L. EVANS—SUPERINTENDENT OF JACKSON CITY SCHOOLS.

EVERY man is largely instrumental in working out his own destiny. The stones which form the masonry of the structure of his character are the acts of the individual. The two factors in every man's life are what is himself and what is not himself. The individual who attempts an undertaking unmindful of what is not himself, and mindful only of the direct agency of the action, makes a serious mistake. On the contrary, when one directs his energies in a particular channel, and contemplates accomplishing a proposed task, having in mind almost wholly what is not himself, and having eliminated himself largely from the problem, he learns that the law that guides every movement of man is deeper far than his conscious intention, and that there must be a two-fold mental operation in order to predict results with any accuracy.

At every step in the stage of our progress we are under the influence of external conditions and subject to the institutions of society, moods of men, and laws of nature. And so it is that while forces external to ourselves, and to a great extent unknown to us before we come in contact with them, are shaping our future, the force within us is a comparative stranger. Hence, it is the highest wisdom and an imperative duty for a man to know himself.

Every man is sometimes better and sometimes worse than he means to be; and doubtless in his best and worst moments he is taken suddenly away from his moorings by an impulse or inspiration that mysteriously comes to him from within or without, apart from any direct effort of his own. Thus it is that the brain may be a mere store-house in which whims, caprices, and fluctuating opinions lodge at will and depart. But every action that springs from a fixed purpose has a mission of its own, and tends not only to answer a specific end but to form a certain habit. So in whatever plane of life we live and have our being we cannot safely conclude that the measure of our progress depends entirely upon our will.

Man's mental and moral attainments, together with their adjustment to his own nature, are the most prominent factors in his progress. This adjustment is essential to the completeness of character and involves the develop-

ment and culture of the higher tastes. It is sometimes advocated that the culture and gratification of these higher and better tastes is unwarranted because the time and means thus spent might bring more profitable results in different directions. But it requires only a casual study of the situation to demonstrate to the thoughtful mind the fallacy of this theory, and that the culture of these tastes glorifies human life and ennobles human character.

Every individual who hopes to acquire social culture in the larger sense of the term must have not only a trained, developed, and an adaptive mind, but also must possess those faculties which enable him to utilize the result of every experience. Looking within himself, the aspirant must find a soul conscious of a capacity to be measured. The more this consciousness is cultivated by inward thought, the larger and more earnest grows the idea of its possible growth. Time and painstaking effort must be devoted to the cultivation of consciousness. Every step in its progress deepens the assurance of the native grandeur of the soul, and gives a keener insight into the vastness of its birthright. The genuine culture that underlies sociability covers the whole scope of intellectual, moral and religious training. It involves whatever acts on thought, taste, will, affection, and sentiment. It requires that there be wrought into the very warp and woof of our being by a mental assimilative process, the personal attainments of knowledge, virtue and goodness. We must not be unmindful of the fact that man falls far short of his duty to himself in simply improving a single faculty, or a single phase of his nature. Training the intellect alone is an unfortunate result and dooms its possessor to disappointment. While thought and feeling are chastened and elevated by means of a complete and well-balanced development, this adjusted and complete development must in turn elevate and chasten the manhood of our being. We may worship the intellect, but the soul, robbed of its rights, will punish the pride that invades its realm. What we must have is a finished product in the form of a man with all of his faculties developed, his emotions and aspirations under control, and master of himself. A man thus endowed is able to sustain, control, and direct his faculties; has the key to the heart of nature in his hand, and the resources of the universe are ready to enrich him. The power which the properly developed mind possesses to animate all of its faculties, to infuse a new and mightier life into all of its efforts and operations, to inspire interest and awaken attention in all it touches, must be kept in mind as the necessary accompaniment of social culture. Thus endowed with a mind that can think, a heart that can feel, in their truest and best sense, we have a being equipped for social responsibilities and fortified in all that goes to make up the higher and better amenities of life.

Life will not be a drudgery to those who can adapt themselves to this condition and realize that one's destiny and character are not simply the product of a constant sense of duty. While always doing one's duty is serving a grand purpose, and having a conviction of the law of right doing is necessary, the devotion that fulfills that law should rejoice in the result of right doing for its own sake and carry the codes of the decalogue in its very spirit rather than on tablets of stone. Such a relation to actions and convictions will create in us a free and exultant spirit, enabling us to enjoy ourselves as well as the companionship of the world, prompting us to work without the consciousness of labor, to serve because of the blessedness of service.

That social culture may furnish its possessor with substantial and permanent resources, as well as enable him to look upon the optimistic side of life, he must possess a nature capable of enjoyment. There are three elements which either enter into or underlie this nature: first, the love of right doing; second, personal adaptation to the disciplinary laws of life; third, broad and earnest sympathies. The first element we have examined. As regards the second, it is very evident that enjoyability has in it a very large element of adaptation. In adapting ourselves to circumstances, or proper conditions, we necessarily exercise our will and discipline our tastes in such a manner as to improve the general tone of our character; but where we strive to make circumstances suit us, we are attempting a different and more difficult task. In conforming ourselves to circumstances, we are working outwardly; in trying to make circumstances suit us, we are working inwardly. In our relations to others our success depends much more upon the former than the latter. Hence, training and fruitful experience along the first mentioned line is most essential.

Relative to the third element of enjoyability, it can be said that one great secret of social capabilities and happiness possessed by most people is their broad, large, and quick sympathies. With some, their sympathies are simply the product of their reasoning; with others it is a matter of taste; but with those who naturally are better endowed, a broad, earnest sympathy dictates both to intellect and taste. In the latter the heart rules. It is not that impulse sways them, for heart and impulse are not identical. Heart is soul itself, while impulse is but one of its modes of action. Wherever heart predominates and holds sway, sympathy is broad and active, full of emanating energy. A man of intellect only, possessing faculties of still greater scope, may construct pyramids of literature, but they are pyramids of the desert. The far-seeing and penetrating eye, the great imagination that combines the power of the telescope and the delicate revelations of the microscope, the

sublimity of the mind that temporarily dwells in the astronomer's turret, tracing the comet's path through the nebulæ of uncounted worlds and calculating with remarkable accuracy when the bright stranger will greet us again—all these can only come from the sincere and earnest sympathies of a great and feeling heart.

It is only necessary for us to casually study the existing social situation, before we conclude that discontent is one of the chief characteristics of our age and nation. It is manifest in our morals as well as in our manners. It can be seen in our virtues as well as in our vices. There are evidences of it in our philanthropy as well as in our greed. While this discontent may serve a good purpose in so far as it incites us to greater effort and renewed zeal; still, its tendency is to distort and weaken mental activity the moment it becomes a chronic condition of the mind. Hence it is that all healthy action, moral, intellectual, and physical depends primarily upon cheerfulness, and every duty, whatever its nature, should be done in a cheerful spirit. If this most exhilarating and creative of virtues has an important bearing upon our theme, let us briefly inquire what are its sources and conditions; and, if it be not an original gift and grace of nature, what mental and moral training will instil into the soul its precious balm and subtle influence. Since it is in the main true that the body is more often disordered by the mind than the mind is by the body, we think it safe to conclude that despondency and misanthropy are more liable to cause indigestion and disorder than to be caused by them. Cheerfulness is a state or mood of the mind in which there is equilibrium and harmonious action and interaction of the mind's power. While its predominant feeling is one of inward content and repose, its content is not self-content. Its virtues consist of all of those qualities which give beneficence to the heart and comprehensiveness to the brain, which quiet immoderate passion, adjust our expectations to our circumstances, and which enable its possessor to discern the soul of good wherever hid in the show of evil. True it is that there are some persons who are born cheerful. The complex problems which confuse and confound never disturb their faith or crush their energies. They have an insight that acts like instinct. In the embarrassment and vicissitudes of life they lift their heads into the serene altitudes that enable them to transform trouble and misfortune into wisdom and power. But those thus favored are comparatively few. We have reason to believe that cheerfulness in those not so constituted is the result of serious and self-sacrificing discipline. It has been cultivated by years of patient trial, and careful, intelligent effort. A spirit of heroism has been necessary. Our destiny for gladness or for gloom must be determined by the daily

thought, experience, and environments which the mind absorbs and converts into the warp, woof, and sinew of character. Prominent among the various sources of this mental food can be classed our social relations. In conversation there is not only the expression of thought and feelings, but the partial absorption of mind by mind; and in that manner characters are mutually fed and formed. Henry Clay, the versatile and charming conversationalist that he was, regarded conversation superior to all other means by which culture is obtained and dispositions infused. If that be true, how essential it is that this great element of social culture should be cheerful, animated, and calculated to enrich the mind, better the heart, and strengthen the purpose of living. Some one has wisely said, "Of all expedients to make the heart lean, the brain gauzy, and to thin life down into the consistency of a cambric kerchief, the most successful is the little talk and tattle which, in some charmed circles, is courteously styled conversation." While it is true that not all can talk well, it is very evident that many more could be good talkers if the blessed gift were duly cherished. Hearty good sense is always entertaining, and a modest and thoughtful listener can, in that capacity, always contribute enjoyment and at the same time improve himself in the art of conversation.

Whether we know it or care much about it, sociality is constantly acting upon us, and its agency is altogether too important to be left to chance or caprice. However much our plans or convenience may change, our social instincts must remain; and while the gayer and costlier forms of festivity may be left to public places, the simpler and more genial companionship which is worthier the name of society will be left to the home in its various social functions. The principle of social congeniality seems to be a certain likeness in unlikeness; those people associate most pleasantly who are sufficiently alike to have points of contact and sufficiently unlike to have points of difference, thereby securing harmony without identity and "diversity without discord."

As a people, we need more time for social enjoyment, and enlarged ideas relative to social culture. True it is, we have culture, but it is of a kind that is directed to a specific worldly end. We need a culture that will liberalize our tastes and our sentiments, and take its value, dignity, and beauty from the immortal within us. The excellence of culture should be measured by its results in elevating us to the communion of sublimer thoughts, in opening our hearts to a higher, broader and purer fellowship, in interpreting the mysteries of our inward being, and in permeating our entire life with the glory of the beatitudes of the Sermon on the Mount.



CHAPEL—HIGHLAND CEMETERY.



Crescent Society.

Officers.

First Term.

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|-------------------|--|--|--|--|--|------------------------|
| IRVING B. HUNTER, | | | | | | <i>President.</i> |
| MARTHA WARNER, | | | | | | <i>Vice-President.</i> |
| ROSE ORCUTT, | | | | | | <i>Secretary.</i> |
| S. C. McALPINE, | | | | | | <i>Treasurer.</i> |
| EARL BENSON, | | | | | | <i>Chaplain.</i> |
| F. H. HYSER, | | | | | | <i>Editor.</i> |
| HERRIET DILLER, | | | | | | <i>Librarian.</i> |
| ANNA MCGEE, | | | | | | <i>Usher.</i> |

Second Term.

| | | | | | | |
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| ERNEST P. GOODRICH, | | | | | | <i>President.</i> |
| HERRIET DILLER, | | | | | | <i>Vice-President.</i> |
| LILLIAN McCUTCHEON, | | | | | | <i>Secretary.</i> |
| GEO. COVERDALE, | | | | | | <i>Treasurer.</i> |
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| E. G. WELCH, | | | | | | <i>Editor.</i> |
| F. H. HYSER, | | | | | | <i>Librarian.</i> |
| O. L. BURDICK, | | | | | | <i>Usher.</i> |

The Crescent Society.

IRVING B. HUNTER.

THE past year has been a prosperous one for the Crescent Society. In every phase of society work there is reason for encouragement. Our members have been earnest and enthusiastic, and have given their hearty co-operation, and although the majority of them carry a large amount of regular school work, they have found time to attend the meetings, and take an active part in the programs. Indeed, we have found society work to be not only a means of intellectual improvement, but also a profitable means of recreation. Our membership has been large, that of the first term reaching the maximum limit of sixty members, and we were obliged to refuse admission to many applicants.

The character of the literary work has been satisfactory. The programs have uniformly been good, many of unusual interest. The work has been of such a character as will be found, we believe, to be beneficial in our life work. While variety has been sought, at the same time, it has been the aim to arrange each program with reference to some one central topic. In this way we gain a more accurate and complete view of the subject. A valuable feature has been the general discussions upon current topics. These discussions have been very interesting and profitable. During the year we have enjoyed several addresses by different members of the faculty, which have been very profitable and entertaining. They have put new life into the society, and have inspired the members to better work.

In the "publics" of the year, our representatives have done themselves great credit, and have reflected honor upon their society. As a proof of the recognition of the valuable training which our members receive, we might mention that from our society were chosen one of the speakers of the Mock Congress, the president of the Junior class, and the business manager of the AURORA. In commencement and class day honors, our society has been well favored. Our enterprising members have shown the pride which they take in the furnishing of their room, by purchasing an elegant Mehlin piano, to be delivered at the beginning of the next school year.

With a well furnished room, a balance in the treasury, a harmonious spirit existing between the members, and an earnest desire to improve, we can predict only a future of increased prosperity.

Athenæum Society.

Officers.

First Term.

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|----------------------|--|--|--|--|--|------------------------|
| CHAS. D. LIVINGSTON, | | | | | | <i>President.</i> |
| JESSIE FULLER, | | | | | | <i>Vice-President.</i> |
| THIRZA BEACH, | | | | | | <i>Secretary.</i> |
| S. MAY MARBLE, | | | | | | <i>Editor.</i> |
| F. EUGENE WILCOX, | | | | | | <i>Treasurer.</i> |
| MABEL W. SMITH, | | | | | | <i>Chaplain.</i> |
| VERNE BENNETT, } | | | | | | <i>Ushers.</i> |
| ALICE BALL, } | | | | | | |

Second Term.

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|--------------------|--|--|--|--|--|------------------------|
| F. EUGENE WILCOX, | | | | | | <i>President.</i> |
| JESSIE BAKER, | | | | | | <i>Vice-President.</i> |
| MABEL W. SMITH, | | | | | | <i>Secretary.</i> |
| HATTIE RUDESILL, | | | | | | <i>Editor.</i> |
| IRVING A. CLARK, | | | | | | <i>Treasurer.</i> |
| FRANK VANDEBURG, | | | | | | <i>Chaplain.</i> |
| CHAS. H. NORTON, } | | | | | | <i>Ushers.</i> |
| S. MAY MARBLE, } | | | | | | |

The Athenæum Society.

F. E. WILCOX.

“HADRIAN was a man distinguished for virtue and ability.” Thus reads our history. Let us look farther and see if there is any other reason why the name of this Roman Emperor should be remembered. In 133, A. D., he founded a school for the promotion of literary and scientific studies. To this school he gave the name Athenæum, which, as it takes its name from the goddess Athena or Minerva, whose attributes were power and wisdom, was well applied. To Hadrian then we owe the name of our society Athenæum, whose purpose, similar to that of Hadrian’s school, is to encourage literary, musical, and scientific culture, features in the education of a student quite as essential as any received from class work.

Delphi contained the temple of Apollo, a brother of Athena, who had more influence upon the Greeks than any other god; Olympus was the home and council seat of the gods; Luna, the mother of the seasons; and Athena, the goddess of power and wisdom. In greatness Delphi, Olympus, and perhaps Luna, excelled Athena. Time brings about great changes. Athenæum, the foster child of Athena, stands on equal footing with Adelpic, Olympic, and Crescent, the children of Delphi, Olympus, and Luna respectively. As Athens, which was guarded especially by Athena, was surrounded by these noted places, so Athenæum is surrounded by the children of these places and gods; above Athenæum is the Adelpic; above at the left, the Olympic; at the left, the Crescent moon; in front, the books of the wise; at the rear, the setting sun; and on the right, a great institution of learning. Truly Athenæum seems to be a center of culture surrounded by all others. As Hadrian’s Athenæum was a source of power and culture for all men who could avail themselves of its use, so our Athenæum is a source of power to all who can avail themselves of its membership.

The past year has been one of unparalleled prosperity for the society. It has improved its financial, social, and literary standing. Entering the school year with a slight debt, it has paid this, all current expenses, and met all monthly installments on a new piano purchased during the first semester, and has sufficient money in the treasury to make sure of entering the year '94

and '95 free from debt, aside from the payment of the piano which has been provided for.

Socially, Athenæum has done more this year than ever before in its history. Besides several receptions given in the hall, the ladies of the society gave a very pleasant reception to the gentlemen members on Saturday evening, February 16th, 1894, at the rooms of Misses Marble and Schermerhorn. Not to be outdone, the gentlemen gave the ladies a reception equally pleasant, March 3rd, 1894, at the residence of Mr. and Mrs. Beal on Hamilton street. We feel that these social gatherings are a great help in uniting the members for better work in literary lines.

There is often a tendency in societies to let a light, entertaining quality of work crowd out the stronger work which has more culture value. This year the program committee has studiously avoided this tendency, and we have enjoyed the instructive and entertaining combined. With sixty faithful members we have been able to place a large number of special programs before the public. Some worthy of note are a Sunflower, a Christmas, a Boy's, a Girl's, a Poe, a Washington, and a Musical program. The quality of work done can best be shown by examples. To this end, from among many articles of equal merit, we select quotations from an oration "Plus and Minus," by Miss Jessie Fuller, and give entire a parody, "The Class of '94," by Miss Edith N. Resch.

PLUS AND MINUS.

As my eyes closed in slumber, before me wandered—some moving slowly, some swiftly; leaping, jumping, creeping, with algebraic precision—the familiar signs of plus and minus. They were everywhere; right, left; above, below; back and front. The very heaven itself seemed filled with them; they penetrated to the heart of the earth and to the bottom of the sea. The sign of subtraction or that of addition was branded into every atom. This fact was noticeable, the compound sign—that peculiar combination of opposites—found no attachable friend.

I recovered sufficiently to make this generalization. The Book of Life is an algebra, and to state life in the form of an equation and solve for x , is the problem that confronts each one of us.

History and the world, science and the world, humanity and the world, stand side by side, separated only by the sign of equality, for just in the proportion that we have come to know about our earth and her laws, has history been devoid of its barbarism. Every page of it bears the stamp of the interpretation of time. Deeds and knowledge have kept pace with one another.

Step by step has science opened the eyes of men until the infinite Creator stands to-day manifested by his creation. Man and his fellow man recognize their relations as brothers, only because of the discovery of the unity of the universe. * * * * *

In the heart of every human being there may be said to be two elements at war. The one is Columbian perseverance which, in the presence of difficulties, cannot be put aside, but stimulates to renewed vigor and earnestness of action. This stick-to-it-tive-ness, as Samuel Smiles puts it, cannot be defeated or die,—it is of the very nature of the soul eternal. It is positive, for the possessor has learned the art of moulding adversity into his life to form the good. It is that which gives independence and stamina to action.

The antagonist in the conflict is let-go-it-tive-ness, or a relaxation of effort when effort is most necessary. It is a weapon of little or no avail,—a negative impression is the result. It is inaction without stimulus. I believe when Longfellow said, "Learn to labor and to wait," he meant to yoke action and inaction together in such a way that as one has a task and a will to perform it, so has the other. His "wait" was no lethargy. Plus and minus are attached to people as well as to the letters of the alphabet. + a or — b we say. Yes, these are persons who are up and doing, or are half asleep while the world moves on.

Is there any one who prefers an M — to an M + ? Why then hesitate to incorporate the plus sign into our make up,—to erect the perpendicular of life?

"In the quarry do you toil?
Make your mark.
Do you work upon the soil?
Make your mark.
In whatever place you go,
In whatever place you stand,
Moving swift or moving slow,
With a firm and honest hand,
Make your mark."

And let that mark be +.

THE CLASS OF '94.

Once upon a midnight dreary,
With a feeling bored and weary,
Having lessons still unmastered,
O'er my book I long did pore;

Suddenly I heard a yelling
On the midnight breezes swelling
As of lusty seniors telling
 Of the Class of '94.

What a sudden noise and whirring!
All my thoughts within me stirring,
Words before my eyes were blurring
 From the booming and the roar.
"Excelsior!" they all were calling;
This thought to me was quite appalling,
For I feared there'd be a falling
 From the heights to which they soar.

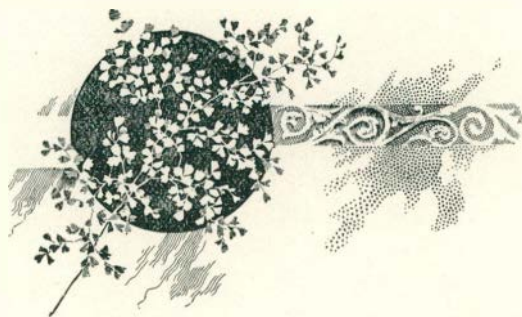
And I laughed at their presumption
Who pretended they had gumption
To perform a teacher's function,—
 Of conceit could there be more?
Still the pedagogues kept roaring,
Stopping short the sleepers' snoring,
The attention of the world imploring
 To the Class of '94.

Through my dreams the sounds went fleeting,
The same old story still repeating,
And in the morn I hear the greeting
 Of the Class of '94.

While my daily tasks I'm trying,
Round about they're always prying,
Everywhere you're sure of spying
 "A Normalite of '94 "

Through the corridor they're prancing,
Up and down the halls they're dancing,
All the freshmen's eyes entrancing
 As their quick tread shakes the floor.
And a badge each one is wearing
To the world the message bearing
"All of us are now preparing
 To graduate in '94."

Their colors, their importance aid,
In their presence others fade,
For so dazzling is the shade
 That adorns the noble corps,
Steeped as they are in bookish lore,
A task 'twould be forever more, —
Look where you would the wide earth o'er—
 To find a match for '94.



Olympic Society.

Officers.

First Term.

| | |
|--------------------------|--------------------------------|
| L. G. HOLBROOK, | <i>President.</i> |
| MISS FRANCES E. HOPKINS, | <i>Vice-President.</i> |
| MARY B. MCDUGALL, | <i>Secretary.</i> |
| CLARENCE W. GREEN, | <i>Treasurer.</i> |
| FRED J. TOOZE, | <i>Chaplain.</i> |
| | <i>Editor.</i> |
| CLARENCE W. GREEN, | <i>Chairman Ex. Committee.</i> |
| LOUIS C. McCULLOUGH, | <i>Usher.</i> |

Second Term.

| | |
|----------------------|--------------------------------|
| CLARENCE W. GREEN, | <i>President.</i> |
| GRACE E. MINES, | <i>Vice-President.</i> |
| ELLA GARDNER, | <i>Secretary.</i> |
| ORA TRAVIS, | <i>Treasurer.</i> |
| ADA M. BENEDICT, | <i>Chaplain.</i> |
| FRED J. TOOZE, | <i>Editor.</i> |
| RAYMOND R. N. GOULD, | <i>Chairman Ex. Committee.</i> |
| HIRAM C. DALEY, | <i>Editor.</i> |

The Olympic Society.

FRANCES E. HOPKINS.

THE importance of Society work can hardly be estimated by one who has never taken part in it. It is true that we find our strongest and best students taking an active part in this work, and it gives them a discipline which is found in no other department of our school. And among the names of those who are most successful after leaving school, we find those which frequently occurred in the programs of the Normal Lyceum.

The quality of work in the Olympic Society has been of the nature of a geometrical progression,—each year's work showing a decided improvement over the previous one. We felt last year that in losing the seniors we were losing our strongest members, but new members have been added and the old members, feeling the need of special exertion, have put forth their best efforts.

The program committee have done their best to secure variety and at the same time solidity in our programs. Some remarks, kindly given by Prof. Barbour, resulted in an increased interest in the debate, one of the best means of cultivating an ability to speak without preparation. Among the special programs that have been given this year, we have "An Autumn Program," given by girls alone. The programs were printed on corn husks, and articles appropriate to the season were rendered. One of the most pleasing features of this evening was an original poem, "Hallow'een," written by Miss Briggs.

The next Friday evening, the boys, in good-natured emulation, sought to surpass the girls. Mr. Johnson's original poem, "Those Eyes," which we quote in full, illustrates the sort of work which has been done.

THOSE EYES.

The sun's last smile one autumn day
Was sinking 'neath the hill;
I strolled along a lowly way
Where all was calm and still.

Beside the path there murmured low
A little babbling stream,
That seemed to say to all around,
"Be still and sweetly dream."

With all around so beautiful ;
And pleasant thoughts within,
The earth, indeed, seemed paradise
Without a sign of sin.

My thoughts, howe'er, were not all spent
On wood-land, stream and hill,
But pictured to me well a form,
Which often haunts me still.

Far down this road below the mill
There stands a little cot,
To which my steps have often turned,—
It is a joyous spot.

An old elm stands beside the house,
And by the elm the gate,
Where I have lingered many times
Until the hour grew late.—

The way has been so beautiful,
And thoughts have been so bright
That time has passed by rapidly,
The cottage is in sight.

And at the gate beneath the tree—
Yes, 'tis that form I see.
How glad my heart, how quick my step!
Those bright eyes welcome me.

Those eyes as brown as chestnut hue ;
As mild as moon-light still ;
So large and round, so beautiful.—
I loved them, love them still.

I stood there bound, and looked at them,
As oft' I had of yore,
Until my dreams had vanished far,
And thoughts came as before.

I opened then the rustic gate,
And 'neath its ivy bow
I led my love, my pet for years,—
The brindle brown-eyed cow.

Shortly after Christmas a Foreign Language Program was given. No English was spoken before recess, the program itself being read in Latin. After recess the time was occupied by a debate: Resolved, that a Classical Course is more advantageous to the average Normal student than a Literary or Scientific one. For this program Prof. D'Ooge rendered valuable assistance in the way of suggesting suitable selections.

About this time the need for new curtains, which had been felt for some time, became very obvious, and a "Trip Around the World Social" was hit upon as a means of raising the necessary funds. A large number purchased tickets at the depot of the O. S. C. F. R. R. for a trip around the world, which included an excellent supper at the end of it. But still the funds were found to be insufficient, and about twenty-five of our leading members went to Cherry Hill and gave a most delightful evening's entertainment. The affair was voted by all a complete success, both financially and socially, and as a result the new curtains were purchased and hung just in time for the second "Boys' Program." On the following Friday evening a "Calla Lily" program was given by the girls of the Society.

The year is approaching a successful close, and with the hopes of a still more successful year to follow, we leave the work to those who will be Olympics next year.



Eldelphic Society.

Officers.

First Term.

| | | | | | |
|------------------|---|--|--|--|------------------------------------|
| H. C. MILLER, | | | | | <i>President.</i> |
| KATE BAKER, | | | | | <i>Vice-President.</i> |
| BERTHA DRAKE, | | | | | <i>Rec. Secretary.</i> |
| ADELAIDE URBAN, | | | | | <i>Cor. Secretary.</i> |
| GEORGE BROWN, | | | | | <i>Treasurer.</i> |
| CHAS. WARING, | | | | | <i>Chairman Ex. Committee.</i> |
| R. HOLLAND, | | | | | <i>Chairman Program Committee.</i> |
| EDITH M. CASE, | | | | | <i>Chaplain.</i> |
| J. C. GALBRAITH, | | | | | <i>Editor.</i> |
| GEORGE BROWN, | } | | | | <i>Ushers.</i> |
| FLORA GREENWAY, | | | | | |

Second Term.

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|------------------|---|--|--|--|------------------------------------|
| J. C. GALBRAITH, | | | | | <i>President.</i> |
| BERTHA DRAKE, | | | | | <i>Vice-President.</i> |
| DELLA McDONALD, | | | | | <i>Rec. Secretary.</i> |
| MAY POMEROY, | | | | | <i>Cor. Secretary.</i> |
| JUDSON SELLECK, | | | | | <i>Treasurer.</i> |
| GEO. BROWN, | | | | | <i>Chairman Ex-Committee.</i> |
| H. STRAIGHT, | | | | | <i>Chairman Program Committee.</i> |
| J. G. LELAND, | | | | | <i>Chaplain.</i> |
| THERON LANGFORD, | | | | | <i>Editor.</i> |
| J. WOODRUFF, | } | | | | <i>Ushers.</i> |
| MAY POMEROY, | | | | | |

Adelphic Society.

EMMA C. GILBERT.

WE gain by effort, rather than by the simple work accomplished. This is especially true in society work. It is desirable for one to have a good production of the mind's labor, but the benefit is derived from producing it.

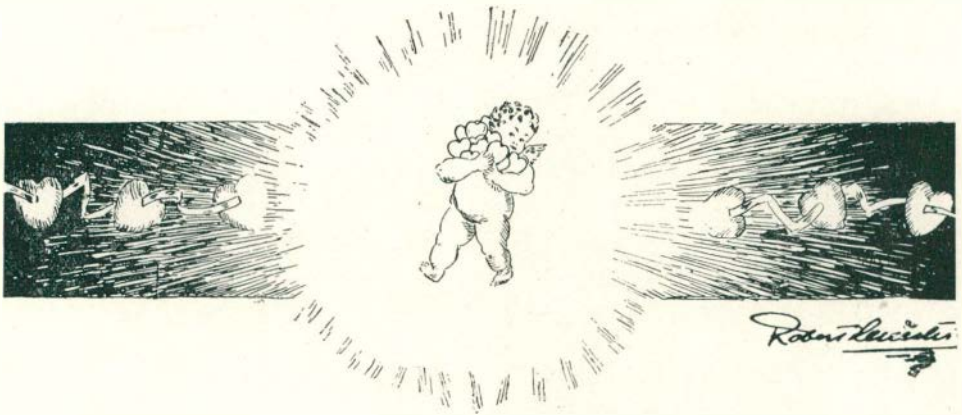
At the opening of the school year, but fourteen former members had returned, hence, the work was to be carried on by almost a new corps of workers, and it has been done with zeal and earnestness. The regular work has been made up of readings, essays, orations, medleys, stories, debates, original poems, etc. One of the poems received the first prize in the Normal News contest at Christmas time, another in the AURORA contest was awarded the prize, and appears in this volume. Two of the AURORA contest prizes were won by our members. The leader on the winning side, the affirmative, of the discussion given at the February public: "Resolved, That the Upper Peninsula should be made a separate state," was also an Adelphic.

Some drill in extemporaneous addresses has been given, and really rational talks were given on some subjects, as; Power of Concentration, Gen'l Custer, State Troops, Flowers, Battle of Gettysburg, The National Cemetery, and others. One drama was presented, also shadow pictures of "Cotter's Saturday Night." Extra work has been given to the preparation of special programs, among which were the gentlemen's "Adelphic Court." Following that, a pleasing one was given by the ladies. In the latter the first canto of "Lady of the Lake" was rendered by recitations, also works of art, in form of sculpture, were very prettily represented. Ruth gleanings, Sappho, Blind Nydia of Pompeii, Ceres, and Diana were represented as draped figures of purest marble, fashioned by a sculptor's hand. Paying honor to our Washington, we gave a Washington program, which included, with other fitting exercises, a reception given to George and Martha. They were introduced to the curious, crowding company by Uncle Sam himself, apparently the model for the common newspaper likenesses of that venerable gentleman. Also Scott, Longfellow, Patriotic, and musical programs have been rendered.

In fact, the work has been very successful, and who can estimate the

value thereof. Even if many productions have been meager in quality, yet the benefits derived have been great. For "every man has two educations, one which he receives from others, and one, more important, which he gives to himself." Let us catch an inspiration from our attempts and failures.

"See first that the design is just,
That ascertained, pursue it resolutely,
Do not for one repulse forego the purpose
That you resolved to effect."





SOCIETY PRESIDENTS AND SECRETARIES.

CRESCENT.

Irving Hunter.
 Rose H. Orcutt.
 E. P. Goodrich.
 Lillian McCutcheon.

ATHENÆUM.

C. D. Livingston.
 Thirza Beach.
 F. E. Wilcox.
 Mable Smith.

ADELPHIC.

Henry Miller.
 Bertha Drake.
 J. C. Galbraith.
 Della McDonald.

OLYMPIC.

L. G. Holbrook.
 Mary B. McDougall.
 C. W. Green.
 Ella Gardner.

Students' Christian Association.

Officers.

First Term.

| | | | | | | | | | | |
|--------------------|--|--|--|--|--|--|--|--|--|------------------------|
| CHARLES H. NORTON, | | | | | | | | | | <i>President.</i> |
| MABEL W. SMITH, | | | | | | | | | | <i>Vice-President.</i> |
| KATE I. BAKER, | | | | | | | | | | <i>Secretary.</i> |
| T. J. TOOZE, | | | | | | | | | | <i>Treasurer.</i> |
| RAY GOULD, | | | | | | | | | | <i>Librarian.</i> |

Second Term.

| | | | | | | | | | | |
|------------------|--|--|--|--|--|--|--|--|--|------------------------|
| HENRY C. MILLER, | | | | | | | | | | <i>President.</i> |
| S. MAY MARBLE | | | | | | | | | | <i>Vice-President.</i> |
| MABEL W. SMITH, | | | | | | | | | | <i>Secretary.</i> |
| J. G. LELAND, | | | | | | | | | | <i>Treasurer.</i> |
| F. E. WILCOX, | | | | | | | | | | <i>Librarian.</i> |

Students' Christian Association.

KATE I. BAKER.

WERE we to make a careful historical study of education as it slowly advances from the ages preceding the Christian era until to-day, we should find that it has passed through many changes. As we trace its growth and development, we see it sometimes in its one-sidedness, clinging to the idea of a purely physical education, then again all attention has been given to the cultivation and training of the intellectual faculties. In the broader and clearer light in which we view the subject to-day, all must unite in saying that it can never be thus narrowed down, if we are to conceive of it in its highest and noblest sense—as aiming at the formation of character. When we make this the end of education, can we take a wider view? Does not the scope of it include all other things which we hope to gain from our efforts? If this be true, we may say that a perfect education must include nothing less than the complete development of man along the three distinct lines of his nature, mental, moral and physical. It is toward this ideal that the foremost educational institutions of the age are striving, and it was with the object in view of doing all in its power to further this great cause, that Students' Christian Associations have been formed in the high schools, colleges and universities throughout our land.

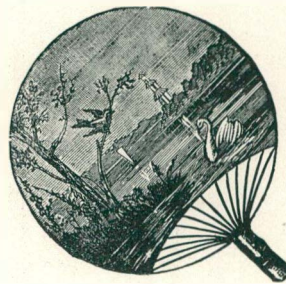
If the need of such an organization has been felt in these schools, who can question its value and importance in our Normal, from which every student expects to step forth, fitted to assume the responsibility of guiding and instructing others? To be sure the Association cannot hope to stand in the place of the church to students away from their homes, neither does it expect in any way to develop their moral nature in such a manner as to take the place of the moral training which they should find at all times closely connected with their work in the school, even were such a thing possible; but to accomplish the purpose for which it was intended, we feel that the Normal could ill afford to be without this organization.

The work of the Association may be said to be two-fold in its nature. Like the other societies connected with the school, it reaches the students socially, and by bringing them into closer contact they gain a better personal

knowledge of each other. Especially have the more active members found this helpful in their efforts at personal work, for, growing out of this better acquaintance, come the power and opportunity for helping to brighten the paths of others, thus strengthening the workers themselves as well as bringing their associates to a knowledge of Christ. In this manner social and moral culture are linked together.

In the busy, active life of our Normal students, not much time has been found for directing our attention to association work outside or beyond the school itself. In this respect we necessarily differ considerably from our sister associations, but circumstances have rendered us unable as yet to extend our work in the various lines which we hope at some future period it may be possible for us to undertake. Yet when we see the growth and improvement that our society has made since its organization in '81, the ever-increasing attendance at the monthly addresses and the weekly prayer meetings, the formation of classes for Bible study, and the growing spirit of interest manifested in the work by our best and foremost students, we cannot but feel that there is much in store for its future.

As its members separate this year, many of them to begin their work as teachers in various parts of the State, we are sure that one of their most pleasant recollections of the Normal will be connected with their work in the Christian Association; and the influence that it has exerted upon their character— if it has accomplished what we hoped for it—will show itself in their lives more forcibly than words can express.





SOCIETY PRESIDENTS AND SECRETARIES.

S. C. A.
 Chas. H. Norton,
 Mabel W. Smith,
 Henry C. Miller,
 Kate I. Baker,

CONGRESS.
 Verne S. Bennett,
 J. E. Clark,
 H. E. Straight,
 C. D. Livingston,

N. A. A.
 G. A. Post,
 J. A. Clark,
 E. P. Goodrich,
 } Geo. Brown,
 } Ora Travis,

W. T. M. C.
 Herbert McCutcheon,
 J. G. Leland,
 Ralph Dean,
 Theo. Townsend.

Normal Athletic Association.

Officers.

First Term.

| | |
|---------------------|------------------------------|
| VERNE S. BENNETT, | <i>President.</i> |
| G. A. POST, | <i>Vice-President.</i> |
| J. E. CLARK, | <i>Secretary.</i> |
| DON. C. GORDON, | <i>Treasurer.</i> |
| HARRY MOORE, | <i>Editor.</i> |
| ERNEST P. GOODRICH, | <i>Director of Sports.</i> |
| FRED GREEN, | <i>Manager of Foot Ball.</i> |
| FRANK L. EVANS, | <i>Manager of Base Ball.</i> |

Second Term.

| | |
|---------------------|------------------------------|
| ERNEST P. GOODRICH, | <i>President.</i> |
| G. A. POST, | <i>Vice-President.</i> |
| CHARLES LIVINGSTON, | <i>Secretary.</i> |
| J. B. GOWER, | <i>Treasurer.</i> |
| FRANK L. EVANS, | <i>Editor.</i> |
| FRED GREEN, | <i>Director of Sports.</i> |
| DON. C. GORDON, | <i>Manager of Base Ball.</i> |

Athletics.

J. E. CLARK.

WITHIN the last few years there has been a marked change in the field of athletics. This change, however, has not been so much in the amount of exercise taken by those pursuing athletic sports, as in a growing tendency toward the organization of athletic clubs, athletic associations, college games and intercollegiate associations.

During the season of athletic sports, the subject of conversation is the chances of the home college team in the next foot-ball or base-ball game, the characteristics of some kicker or pitcher, or other things connected with the field. Students travel miles to witness an intercollegiate game. Winners go wild and arouse the town with their shouts of hurrah. Great crowds are seen hurrying from the field of sports, and everything indicates that the minds of the young people are thoroughly agitated over the events of the day.

Perhaps you will say that athletic sports have been carried to excess. No doubt they have in some respects, but we must look at the matter in its every respect. Compare the college of thirty or thirty-five years ago with the college of to-day. Observe its contrast in morality and good order, the increase in scholarship, and the refinement of society. Few are the cases of disturbances, misconduct, and excess in evil habits, compared with those of a few years ago. The college of to-day is in every respect far in advance of the college in those times, and the present condition can, in no greater degree, be ascribed to any other source than to athletic sports.

Young men are young men, always have been and ever shall be. They are, indeed, as Col. Parker says, "possessed of a savage nature." While in college they must have some outlet to this animal life, and "athletic sports have proved a safety-valve for this superabundant physical effervescence, and have led the youth to observe the deleterious effects of bad habits."

Properly the management of athletics should be left with college authorities. They, and they only, can control this vital question in the way that the most good will be obtained. To be sure there is much to be considered in the settlement of this question. What shall be done in order to retain the unquestionable benefits, and cure the undeniable evils of the present system

of college sports is a puzzle to the master-minds. Radicals who see nothing but the evils, and magnify those, while they minimize the benefits, say, "Suppress the intercollegiate games entirely, and discourage organized games among the students, superseding them as far as possible by military drill and systematic gymnastics under an instructor.

Should intercollegiate sports be abolished, matters would revert to the condition of thirty-five years ago, when very little foot-ball or base-ball was played; when the more studious took their exercise by short walks; when the lazy and luxurious lounged about by day and engaged in disorder and dissipation by night; when a choice had to be made between a healthy animal and an educated invalid.

If you allow the intercollegiate to exist, just how are you going to restrain the one great evil of gambling? Then, too, there is the tendency to unfairness in the contest—just what is expected when money is at stake.

To be sure, the desire to defeat a rival in a contest is not the highest motive of the human mind; the honor of winning a medal in a race is not the greatest honor which earth can afford; the glory of being champion in any branch of athletics seems puerile to serious minded people; but, as we have said, young men are young men and we must take them as we find them. They cannot be induced to exercise, by the deep "moral significance" of the "beauty of symmetry of form," therefore we must allow them to be influenced by a motive which, though not wrong, is of a less worthy character. Competitions, prizes, medals, honors, appeal to students, and hold them to efforts which higher and worthier objects fail to call forth. By these they are educated to habits which fit them to receive higher motives.

The student who is a member of an athletic club or combination is forced to put the welfare of the common cause before selfish interests, to obey implicitly the word of command, and act in concert with the heterogeneous elements of the company to which he belongs. Those, too, who receive the posts of command feel the gravity of responsible office, and the difficulty of making prompt decisions and securing a willing obedience. To what does this lead? The development of a body, strong to support, prompt to obey, and efficient to execute the thought and purpose of the man.

The gymnasium owes much of its increasing usefulness and importance to the fact that it is the training place for athletics. Indeed, the modern gymnasium is a necessary auxiliary to a well equipped college. There is now no existing antagonism between the gymnasium and the athletic field. It is not necessary to depreciate the one to exalt the other. Existing side by side, and rightly used, they will best contribute to the evolution of the typical man.

Recognizing the truth of these facts given above, and working with the cheerful co-operation of the worthy Faculty of the Michigan State Normal School, the Normal Athletic Association has, since its birth, October 25th, 1887, made unparalleled advancement. In the younger days of the association, it had everything to work against. However, the students responded willingly, and under Professor Key, our first president, and the directorship of Professor Bowen, a fair footing was made for organized games.

About the beginning of '90 we purchased apparatus, and in the fall of the same year the south basement was fitted up for a gymnasium, and preparations were made for our first "Field Day," which was held on the campus, back of the Normal. The "100 yard dash" was made on the cinder walk. Not having a shot to "put," they "put" the dumb-bell. It is interesting to know that one of the class of '94, Mr. Hyser, won his first ribbon in a race, starting on Summit street near Congress, and running to the water-tower.

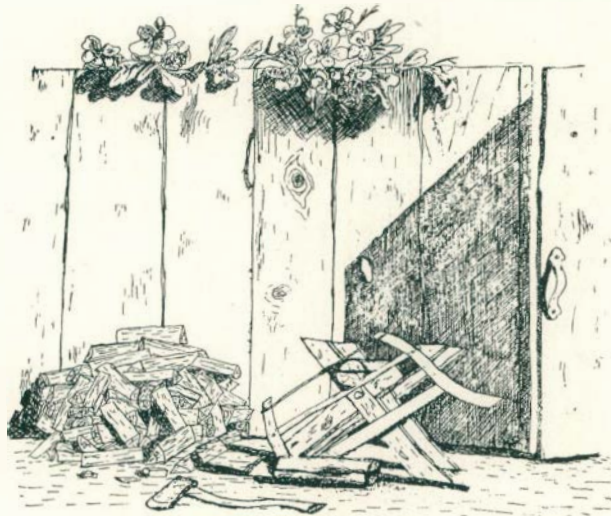
At our second Field Day, although D. A. C. and U. of M. were well represented in the contests, the N. A. A. received its full share of the honors. Since that time we have had our Spring and Fall Field Days regularly.

In '92 we joined the M. I. A. A. and elected as our first representative Mr. Fred Green, who has since served the association in several capacities. We have taken an active part in all intercollegiate sports, and our several participants have done real justice to the association.

There are many of the class of '94 who have taken an active interest in the development of the association, have gained personal honors, and are worthy of mention. Mr. Goodrich, the president for the second time, is especially active in all in-door and out-door sports. His management of the gymnasium is unparalleled. Military drill and apparatus work show marked improvement in his hands. Our foot-ball team, under the management of Mr. Goodrich, retired from the field last Fall with a record of four games won to two games lost. It was by far the most successful season in its three years of existence. B. A. Holden, formerly of M. A. C., is a good "all round" man; plays base-ball, wrestles, jumps, and is good at "hitch and kick." Mr. Gordon, who played with the Northern Michigan League, is a most successful manager of the base-ball team. Mr. Armstrong can still "curve the ball around the batter's neck," is a good in-door athlete, and holds a medal worn in the "hop-step-and-jump" at Lansing. Mr. Maybee is a very skillful catcher. Ora Travis is a tumbler, in fact, an "all round gymnast." Moore and Radford hold medals won in long distance runs. F. E. Wilcox has shown his ability in the successful management of the "gym," and is a

very graceful calisthenist. Herbert McCutcheon holds medals won in "mile" and "two mile" bicycle races. F. L. Evans is a successful base-ball manager, and is at present the editor for the N. A. A. R. A. Whitehead is our best fencer. Among the many ladies of the class of '94, interested in athletics, Misses Southgate and Wilber must be mentioned because of their skill at tennis.

Every person mentioned above is an example of morality and good health, developed and sustained by athletic sports. In fact, the Normal might well be taken as a model of morality, good order, and perfect, all-round development. Then let us not harbor the thought that the gymnasium, the athletic club, or any form of athletic sports, if intelligently managed, interferes in any way with the development of a young man, morally, mentally, or physically; but rather let us encourage athletic sports in the direction which they are now taking, that they may in a still greater degree enhance the present effect by bringing greater good to pursuers of these sports as well as to those who are not so directly interested.



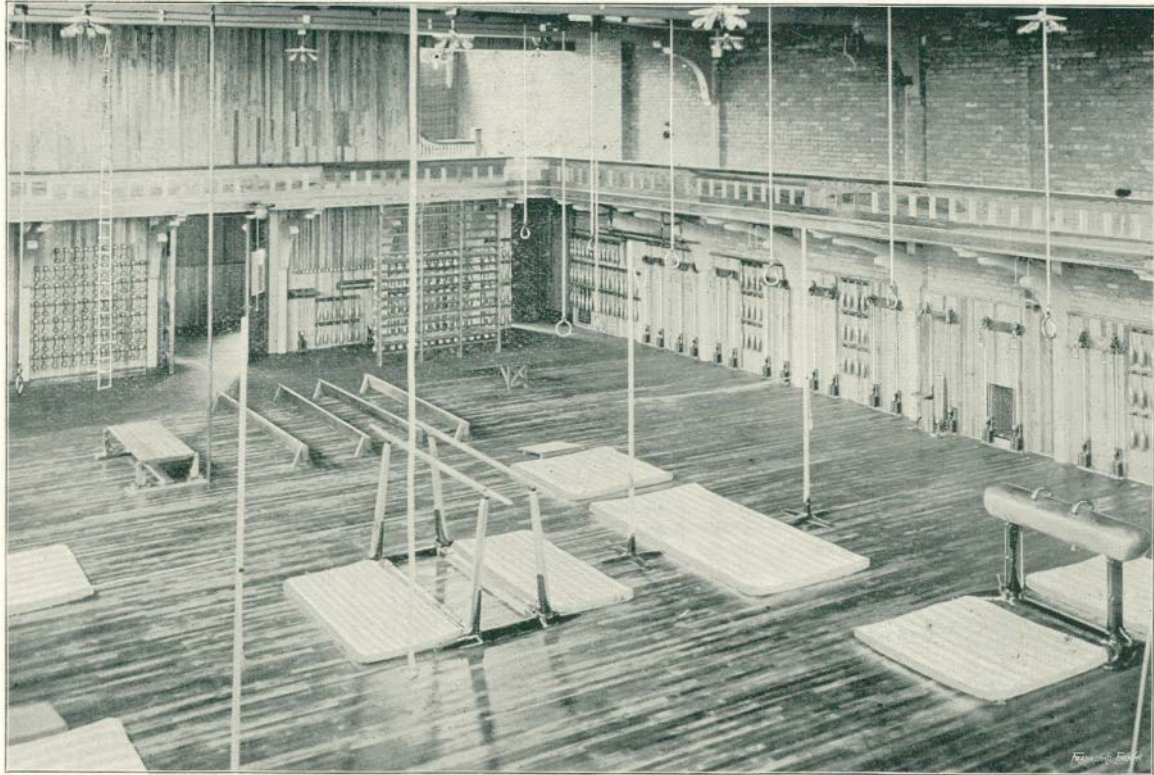
The Normal Gymnasium.

D. C. VANBUREN.

THE human body constitutes the link that binds man to earth, and serves as his sole means of knowing the world outside himself and of executing his will therein. Out of the relation of mind and body grow all the possibilities of self-activity, enjoyment, and growth that life affords. The more perfect the adjustment of their relation, the greater the happiness, usefulness, and destiny of the individual. It is the business of education, therefore, to promote this adjustment; to so correlate the unfolding of man's powers that a harmonious development may result.

It has long been known that the instruction given in our schools was not doing this; that the physical side of man's being was neglected, if not despised, in these institutions. In the cities the result of this neglect is most marked. Brought up in cramped quarters, required to do no work that gives adequate exercise to the body, American city children are deteriorating into a class of weaklings whose condition is pitiable, and whose future presents to us a prospect for the race that is simply alarming. To ameliorate this condition and to arrest further deterioration, there is but one remedy—physical culture.

To provide this culture for the children of Michigan through their teachers, a fine gymnasium has just been erected in connection with the Normal School. This building is of brick with trimmings of Berea stone, and is one hundred feet square. At each of the front corners are massive round towers, giving the structure from Normal street, on which it fronts, an appearance resembling the medieval order of architecture. Standing in a position which commands a fine view of Ypsilanti, it adds materially to the attractiveness of the town. As is customary in gymnasiums, the main portion of the building has but one story beside the basement. The towers and front portion, however, which are devoted to instructors' rooms, have been divided into two stories. The roof is of slate, and has two dormer windows on each side. Directly under the ridge of the roof is a solid brick partition extending through the building from front to rear, dividing the entire structure from the basement up into two similar portions, the north half being



GYMNASIUM.—INTERIOR.

devoted to the use of the ladies, and the south half to that of the gentlemen. Each of these parts is a complete and practically isolated gymnasium in itself, there being absolutely no means of communication between them anywhere in the building.

On the first floor of each division is a room 48x85 feet, devoted to general gymnastic exercises, and capable, if necessary, of accommodating one hundred students at a time. A full equipment of entirely new and well chosen apparatus has been placed in each of these two rooms, consisting of chest weights, pulleys, parallel bars, suspended bars, vaulting bars, traveling rings, climbing ropes, rope ladders, climbing poles, adjustable ladders, kicking registers, jumping boards, mattresses, finger and wrist machines, dumbbells, Indian clubs, wands, racks, horses, and so on through a list of several thousand pieces of apparatus. The equipment of the two rooms is essentially similar, the only important differences being that the gentlemen's room contains a scientifically constructed running track extending around it nine feet from the floor, and a striking bag, which features are omitted from the ladies' room; and that some of the apparatus for the ladies is of smaller size than that provided for the gentlemen. The whole outfit is of the very finest make, costing over \$2,000. Each part of the basement contains a number of shower baths, a swimming pool 13x32 feet, varying in depth from 4 to 5½ feet, and lockers for clothing, two hundred forty of these being given to the gentlemen and three hundred sixty to the ladies. The whole building is fitted with beautiful clusters of electric lights, by which, when necessary, it can be brilliantly illuminated in a moment. The rooms on the first floor are nicely finished in hard oil, and in the daytime are sufficiently and pleasantly lighted by windows.

The new department began its work with the last quarter of the present year. The first part of the course is devoted chiefly to lectures upon the theory of physical culture, while the latter part is given up almost wholly to practical exercises in the gymnasium. The objects aimed at by the department are two: first, to provide teachers with the necessary training and instruction to enable them to successfully introduce light gymnastic exercises into the public schools, and thus cause graceful, vigorous, healthy bodies to be developed in the school children of the State; second, to give to the Normal students themselves that physical development and vigor so necessary to a career of usefulness and success in any profession. Hereafter, a certain amount of work in physical culture, probably not less than one year, will be required in all the courses of study offered by the Normal, and provision will be made for a further amount of elective work. All students will

be carefully examined, measured, and, if necessary, given special exercises adapted to their needs.

This department has for its head Professor W. P. Bowen of the class of '87, formerly instructor of mathematics at the Normal, and first president of our Athletic Association. For the past three years he has been director of the gymnasium at the University of Nebraska, and he returns to the Normal well qualified to discharge the duties of the position to which he has been elected. Mrs. Fannie Cheever Burton, '83, of Ypsilanti, is the assistant in the department, and has charge of the ladies' gymnasium and the class work therein. She, too, has taken an ample amount of physical culture, and is thoroughly competent for the work in hand.

The specific movement which culminated in the dedication of the gymnasium began at a faculty meeting in the winter of 1892-3, at which the proposition to appropriate the net earnings of the lecture course to begin the construction of a small gymnasium, was discussed. Nothing was done, however, until the visit of the legislative committee in February, to whom the wants of the Normal were made known. In the afternoon the committee were treated to an exhibition by the gentlemen of the Athletic Association in their cramped quarters under the kindergarten, and in the evening a reception was held at the Normal in their honor. The members of the committee were thoroughly convinced of the need of greater facilities for physical culture here, and pledged themselves to support the appropriation by the legislature of a sufficient amount to erect a commodious, well equipped gymnasium, which should be worthy of the school and of the State. The State Board of Education thereupon drew up a bill appropriating \$25,000 for a Normal gymnasium. This bill was introduced into the senate by Charles S. Pierce, of Oscoda, a graduate of the Normal in '82 and chairman of the senate committee on the Normal School. To aid in arousing a sentiment favorable to the bill, a committee, consisting of Mrs. Osband and Professors George and Barbour, were appointed by the faculty. This committee entered upon its work with great zeal, Professors George and Barbour making frequent trips to Lansing to lobby in the interests of the bill.

On March 10th the entire legislature paid the University, which was clamoring for its one-sixth mill bill, a visit of inspection. In the afternoon they came on to the Normal, where, in the evening, the entire student body, the faculty, and many leading citizens of Ypsilanti, assembled in Normal Hall to impress upon the law makers, who were placed upon the raised seats, the desirability of adding a school for physical culture to the equipment of the Normal School. Professors Barbour and George, Captain Allen, Principal

Sill, and Miss Louise McIntosh made effective appeals for the proposed appropriation; a class of young ladies, under the leadership of Miss Grace Hall, gave an exhibition on the stage with clubs and dumb-bells; and the Normal choir greeted the visitors with such music as few of them had ever heard before. Not long after this visit, news came that the "gym" bill had passed the Senate by a large majority. The House, after a long delay, also passed the bill, but reduced the amount to \$20,000, at which figure it finally received the governor's signature. This amount was barely enough to cover the cost of the proposed building. To obtain funds for the purchase of a site, certain public-spirited citizens of Ypsilanti, of whom Professor George, D. L. Quirk, Charles King, and C. S. Wortley were most active, canvassed the business men of the city with a subscription paper. In this manner \$1,800 was secured, and, with a like amount furnished by the State, the block enclosed by Cross, Normal, Ellis, and Summit streets was purchased.

Having secured a site, all was comparatively plain and easy sailing. Bids were received by the State Board of Education for the construction of the building, and in September, '93, the contract was awarded to Frank Glanfield, of Ypsilanti, who immediately began work upon the structure, and steadily pushed it forward to its completion in April, '94. It was dedicated May 18, Professor G. S. Albée of Wisconsin, Hon. P. F. Powers, Professors Austin George and W. P. Bowen, Hon. E. P. Allen, Lieu. Gov. Giddings, and Senators C. S. Pierce and J. H. Morrow being among the speakers. The flags and decorations were furnished by the school, and the music by the Normal choir.

As finally completed, our gymnasium is one of the finest in the country. It stands a monument to the energy and public spirit of those who have labored so earnestly to make it an accomplished fact. With this building, supervised by competent instructors, the Michigan State Normal School is better equipped for work in physical culture than any other normal school in America. From the use of this building will flow benefits incalculable, as succeeding classes of well-trained teachers issue from its portals to impart to the youth of the State the lessons of how to acquire bodies which shall be fit instruments and temples for the spirits within.



Washingtonian Toastmaster's Club.

Officers.

First Term.

HERBERT McCUTCHEON,
FRANK H. HYSER,
J. G. LELAND,
THEODORE TOWNSEND,

President.
Vice-President.
Secretary.
Treasurer.

Second Term.

RALPH DEAN,
E. J. HALL,
THEODORE TOWNSEND,
C. D. LIVINGSTON,

President.
Vice-President.
Secretary.
Treasurer.

Members.

HERBERT McCUTCHEON,
C. H. NORTON,
THEODORE TOWNSEND,
C. D. LIVINGSTON,
F. E. WILCOX,
V. S. BENNETT,
O. L. BURDICK,
THERON S. LANGFORD,

RALPH DEAN,
H. ELMER JOHNSON,
F. H. HYSER,
J. E. CLARK,
J. G. LELAND,
J. E. BRONDIGE,
J. C. GALBRAITH,
E. J. HALL.

The Washingtonian Toastmasters' Club.

CHARLES H. NORTON.



WHEN one is called upon to write an article of this kind, upon a subject in which he takes great delight and is much interested, it is sometimes hard to adhere strictly to the truth; so I state in the beginning that it is my purpose to conform rigidly to facts.

The history of our organization and first year's work being described by Brother Jennings in *AURORA* '93, I see nothing for me to write upon, but the attainments of the club during the year of '93-4. Although these facts alone are enough to fill a book of prodigious size, the enumeration of only a few of them must suffice at this time.

We were called together early in the year by President McCutcheon, and found our number greatly diminished by the loss of the out-going '93's, Wilcox, Cowgill, Sweet, Lathers, Paton, and Harris belonging to that class, besides Jennings and Brown, failed to respond to the roll call; thus our number was reduced to eight. But there was no occasion for disbanding, as nearly every one present had a name or two to propose for membership. As soon as it was generally known that there were any vacancies, great was the clamor for admission, and special meetings were called almost daily to ballot on members; but the black balls fell thick and fast, and while many came, few were chosen.

During the autumn Burdick, Clark, Wilcox, Bennett, Livingston, Bron-dige, and Hall were selected, and then the club lacked but two of being filled. Towards spring, Gaibraith was invited to fill one vacant seat, and later Langford to fill the other. The first meeting of the year was held with Leland and the second with McCutcheon, after which arrangements were made with Mrs. Cundiff to furnish the supper for each meeting, at whose club-house we have been well provided for and amply banqueted.

The boys meet at eight o'clock on every third Saturday evening, and for half an hour entertain themselves as best they may with gossip and story telling. Then any matters of business or initiation are attended to during the next half hour, and at nine o'clock we proceed to the spread. For one

straight hour without intermission or interruption the staples and the dainties of life are appropriated to the use of mankind, known as toastmasters. When the necessities of life are supplied, the enjoyments are indulged in with just as much vigor. It is very amusing to hear Clark respond to the toast "Marble Fawn," Dean to the toast "Curls," Johnson to the toast "Darlings," Livingston to the toast "How I Spent the Spring Vacation," or Wilcox to the toast "The Stark Family." These are merely sandwiched in with toasts upon the live issues of the day—tariff, income tax, salary grab, etc., besides all phases of education.

One of the most important and enjoyable meetings of the year was held on the evening of February 22. This was the celebration of our first anniversary, and wishing to make it an extra, we did as men always do on such occasions, invited the ladies to help us. Nearly all of the members were present and the evening passed off with much speed and pleasure, one main feature of the regular program being omitted—the initiation. Toasts were given by all present and with much wit and promptness. Bennett's, on the recent salary troubles of the state officers was especially instructive and well presented. The ladies also by their able responses added much pleasure to the occasion.

During the year the initiatory rites and the method of balloting on the names proposed have been revised, so that now it is a serious thing to enter the secrecies of the club. Indeed it tests a man's powers of patience and endurance to the utmost, and should he be found wanting in these qualities, out he goes.

The success of the '93 toastmasters is known to you all. President Cowgill ably superintends the Newaygo schools, Tom Paton presides in the Iron Mountain High School, Edward Ryder has charge of the science department of the Traverse City High School, while J. S. Lathers has successfully taught the High School at Memphis, M. J. Sweet at Blissfield, and H. Harris at South Frankfort. Successful? I should say so, without exception they are retained for next year at increased salaries. The success of the toastmaster is fast becoming proverbial, it is so certain. Any graduate of the Normal is supposed to know a sufficient amount to teach, so the great work of the club is to teach him to express himself with that degree of accuracy and precision becoming a public speaker, to give dignity to his expostulation, scrutiny to his choice of diction, and elegance to his gesticulation,—all on the spur of the moment. In fact, it teaches him to answer unheard of questions, give accurate explanations, and solve intricate problems and puzzles without any hesitation. It is this training that puts the boys to the front, so that

“toastmaster” is fast becoming synonymous with “getting on in the world.”

The crowning feature of the year's work is to be a grand commencement banquet, in which several of the faculty and other prominent persons will be invited to participate. With this we will close another year of successful work, feeling, as we do, a closer tie of fellowship, and a greater appreciation of the beneficial training given us in the W. T. M. C.



Mock Congress.

Officers.

First Term.

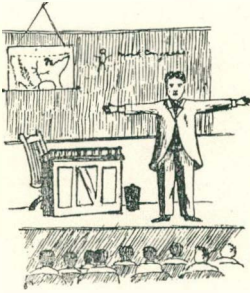
| | | | | | | | | | | | |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--------------------------|
| GARDNER A. POST, | | | | | | | | | | | <i>Speaker.</i> |
| WILLIAM A. LUDWIG, | | | | | | | | | | | <i>Vice-Speaker.</i> |
| IRVING A. CLARK, | | | | | | | | | | | <i>First Clerk.</i> |
| THEODORE H. TOWNSEND, | | | | | | | | | | | <i>Second Clerk.</i> |
| GEORGE H. COVERDALE, | | | | | | | | | | | <i>Treasurer.</i> |
| F. H. VANDEBURG, | | | | | | | | | | | <i>Editor.</i> |
| HENRY E. STRAIGHT, | | | | | | | | | | | <i>Sergeant-at-Arms.</i> |
| F. J. S. TOOZE, | | | | | | | | | | | } <i>Ex. Committee.</i> |
| D. J. CRAWFORD, | | | | | | | | | | | |
| C. H. NORTON, | | | | | | | | | | | |

Second Term.

| | | | | | | | | | | | |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--------------------------|
| HENRY E. STRAIGHT, | | | | | | | | | | | <i>Speaker.</i> |
| F. H. VANDEBURG, | | | | | | | | | | | <i>Vice-Speaker.</i> |
| ORA TRAVIS, | | | | | | | | | | | <i>First Clerk.</i> |
| GEORGE E. BROWN, | | | | | | | | | | | <i>Second Clerk.</i> |
| THEODORE H. TOWNSEND, | | | | | | | | | | | <i>Treasurer.</i> |
| D. J. CRAWFORD, | | | | | | | | | | | <i>Editor.</i> |
| JOSHUA G. LELAND, | | | | | | | | | | | <i>Sergeant-at-Arms.</i> |
| GARDNER A. POST, | | | | | | | | | | | } <i>Ex. Committee.</i> |
| ORIN L. BURDICK, | | | | | | | | | | | |
| WILLIAM A. LUDWIG, | | | | | | | | | | | |

Mock Congress.

J. G. LELAND.



THE history of Mock Congress dates back to '88. It is eight years the junior of her four sister societies, but she has stepped in and kept pace with them since her organization. While the work of Congress is somewhat different from that of the other societies, its aim is in the same direction—to a better and broader development in an educational line. Its members enjoy all the privileges of the other societies save one: Mock Congress is not represented in the Normal News contest. It is not, however, the fault of the members, but is due to the objections of the faculty, which some day will no doubt be removed.

Congress meets on Saturday from 2 to 4 o'clock, according to the rules adopted by the present house. During a few weeks at the beginning and end of the school year, Congress does not meet on account of athletic sports.

We follow, as nearly as possible, the routine of business of our national House of Representatives. We are guided by the constitution of the United States, have the various committees of the national house, and make our rules each session, which is two annually. Every bill that is presented goes before the proper committee, and is, after consideration, ushered into the house to undergo as enthusiastic a debate as any bill in the national house. The friendship for and enmity against a bill is as great during the discussion as would become any body of young men of any college. No bill has come before Congress this year which has been passed or rejected with less than two days' debate, during which time the opposing sides have exercised their best parliamentary talent to obtain their desired end. Filibustering is sometimes resorted to. This gives a good drill in parliamentary law, and furnishes amusement as well as practical work.

Many important bills have come before us for consideration; some of them being of vital interest to the nation. During our financial panic the "Ludwig Tariff Bill" was presented and passed. This provided for a better regulation of the tariff than the "McKinley Bill," but was in every respect a

protective measure. The results are already being felt. People are now more confident and business is beginning to regain lost ground.

Congress was not silent during the negotiations of the President with Hawaii. Feeling that the President was not taking the right steps in the matter, and thinking it its duty to interpose, a resolution censuring the President was offered and very hotly discussed, pro and con, with amendments from the Democrat side of the house, who tried to make it a censure on Minister Stevens instead. The amendment failed and the resolution passed.

THE RESOLUTION.

“Be it resolved by the House of Representatives in Congress assembled, that, during our late difficulty with Hawaii, the President has stepped far without the bounds of his jurisdiction, has violated the “laws of nations,” has ignored the liberty and trampled on the rights of foreign peoples, has lowered the respectability of our own government and set at nought those principles of which we so proudly boast, and therefore deserves the censure of this Congress and the American people.”

Many other bills, such as “A bill appropriating \$3,500,000 to deepen the Columbia River above the Dallas,” “a bill appropriating \$1,000,000 annually for ten years for the enforcement of the ‘Gerry Exclusion Act,’” an “Income Tax Bill,” a “Free Coinage Bill,” a “Bill for the Discontinuation of Pensions,” etc., have furnished Congress with rousing and interesting debates.

Knowing the attitude of the President, very few private pension bills were presented. Congress rejected the one for the discontinuation of pensions. Very few seats have been contested, and in every case the matter has resulted in lively parliamentary discussions.

Mock Congress adjourned *sine die* this spring, after two very successful sessions and one “public.” At the time of its adjournment it was in as flourishing a condition as any of the other societies of the State Normal School.



The Normal News.



ESTABLISHED

1881

PUBLISHED

BY

THE

STUDENTS



D. C. VAN BUREN,
Editor-in-Chief.

C. H. NORTON,
Business Manager.

Editors and Managers.

| <i>Year.</i> | <i>Editor-in-Chief.</i> | <i>Business Manager.</i> |
|--------------|-------------------------|-------------------------------|
| 1881-2 | W. C. HEWITT, | PROF. AUSTIN GEORGE. |
| 1882-3 | L. J. MEACHAM, | A. J. MURRAY. |
| 1883-4 | A. J. MURRAY, | W. J. CHAMPION. |
| 1884-5 | E. A. KENYON, | W. W. CHALMERS. |
| 1885-6 | W. W. CHALMERS, | J. W. KENNEDY. |
| 1886-7 | C. D. MCLOUTH, | J. W. KENNEDY. |
| 1887-8 | W. D. HILL, | W. F. LEWIS. |
| 1888-9 | P. F. TROWBRIDGE, | F. J. HENDERSHOTT. |
| 1889-90 | S. D. BROOKS, | F. L. INGRAHAM. |
| 1890-1 | H. T. BLODGETT, | { M. B. ROSENBURY (resigned). |
| 1891-2 | R. L. HOLLOWAY, | { F. A. JEFFERS. |
| 1892-3 | M. J. WITHINGTON, | C. W. CURTIS. |
| 1893-4 | D. C. VAN BUREN, | E. P. GODDRICH. |
| | | C. H. NORTON. |

Winners of Normal News Oratorical Contests.

| | | |
|------|------------------------------|---------------------------|
| 1889 | MARY F. CAMP, Senior Class; | W. N. LISTER, Crescent. |
| 1890 | MARY LATSON, Faculty; | F. M. WHITE, Adelpic. |
| 1891 | MINNIE GOODES, Crescent; | A. L. MARVIN, Adelpic. |
| 1892 | WINNIE ROBINSON, Atheneum; | D. C. VAN BUREN, Faculty. |
| 1893 | ANGELINE SHERWOOD, Atheneum; | J. S. LATHERS, Olympic. |
| 1894 | MABEL W. SMITH, Faculty; | L. G. HOLBROOK, Olympic. |

Historical Sketch.

IN the year 1881 the Normal School had grown to such proportions that the need of a school journal began to be seriously felt. Accordingly, in the fall of that year, the *NORMAL NEWS* was established. Walter C. Hewitt was its first editor, and Professor George, who had been largely instrumental in promoting the enterprise, acted as its first business manager. The first editorial staff consisted of one member from each of the four literary societies, which had been reorganized a short time previously. The aim of the paper, as stated in an editorial in the first issue, is to subserve the best interests of the school and its students, past, present, and to come.

The *NEWS* began as a monthly pamphlet of just one-half its present size, containing ten pages of reading matter, the literary articles being placed upon the first pages, the editorials, news items, etc., coming last. During the first year its circulation reached two hundred fifty copies. Two years later this number had grown to five hundred, which shows that students and alumni had come to a realization of its value and of their duty toward it; for there were at that time only about five hundred students in attendance at the Normal.

The names of the contributors to the *NEWS* in past years and the subjects treated form a pleasing study. We find there many a name since well known throughout the State as that of a successful teacher or superintendent. Especially is this true of the editors and managers, whose names appear at the beginning of this article. Strangely enough, many of the questions they treated and apparently settled are the same ones that students are enthusiastically attacking to-day.

From the first the *NEWS* has enjoyed almost uninterrupted growth and prosperity. In its second year a business manager was appointed to care for its financial interests. In June, '83, it came out, bearing upon its cover a fine engraving of the Normal buildings and grounds as they then appeared, the north and south wings not yet having been built. In 1884 the editorial staff was increased by the addition of a member from the S. C. A., which society has been regularly represented in the paper ever since, its president usually looking after its interests there. For some time the "Scientific

Society" had a representative upon the staff. In 1889, besides the regular editor, P. F. Trowbridge, an associate editor, R. G. George, was elected, but the plan was discontinued thereafter. During that year several new features were added to the NEWS' work. The matter of the paper was changed about so as to place the editorials, news, etc., at the beginning, a practice which has since been followed. During that year, also, the first of the annual NORMAL NEWS oratorical contests was held, the prize being then, as now, a fine gold medal and a \$20 gold piece. The engraving at present used on the front cover of the NEWS first appeared in February, 1890. At that time also the name of an editor from the Athletic Association first appeared, and in the following year the Mock Congress was first represented on the staff. Last year the experiment of making the paper a bi-monthly was tried, but the plan had to be abandoned because of financial considerations. The last addition to the editorial staff, that of a representative from the Conservatory, was made during the present year.

We close with a word in regard to the work of the present year. One thousand copies of the September number were issued, about one-fourth of which were distributed as sample copies, and the others sent out on regular subscription. Since that time the subscription list has steadily increased until now it requires one thousand copies to supply the demand, two-fifths of these going to alumni. During the year nine full-page engravings of prominent educators have been printed, each with an accompanying biographical sketch, while two special numbers, those of Christmas and Easter, have added to the year's attractions; also an extra form in each of five numbers. The literary matter has been of the highest class, much of it being of practical value to teachers. The alumni column has been unusually well filled and the news department brimming over. The NEWS' oratorical contest this year was a grand success, and, contrary to all previous experience, more than paid expenses; and, although the hard times cry is heard on every hand, the NEWS is enjoying a great financial boom.

Altogether, the record of the NEWS is one of which its friends may well be proud. Its pages have ever been open to the pure, the inspiring, the good. Its policy has been to encourage noble effort, and its voice has ever been uplifted in the cause of progress. It has served to foster an interest among students in each other, in the school, and in their profession. Well and truly has it fulfilled the purpose for which it was established.



Before taking the final plunge, we wish to express our thanks to the members of the Faculty who aided us in judging the contest articles, and especially to Professors Putnam, Lodeman, and D'Ooge, the AURORA Committee; to Beale, Comstock & Wilcox, E. E. Trim, Stone & Bell, E. R. Beal, and Bazarette for prizes to contest winners; to J. B. Woodruff, Bertha Goodison, and R. Holland for drawings; to L. G. Holbrook, H. C. Daley, Ralph Dean, F. E. Wilcox, O. L. Burdick, and Frank Evans for work in canvassing; to the *Ypsilantian*, the *Commercial*, and George Damon for plates; and to the Register Publishing Company, to whom a large measure of whatever success we have gained is due.—EDITORS.



Articles Rejected.

- “Etiquette of Evening Parties.”—*J. E. Clark.*
 “Essay on Happiness.”—*Prof. C. T. McFarlane.*
 “Receipts for Keeping Order in the School Room.”—*Carrie Bockheim.*
 “How to Entertain Young Gentlemen.”—*Minnie O. Hall.*
 A Story—“Lost in the Woods.”—*H. C. Daley.*
 An Oration—“How to Talk Around a Point.”—*F. H. Hyser.*
 “The Secret of a Beautiful Complexion.”—*John E. Brondige.*
 “Why the Junior Class Should be Respected.”—*S. C. McAlpine.*
 “How Often a Fellow Should Change His Best Girl.”—*Ed. Hall.*
 “How to Preach.”—*Clarence Green.*
 “The Science and Art of Sawing Wood.”—*Geo. Sherman.*
 “The Latest Styles in Hair Dressing.”—*Miss Rowley.*
 “The Pleasures of True Love.”—*C. D. Livingston.*
 “The Latest Fad.”—*Horace Diller.*
 “Instinctive Oratory.”—*Fred Tooze.*
 “Rules for Using the Mail Box in the Front Hall.”—*Lizzie Schermer-*

horn.

This paper also contains valuable cautions against using the “grinds” box as as a mail box.

Important Dates of the Year.

- Sept. 11—Practice school opened.
Sept. 15—Reception to new principal.
Sept. 26—Normal News came out.
Oct. 17—Goodrich began to part his hair in the middle.
Oct. 20—Vandeburg shaved off his mustache.
Nov. 13—Minnie Wilber met Ganyard.
Nov. 20—Johnson was frightened out of Miss Norton's class of girls.
Dec. 1—Livingston had his fortune told.
Dec. 15—Olympics closed society on time.
Dec. 24—Angevine called on Minnie Beal at her home in Northville.
Dec. 27—C. W. Curtis was pleasantly entertained by Mabel Smith, at her home, in Niles.
Jan. 10—French got a black eye while boxing.
Jan. 16—Miss Southgate overslept.
Jan. 26—Adelphics had a good program.
Jan. 28—Miss Augustine entertained McAlpine.
Feb. 2—Barbour's examination in grammar.
Feb. 6—Welch bought a bottle of "Burdick's Hair Restorative."
Feb. 16—Dean invited Miss Baker to go to society with him, but was refused.
Feb. 22—Toastmasters celebrated their first anniversary.
Feb. 24—Students' Christian Association reception.
Mar. 3—Athenæum reception (?) at Mr. Beal's.
Mar. 4—Bennett was locked out.
Mar. 26—Norton got his position.
Apr. 7—Miller's examination in Orthoepy.
Apr. 10—Commencement participants appointed.
Apr. 11—The Crescent, Olympic and Adelpic societies met to fix up a "slate" for class-day participants.
Apr. 21—Bessie Taylor forgot to go to breakfast.
Apr. 23—Miss Mack, Miss Hadlow and Miss Granville got left at Niles.
May 11—Normal News oratorical contest.
May 18—The new "Gym" was dedicated.
June 2—Senior reception to faculty and students.
June 9—Junior reception to faculty and students.
June 27—Commencement day.

PROF. B—"Are you having any language, Mr. Woodruff, besides English?"

MR. WOODRUFF—"Yes, I'm having Orthœpy."

THE JUNIORS—Even Solomon in all his glory was not arrayed like one of these.

A member of the advanced Latin class announces that they will not read the Episodes of Horace.

MARY MCKENZIE—

"Of all sad words of tongue or pen,
The saddest are these: I've flunked again."

Go—went —gone. — For further information apply to E. G. Welch.

MAY MARBLE—"Well, I'm not so particular about a position anyway. I don't expect to teach always."

Q. Why would Verne Bennett make a good collector?

Ans. Because he is fond of Dunning.

PROF. GAREISSEN dislocated both shoulders beating time for the choir. He is reported as improving.

Rescued from the bottom of the waste basket—the Junior Colors. They were out of sight, but could be plainly heard.

Died, Jan. 21. The Senior Mortar-board.

Lost—By the Normal Choir, the key. Finder please leave with Prof. Pease and receive reward.

MORELAND COOK—A Curlèd darling.

J. E. CLARK Hights to play Marbles at Knight.



G. A. Post in his speech nominating a class historian.

As to that photograph gallery situated on the SANDS of Summit street—we are sorry to note that the firm was not STRONG enough to prevent its dissolving in the BROOKS.

MR. LIVINGSTON—“Couldn’t we have a quintette of—say eight boys?”

SHE STILL WONDERS WHICH HE MEANT.

PROF. MC F—“What kind of animals would we find in that country.”

MISS BURCK—“Deer.”

MR. MC F—“Yes, deer (dear).”

“Two are company, three a crowd.” and Burdick studies his Latin alone now.

After a *general* discussion in Olympic Society meeting, (Miss Mines in the chair, with an indulgent smile): “Isn’t there someone besides Mr. Van Buren who would like to talk?”

MR. LOCKWOOD—“Professor, I forgot my glasses this morning, so of course I can’t make a recitation,”

MISS BEACH (in Hist. class)—“I don’t know, I haven’t read French history for the last two hundred years.”

A SPONTANEOUS OUTBURST.

“I was drilled and steeped
In Latin and Greek
From the crown of my head
To the soles of my feet.”—*Prof. Barbour.*

WARING’S SOLILOQUY—No man can serve two masters. Either he will love the one and hate the other, or he will cling to the one and neglect the other; ye cannot serve D’Ooge and the fourth grade critic.

One morning in the early light,
Our Farmer found a flower,
He thought he’d Picket while ’twas bright,
And take it to his bower.

CURTIS—If I could catch the fellow who carried my three satchels over to 424 Ballard, I’d make him carry them back.

G. M. WALTON beats all the fellows in the Normal for the girls. (S)he rushed Angie Sherwood pretty lively last year, and now (s)he is after Burnice Replogle just as fast. (S)he can court six or eight girls at the same time and keep all good natured—something that most boys fail in doing successfully.

GRAPE EXCELS
CREAM OF TARTAR POWDER. IN
LEAF PURITY
BAKING STRENGTH
POWDER FLAVOR
 ASK YOUR DEALER FOR IT AND INSIST ON HAVING IT

Normal Conservatory Of Music

FREDERICK H. PEAKE,
 Director.

In connection with the
 MICHIGAN STATE NORMAL SCHOOL.

This music school is not excelled for thoroughness of instruction and absolutely safe methods.

VOICE CULTURE, PIANO, ORGAN, VIOLIN AND THEORY taught by the most talented teachers.

Send for special circular.

GERTRUDE PARSONS, SECRETARY,
 YPSILANTI, MICH.

WE TRUST

We shall always be kindly remembered
 by all Students and friends of the Normal.



THE BAZARETTE.

M. O. STRAIGHT,

 Photographer

*YEARS OF EXPERIENCE.
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The Students' Christian Association Room was filled to overflowing on the evening of February 24. Dean says it was even *Fuller* than at the last reception.

Charles Norton's departure from the Training School has seriously disabled that department.



U. of M.—“I don't think.”

A Grand Discovery—A slight promise of mustaches on Daley's and Holbrook's upper lips.

McFARLANE (in Geog. class)—“What is a glacier, Mr. Radford?”

MR. R.—“It is frozen ice.”

TRAINING SCHOOL TEACHER—“If there are four boys coasting on one hill, how many are there on two hills?”

(A correct solution of the above, accompanied by a diagram, sent to the AURORA Eds., will be suitably rewarded.)

NOT IN HARMONY WITH HIS OWN EXPERIENCE.

MR. VANDERBURG (reading Lat.)—“*Complexus pedes*—it looks like ‘embracing her feet,’ but that doesn't seem to be right.”

C. D. MOSHER—How appropriate to spell your name with an *a* instead of an *o*.

D. C. VAN BUREN—“Your name is Dennis.”

Any one in need of a little green flag will be supplied at cost by any Adelphic, provided it is asked for quietly.

THERON LANGFORD—“A man of infinite zest, of most excellent fancy.”

Lost—In American Literature class, Rupert Holland's deep sonorous voice. Finder please leave on the spindle in room 42.

A BURST OF ELOQUENCE.

“There was scarcely a dry tear on a single face.”—*Holbrook*.

At tea—"Will you take onions, Mr. Norton?"

Mr. N—"Yes, thank you."

Miss Fox—"Oh goody! now I can eat some."

Found—A student really wishing to have a class to Miller.

PROF. PUTNAM—"Does a person always know when he smiles, Miss Lane?" (Long pause.)

PROF. P.—"Is Miss Lane here?"

MISS LANE (rising)—"I think not, sir."

(Smiles.)

DID HE MEAN AN OPINION OR LADY?

PRES. CLARK—"Perhaps some of the ladies have opinions in regard to this."

H. E. JOHNSON (having risen)—"I am not a lady, but I have *one*, though."

Class applauds and extends congratulations.

"Sir, I offer myself a match for no man."—*Ethel Weed.*

Miss McMAHON (in American Lit. Class)—"Miss Babbit what is Literature?"

MISS BABBIT (prepared to give a quotation)—"Nothing before, nothing behind."

PROF.—"This piece of stone came from the Heights of Abraham. Miss Mines, can you tell me where that is?"



MISS MINES—"In Palestine." M. S. N. S.—"The very air seems full of thought."

GAREISEN (putting on his skates for the first time)—"I say Mc. it looks easy enough, I think I can start right off."

McFARLANE—"Don't be too sure, 'tis easier said than done."

GAREISEN—"Yes, but here goes," and he went—

MISS BERRINGER (after her first lesson in skating)—"I learned very rapidly; Mr. Fisk took right hold like a little man."

Student (to Librarian)—"Is the 'Ocean' in?" Librarian—"I'll go to see (sea)."

Hopkins' choice—Who?—Leland.

“Mr. Jensen looks like the statue of Julius Cæsar.”

A NEW PHASE OF ENGLISH.

MISS BROOKS (in 9th grade Grammar class)—“Every explanatory sentence should be followed by an explanation point.”

LELAND—“I have decided to become a professional farmer, because all I have to say to the Weeds is, ‘Wilt thou?’ and they wilt.”

MISS PUTNAM (in Sci. of Govt. class)—“What do you mean, Miss Smith, by ‘jeopardy of life, etc.’?”

MISS SMITH—“It means that if a person is once beheaded, he never can be again.”

Bear in Mind

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MISS SHULTES (in Eng. Hist. class)—“What, Miss Morgan, is the meaning of the word Chivalry?”

MISS MORGAN—“Chivalry is an instrument which was used for frightening French horses.”

“It is supposed that Shakespeare had some learning, but it is not at all certain.”—*Miss Jessie Baker.*

Lost—My breath, while reading an essay before the class in Eng. Lit. Finder please return to my office and receive reward.—*Donald Gordon.*

A little more *Pianissimo* from the choir, if you please, while the roll is being taken.—*Garcissen.*

MR. MOSHER (in Lit. class)—“There are more love scenes in comedy than in tragedy, because comedy requires more lady characters.”

The Alphabet

As Taught by the New Instantaneous Process.

BILL NYE'S SISTER.

A is for Ackerman, sturdy but small,
B is for Barbour, sarcastic and tall.
C is for Cramer, who has a swelled head,
D is for D'Ooge, a favorite, 'tis said.
E is for Edwin, so good and so Strong,
F is for Florence, whose lessons are long;
G is for Gareissen, the musical swell,
H is for Hiram, the student's death knell;
I is for Indulgence, not their chief sin,
J is for Jackson, so dapper and trim;
K is for King, often seen in the hall,
L is for Lodeman, known by you all;
M is for Muir, a most ancient dame,
N is for Norton, description the same;
O is for Osband, who is not hard to please,
P is for Putnam, for Payton and Pease;
Q is for questions, here played with as toys,
R is for Robinson, much loved by the boys;
S is for Smith, a mathematical freak,
T is for Taylor, whom boys never seek;
U is for Union, in which there is strength,
V is for vex, which they give us at length;
W is for Walton — give heed to her call,
X is for excellence, sought for by all;
Y is for youth, which from them has long flown,
Z is for zeal, which they never have known.

PROF. PEASE (to Normal Choir)—“Ladies, you may be the violins and we gentlemen will act as bows (beaux).”

“If a student's work is never done, a teacher is immortal.”—*Jackson.*

MR. WARING (teaching Geog. in the 4th grade)—“What supports the earth in space?” PUPIL—“It floats in water like a ball.”

MISS MC. (in Eng. Lit. class)—“What can you say, Mr. Sinclair, of the way in which Brutus receives the news of his wife's death?” MR. SINCLAIR —“He doesn't grieve as much as we should expect him to, but yet, we could not expect him to grieve more.”



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George Sherman prefers history to any other study in the Normal. He is particularly interested in the reign of the Georges.

SIGNS OF SPRING.

Miss Diller saw the first robin-red-breast near the octagon house on March 1st. It seems early for our American bird, and we are inclined to think it was a Welsh robin.

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STRIKE! for your kindling to build your fires,
STRIKE! till the land-lord a wood-splitter hires,
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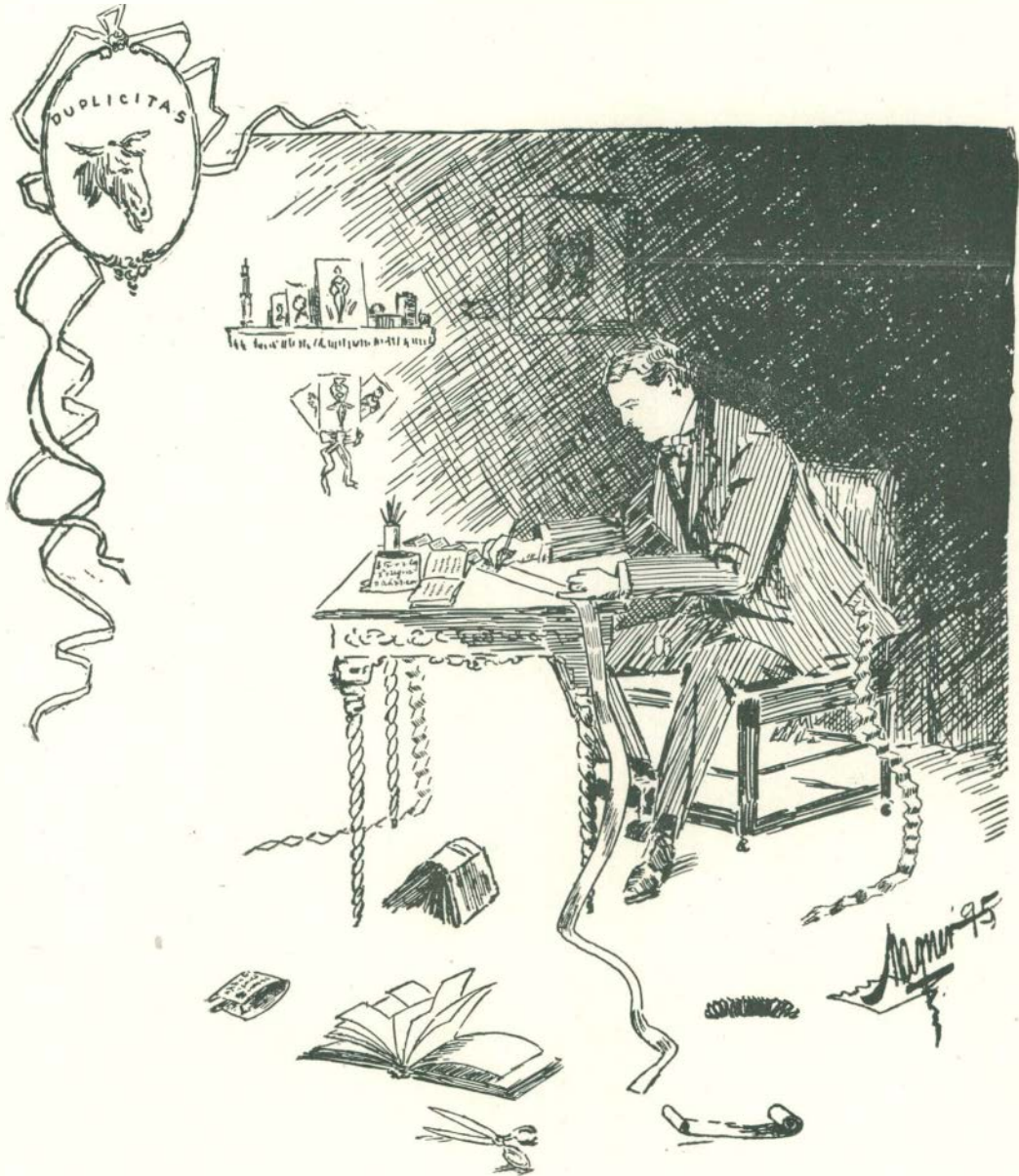
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Wilcox preparing for examination.

OUR CELEBRITIES.

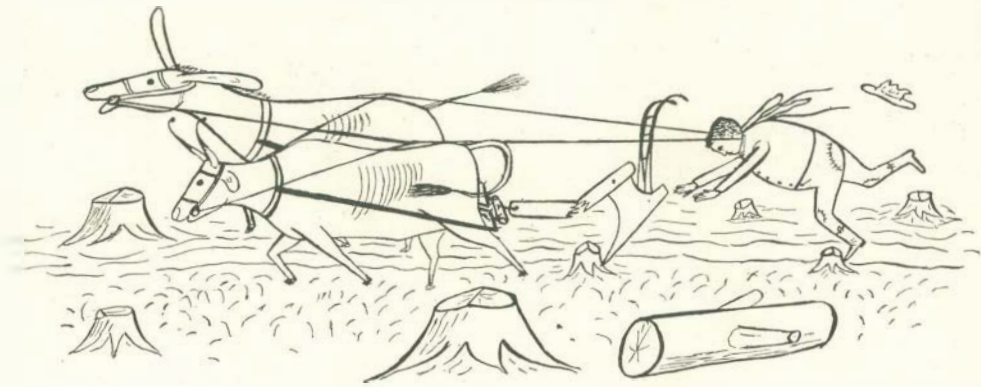
Van Cleve is studying Lowell,
Miss Parker studies Moore;
The Wilber *parlez vous* to French,
The Georges just adore.

In Ernest doth our Millie work,
To Botany impart,
While Goodrich duly takes the Weed
And holds her to his heart.

And don't you know there is a Smith
At our great Normal School?
And Curtis is the "Law," 'tis said,
By which she fain would rule.

Of Warner's Safe Cure Mosher sings—
Its province is to please—
It vanquishes the ills of life
By curing heart disease.

—From Life.



"I was once a farmer boy myself."—Boone.

Postscript.

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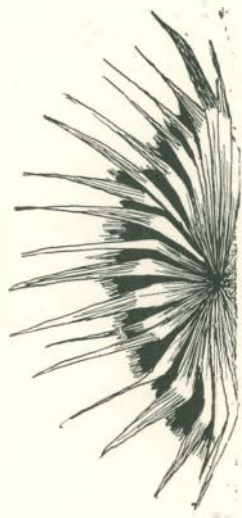
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