

Studdard

THE MICHIGAN STATE
NORMAL COLLEGE

YEAR BOOK



1899-1900

YEAR BOOK

OF THE

Michigan State Normal College

FOR

1899-1900

INCLUDING

ANNOUNCEMENTS FOR 1900-1901

AND

REGISTER OF STUDENTS

1900

THE SCHARF TAG, LABEL & BOX CO.
YPSILANTI, MICH.



Main Building

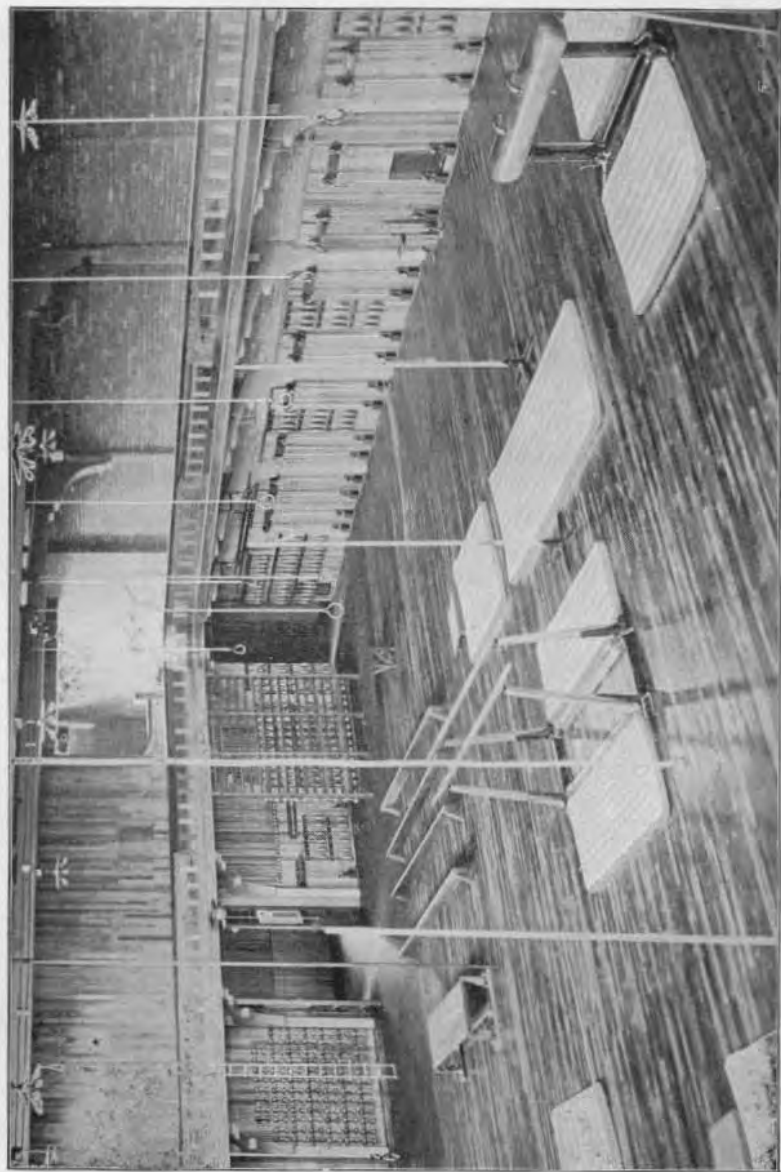


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Training School



Gymnasium



Interior of Gymnasium

Michigan System

-OF-

State Normal Schools.

STATE BOARD OF EDUCATION.

HON. PERRY F. POWERS, Cadillac,	President.
HON. FREDERIC A. PLATT, Flint,	Vice-President.
HON. JASON E. HAMMOND, Lansing,	Secretary.
HON. E. FINLAY JOHNSON, Ann Arbor,	Treasurer.

HON. JASON E. HAMMOND,
Superintendent of Public Instruction.

ALBERT LEONARD, A. M., Ph. D.,
President of the Michigan System of Normal Schools.

Regular meeting of the Board, fourth Friday of each month.

STANDING COMMITTEES OF THE BOARD.

APPARATUS,	Hammond.
FUEL,	Platt.
MUSEUM,	Johnson.
LIBRARY,	Powers.
GENERAL SUPPLIES,	Hammond.
TEXT BOOKS,	Johnson-Platt.
TEACHERS AND SALARIES,	Powers-Hammond.
COURSES OF STUDIES AND ENTRANCE,	Platt-Hammond.
CONSERVATORY,	Platt-Johnson.
TRAINING SCHOOL SUPPLIES,	Johnson-Hammond.
JANITORS, BUILDINGS AND GROUNDS,	Hammond-Johnson.
PRINTING,	Powers-Platt.

MICHIGAN STATE NORMAL COLLEGE,

YPSILANTI.

Faculty.

Elmer A. Lyman, A. B.,	126 N. Washington St
Principal and Professor of Mathematics.	
Frederic H. Pease,	35 Summit St.
Director of Conservatory of Music.	
Daniel Putnam, A. M., LL. D.,	314 Forest Ave.
Emeritus Professor of Psychology and Pedagogy.	
August Lodeman, A. M.,	505 Chicago Ave.
Professor of French and German.	
Julia Anne King, A. M. M. PD.,	611 Pearl St.
Professor of History and Civics.	
Edwin A Strong, A. M.,	127 Normal St.
Professor of Physical Sciences.	
Florus A. Barbour, A. B.,	703 Pearl St.
Professor of English.	
Benjamin L. D'Ooge, A. M.,	423 Ballard St.
Professor of Latin and Greek.	
Will H. Sherzer, M. S.,	9 Summit St.
Professor of Natural Sciences.	
Charles T. McFarlane, PH. B., B. PD.,	602 Congress St.
Professor of Drawing and Geography.	
Wilbur P. Bowen,	811 Ellis St.
Director of Physical Training.	
Charles O. Hoyt, A. B.,	502 Cross St.
Associate Professor of Psychology and Pedagogy.	
Samuel B. Laird, M. S., B. PD.,	423 Ballard St.
Associate Professor of Psychology and Pedagogy.	
Duane Reed Stuart, A. B.,	128 N. Washington St.
Acting Professor of Latin and Greek.	
Charles T. Grawn, M. PD.,	217 N. Washington St.
Superintendent of Training School.	
Abbie Pearce, PH. B., B. PD.,	220 Hamilton St.
Assistant in English.	
Helen B. Muir,	216 N. Washington St.
Assistant in Latin and Greek.	
Ada A. Norton, PH. M.,	510 Pearl St.
Assistant in Mathematics.	

Lambert L. Jackson, A. M.,	303 Normal St.
Assistant in Mathematics.	
Florence Shultes,	216 N. Washington St.
Assistant in History.	
Mary B. Putnam, PH. B., B. PD.,	314 Forest Ave.
Assistant in Civics.	
Harriet M. Plunkett,	614 Cross St.
Critic Teacher, Fourth Grade.	
Fred R. Gorton,	605 Emmet St.
Assistant in Physical Sciences.	
Mrs. Fannie Cheever Burton,	517 N. Adams St.
Assistant in Physical Training.	
Margaret E. Wise,	18 N. Adams St.
Critic Teacher, First Grade.	
Anna A. Schryver,	Ann Arbor.
Assistant in Natural Sciences.	
Hester P. Stowe,	Hawkins House.
Kindergarten.	
L. Zella Starks,	117 Huron St.
Critic Teacher, Third Grade.	
Abbie Roe,	417 Ellis St.
Critic Teacher, Sixth Grade.	
Adella Jackson,	105 Normal St.
Critic Teacher, Second Grade.	
Helen E. Bacon, PH. B.,	517 Forest Ave.
Assistant in English.	
Carolyn Weed Norton,	210 N. Washington St.
Critic Teacher, Seventh and Eighth Grades.	
Julia Martin,	510 Pearl St.
Assistant, Seventh and Eighth Grades.	
Bertha Hull,	220 N. Huron St.
Assistant in Drawing.	
R. D. Calkins,	607 Ellis St.
Assistant in Geography.	
Mary L. Berkey,	324 Forest Ave.
Critic Teacher, Fifth Grade.	
Clyde E. Foster,	632 N. Adams St.
Assistant in Music.	
Ernest B. Hoag, A. B., B. S.,	Ann Arbor.
Assistant in Natural Sciences.	
Alice R. Robson, PH. B.,	121 Normal St.
Assistant in French and German.	

Forest B. H. Brown,	Instructor in Natural Sciences.	814 Congress St.
Mary Ida Mann,	Instructor in Physical Training.	518 Ellis St.
Estelle Downing,	Instructor in English.	720 Lowell St.
Kate R. Thompson,	Instructor in Mathematics.	811 Ellis St.
Jessie Phelps, B. S.,	Instructor in Natural Sciences.	720 Lowell St.
Isabella Stickney,	Instructor in Drawing.	220 N. Huron St.
Edith M. Todd,	Instructor in History.	417 Ellis St.
John Whittaker,	Instructor in Music.	136 Hawkins St.
Elizabeth Yost,	Instructor in History.	502 Cross St.
Myra Bird,	Instructor in Music.	811 Ellis St.
Bertha G. Buell, B. L.,	Instructor in History.	413 Ellis St.
J. Stuart Lathers, B. L.,	Instructor in English.	111 Normal St.
B. W. Peet,	Instructor in Chemistry.	525 Adams St.
T. Letitia Thompson, PH. B.,	Instructor in Mathematics.	501 Cross St.
Sereno Burtod Clark,	Instructor in Latin and Greek.	413 Emmet St.
Wm. D. Cramer,	Instructor in Natural Sciences.	220 Hamilton St.
D. F. Mertz, PH. B.,	Acting Associate Professor of Psychology and Pedagogy.	220 N. Huron St.
Harrison M. Randall, PH. M.,	Assistant in Physics.	414 Lawrence, St., Ann Arbor.
Ella Brookings,	Assistant in Drawing.	217 Ellis St.
Melissa Hull,	Instructor in Drawing.	518 Ellis St.
Ella Keveney,	Instructor in English.	720 Lowell St.

Library.

GENEVIEVE WALTON, Librarian.
GERTRUDE E. WOODARD, B. PD., Assistant.
FRANCIS L. D. GOODRICH, Assistant.
LAURA S. JENNESS, Assistant.

Office.

FRANCES L. STEWART, Clerk.
AGNES MORSE, Stenographer.

Central State Normal School.

MT. PLEASANT.

Faculty.

Charles T. Grawn, M. PD., Principal.
Professor of Psychology and Pedagogy.
Lucy Adella Sloan, M. S., Preceptress.
Professor of English Language and Literature.
Fred. S. Keeler, B. S.,
Professor of Physics and Chemistry.
William Bellis, B. PD.,
Professor of Mathematics.
John Kelly, B. PD., Secretary.
Professor of Reading.
Carl E. Pray, B. L.,
Professor of History and Civics.
Elizabeth Wightman,
Professor of Geography and Drawing.
T. Bath Glasson,
Director of Conservatory.
Evalyn McAllaster,
Public School Music and Voice.
Rachel Tate,
Assistant in English.
Anna M. Barnard, A. B.,
Assistant in Latin and German.
Charles T. Tambling, A. B.,
Assistant in Mathematics.

- Mae Woldt, PH. B.,
Assistant in Science.
- Albert J. Archer,
Assistant in Penmanship and Bookkeeping.
- George W. Loomis, M. S.,
Superintendent of Practice School.
- Margaret Wakelee,
Kindergarten.
- Frances Burt,
First Grade.
- Lois Wilson,
Second Grade.
- Irene Getty,
Third Grade.
- Carrie Simpson,
Fourth Grade.
- Myrta Wilsey,
Fifth Grade.
- Gertrude Robinson,
Sixth Grade.
- Gertrude Dobson,
Seventh Grade.
- Mary J. Jordon,
Librarian.
- Estella D. Whitten,
Stenographer.

Northern State Normal School,

MARQUETTE.

Faculty.

- Dwight B. Waldo,
Principal and Professor of History and Civics.
- L. F. Anderson,
Professor of Pedagogy.
- William McCracken,
Professor of Science.
- Edward G. Maul,
Professor of Mathematics.
- Martha Ackerman,
Instructor in Drawing and Geography.

ADMINISTRATIVE ORGANIZATION.

ALBERT LEONARD, A. M., PH. D.,
President.

ELMER A. LYMAN, A. B.,
Principal of the State Normal College.

CHARLES T. GRAWN, M. PD.,
Principal of the Central State Normal School.

DWIGHT B. WALDO,
Principal of the Northern State Normal School.

Administrative Organization of the State Normal College.

ALBERT LEONARD, PH. D., President of the Michigan System of Normal Schools.

THE COUNCIL.

ELMER A. LYMAN, A. B., Principal.
JULIA ANNE KING, A. M., M. PD.
FREDERIC H. PEASE.
AUGUST LODEMAN, A. M.
EDWIN A. STRONG, A. M.
FLORIUS A. BARBOUR, A. B.
BENJAMIN L. D'OOGHE, A. M.
WILLIAM H. SHERZER, M. S.
CHARLES T. MCFARLANE, PH. B., B. PD.
WILBER P. BOWEN, B. PD.
CHARLES O. HOYT, A. B.
CHARLES T. GRAWN, M. PD.

STANDING COMMITTEES OF COUNCIL.

ON LECTURES AND ENTERTAINMENTS: McFarlane, Barbour, King.
ON LIBRARY: Lodeman, Strong, Hoyt.
ON ADVANCED STANDING: Strong, Pease, Bowen.
ON ATHLETICS: Bowen, Barbour, Pease.
ON YEAR BOOK: King, Grawn, Laird.
ON STUDENT AFFAIRS: McFarlane, Hoyt, King.
ON APPROVAL OF SCHOOLS: The Principal, Barbour, Laird.
TEACHERS' BUREAU: The Principal, Grawn, Lodeman.

Alumni Association.

President,	FRED L. INGRAHAM, '92.
Vice-President,	PROF. S. B. LAIRD, '78.
Secretary and Treasurer,	HELEN BACON, '86.
Executive Committee,	JENNIE KILLAM, '92.
	FRED R. GORTON, '92.
	MRS. ABBIE HUNTER PEASE, '85.
Necrologist,	GERTRUDE E. WOODARD, '93.

Calendar for 1900-1901.

1900.

Sunday, June 17,	Baccalaureate Address.
Wednesday, June 20,	Commencement.
Thursday, June 28,	Entrance Examinations.
Friday, June 29,	Classification of Students.
Saturday, June 30,	
Tuesday, July 3,	Summer Quarter Begins.
Friday, September 21,	Summer Quarter Closes.
Wednesday, September 26,	Entrance Examinations.
Thursday, September 27,	
Friday, September 28,	Classification of Students.
Saturday, September 29,	
Tuesday, October 2,	Fall Quarter Begins.
Thursday, November 29, to	Thanksgiving Recess.
Saturday, December 1,	
Friday, December 21,	Fall Quarter Closes.

1901.

Tuesday, January 8,	{ Winter Quarter Begins.
Friday, February 22,	{ Entrance Examinations.
Friday, March 29,	Washington's Birthday.
Monday, April 1,	Winter Quarter Closes.
Friday, April 5, to	Spring Quarter Begins.
Tuesday, April 15,	Spring Recess.
Thursday, May 30,	Memorial Day.
Wednesday, June 26,	Commencement.
Saturday, June 29,	Entrance Examinations.
Monday, July 1,	Classification of Students.
Tuesday, July 2,	Summer Quarter Begins.
Friday, September 20,	Summer Quarter Closes.

The Michigan State Normal College.

LOCATION.

The Normal College is located at Ypsilanti, Washtenaw County. Ypsilanti is on the main line of the Michigan Central Railroad, over which it is readily accessible from all points on the various divisions of the Michigan Central System. The Ypsilanti branch of the Lake Shore & Michigan Southern gives a means of approach from the south and west. The D. V. & A. A. electric line passes through the College campus, giving communication every half hour with Detroit, Ann Arbor, and intermediate points. The same electric line makes connection with the Ann Arbor & Northern Michigan R. R. at Ann Arbor, and with the Pere Marquette System at Wayne, and at Detroit with the various roads entering that city.

PURPOSE.

"The purpose of the Normal School shall be the instruction of persons in the art of teaching, and in all the various branches pertaining to the public schools of the State of Michigan." This statement, taken from the Act of 1889 revising and compiling the school laws, clearly indicates the guiding principle in all that relates to the work of the College. It is with this purpose in view that selection of teachers is made, that courses of study are arranged, libraries and laboratories equipped, and a Training School of eight grades is conducted. The law quoted above also provides that, before being admitted, all applicants shall sign a declaration of intention to teach in the schools of the State. The institution stands for three essentials in the preparation of the teacher: (1) a high grade of scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision and criticism.

HISTORY.

The Ypsilanti Normal School was the sixth state normal school in the United States and the first west of the Alleghany Mountains. The law establishing it was enacted in 1849, and its first class was graduated in 1854. The average enrollment down to 1860 was 297; from 1860 to 1870, 347; from 1870 to 1880, 346; from 1880 to 1890, 537; from 1890 to 1900, 975. The enrollment for the present year up to February 15th, is 1061. Besides this rapid increase in numbers there has been, during the last few years, a considerable increase in the number of students remaining through the year, the daily attendance being for this year fully 90% of the total enrollment. Another notable gain has been in the better preparation of our students. Since 1890 the number of preparatory students has fallen from 120 to 60, while the number of graduates of approved high schools has risen from 135 to 715. There has been more than a proportionate growth in the number of teachers, the original number of five having increased to twelve in 1880, and the Faculty now including a total of 53. The school has for a number of years been doing work of collegiate grade, and the Legislature of 1897, in recognition of this fact, authorized the State Board of Education to designate the school, in the courses leading to life certificates and degrees, by the name of the Michigan State Normal College.

GROUNDS.

The original site chosen for the School contained a little less than six acres, situated on high ground overlooking the city, which lies in the Huron valley. This was increased by something over an acre in 1893, when a piece of ground lying to the south was purchased for the location of the Gymnasium. In 1895 the city of Ypsilanti purchased and presented to the College about three acres adjoining the original site, on the west, making a total of ten acres, upon which are located the five College buildings, the heating plant, and the athletic field.

BUILDINGS.

The original building, erected in 1852, was destroyed by fire in 1859 and immediately rebuilt. This second building now stands as

the central part of the main building. The front part was added in 1878, the rear or west addition in 1882, and two wings on the north and south in 1888, giving the building as now used the form of a cross, with a length of about 300 feet in each direction. The main building contains over 60 rooms, including class rooms and laboratories for nine departments, the assembly hall, the library, the offices of the Clerk, the Principal, and the State Board of Education, and four rooms for the Literary Societies.

The Conservatory building, originally intended for the use of the State Agricultural Society, contains six rooms which are used exclusively by the Music Department.

The Gymnasium, erected in 1893, contains six rooms and is fully occupied by the Department of Physical Training.

The Training School, the central portion of which was built in 1896, and which is now being completed, is a modern structure planned to accommodate eight grades and a kindergarten, and contains offices, recitation rooms, and an assembly room, in addition to the grade rooms.

Starkweather Hall is a substantial and beautiful stone building, the gift of Mrs. Mary Starkweather, and given over entirely to the use of the Christian Association.

EQUIPMENT.

The library contains over 22,000 volumes, admirably selected and easily accessible. There are well equipped laboratories for the various lines of science work, the outfit including, in all cases, such apparatus as it is possible to obtain and use in high schools, as well as the more extensive and costly equipment suitable for a college. In the Department of Music there are provided a fine pipe organ and twelve or more pianos. The Physical Training Department has two fully equipped gymnasiums, affording opportunity for 500 students daily. The College is well supplied with examples of the best art, a large number of pieces of the best classic statuary, and a still larger number of reproductions of the works of the world's best painters which have been placed in the library, halls, and various class rooms.

For more complete information as to details of the equipment of the College, see Department Reports.

ADMISSION.

Students may be admitted at the opening of any quarter.

The several quarters begin on the first Tuesday of January, April, July, and October and continue for twelve weeks.

The conditions under which a student enters will determine the course of study to be pursued.

By studying the following conditions the student will be able to ascertain the character of the work he is to do, and the course of study he is to enter upon.

1. *Preparatory Students.*—For persons who are not prepared to enter upon the work of a regular course, certain preparatory courses are offered and must be finished satisfactorily as a condition of entrance upon more advanced work. Those subjects are arithmetic, grammar, geography, U. S. history, reading and orthoepy, physiology, civil government and elementary algebra. In addition to these the first year of Latin or German may be taken.

Applicants for admission to this preparatory work are required to take the entrance examination to determine their place in class.

2. *The Four Years' General Course.*—All students, not graduates of an approved high school or college, who have passed the entrance examination or have completed the preparatory work will enter this course. All students, whether graduates of approved high schools or not, desiring to take a *five years' certificate*, must have completed the first three years of the course. Such studies, however, as may have been satisfactorily completed elsewhere may be applied. See page 41. Students of this class desiring to specialize see Course E, page 43; all others, Course D, page 41.

3. *High School Graduates.*—Graduates of such high schools as have been examined and approved by the Normal College, may enter at the opening of any quarter, within three years after the date of such graduation, without examination; otherwise the entrance examination must be taken. In case the student enters after this limit and has been teaching the prescribed subjects, he may, by permission of the Principal, be excused from taking the entrance examination.

Students of this class must present their high school diplomas and a certificate from the superintendent or high school principal, stating the credits earned in the subjects pursued in the high school.

Time will be saved in classifying by presenting these credentials upon entrance.

Blanks for this purpose will be supplied by the College on application.

Specializing students see Course B, page 39; all others, see Course A, page 38.

4. *College Graduates*.—A course is arranged for graduates of reputable colleges and must be taken in residence.

Each applicant will be required to show by examination or otherwise, to the satisfaction of the respective heads of departments, a thorough knowledge of spelling, orthoepy, grammar, geography, arithmetic, U. S. history, civil government, physiology and hygiene. See Course F, pages 44 and 45.

5. *Specializing Students*.—Students who desire to do so and who have a special fitness and preparation for the work, may, with the consent of the head of the department, become specializing students in that department. In this event the head of the department will become the student's patron and will arrange courses of work and provide for his interests. See Course B, page 39, or Course E, page 43.

6. *Teachers holding a First Grade License*.—Teachers who hold a First Grade license endorsed by the State Superintendent of Public Instruction, and who have taught under such license, will be admitted to the regular course without examination.

CREDITS.

Under certain conditions credit for work done elsewhere will be allowed upon courses here, provided that no credits from high schools shall shorten the course for high school graduates. The heads of departments may at their discretion allow such standings from the following schools: (1) the University of Michigan, the Agricultural College, and all other regularly incorporated Michigan colleges. (2) institutions of like rank in other States. (3) approved high schools. (4) reputable non-approved secondary and superior schools in other States with the approval of the Principal.

Candidates bringing standings from any of these schools will first submit them to the proper heads of departments for credit. These credits should then be reported to the office, when a classification may be made out. Candidates for five years' certificates must as

soon as possible after classification secure their credits from the heads of departments, after which these credits must be handed to the clerk for record.

ENTRANCE EXAMINATIONS.

Except as above specified, all students, upon entrance, shall sustain a satisfactory examination in the following subjects:

Arithmetic.—The applicant is supposed to have completed the work of some good text. A fair understanding of the subject is necessary for the examination.

Algebra.—The preparatory work includes the following topics: addition, subtraction, multiplication, division, factoring, highest common factor, lowest common multiple, fractions, and simple equations involving one or more variables.

Grammar.—This should include the parts of speech, their use and relations in connected discourse, and the structure and analysis of sentences. The knowledge and understanding of the subject should be somewhat above that required in the first eight grades of the public school or fully equal to the requirements in this branch for a Second Grade license to teach. The applicant should also have had, accompanying his reading and language lessons, much practice in composition, and be able to express himself in clear and grammatical English.

Reading and Orthoepy.—Correct pronunciation being an essential of good reading, the regular course presupposes a thorough knowledge of orthoepy. The applicant should not only be able to indicate by diacritical marks the correct pronunciation of words in common use, but should possess a good degree of facility in pronouncing them, as to syllabication, accent, articulation and quality. He will also be expected to render intelligently any ordinary selection of prose or verse, giving satisfactory reasons for emphasis, quality, force, pitch, etc., employed by him.

Geography.—The preliminary work in geography is designed to prepare students for the teachers' review, or to enable them to pass the examination for a teachers' Second Grade certificate. It covers about the same ground as does the text of any recent geography. This is required of all persons who cannot show, by examination or

otherwise, sufficient acquaintance with the subject to enable them to pass it.

United States History.—The requirements for admission to the regular course are fully equal to those for a Second Grade certificate. The applicant is supposed to have completed some good text, and to have acquired a ready knowledge of the main facts in their causal relations, and to be able to use them intelligently.

Civil Government.—The teachers' course being only twelve weeks, the requirements for admission will be somewhat rigid. The examination will cover fully and in detail a good text book, in both general and state government.

Physiology.—Applicants should have a familiar knowledge of elementary anatomy, physiology and hygiene. Such knowledge may be obtained from any of the better high school texts when they are suitably supplemented with practical work and class demonstration. The student should know that his information is definite, and he should be ready to present simple drawings and diagrams.

CLASSIFICATION.

The following suggestions are offered, more particularly for the benefit of students entering for the first time, although the various regulations apply to all.

1. Present your credentials to the Principal. If satisfactory, he will refer you to some member of the Faculty for classification.
2. After classification, pay your fee to the clerk. She will sign and return to you your classification card.
3. Enroll in your classes without delay. Each of your teachers will sign your card.
4. After having enrolled in all your classes return your classification card to the clerk.
5. Leave no classes permanently and make no change in classification without written permission from the Principal.
6. After the clerk has signed the classification card, all changes must be recorded by her.
7. No student will be permitted to take more than four studies, not including physical training, except by permission of the Principal.

8. It is important that all students should bear in mind the following regulations:

a. All omitted high school subjects must be taken as electives. For required high school subjects see page 41.

b. By students not specializing on the High School Graduate Course, of the ninety-six weeks of electives seventy-two weeks must be taken in six different departments. See note to Course A, page 38.

c. Of the eleven Teachers' Courses, specializing students must take six, candidates for five years' certificates five, and general students eight.

d. All students are required to take four terms of physical training, for which no credit is given.

DISCIPLINE.

The State Normal College is supported by the taxpayers of Michigan and is responsible to the State for the character and scholarship of those it sends out to teach in the public schools. The council has therefore adopted a policy of asking such students as are found not to be adapted to school work to withdraw from the institution. Students who fail to pass in a large part of their work, or whose character and habits are such as to unfit them in any sense for the important work of teaching, cannot expect to complete the course and receive the sanction of the authorities of this institution. Every effort will be made to encourage, direct, and assist all worthy students, but those who do not show promise of good results or are otherwise unfit to go into the public schools as teachers, will be asked to withdraw.

TEACHERS' BUREAU.

The Teachers' Bureau has been arranged to assist worthy students and graduates of the Normal College in securing positions, as well as to assist school authorities in securing desirable teachers for their schools. Full and confidential information will be sent concerning candidates. It is our policy not to send out general letters of recommendation for indiscriminate use, but to recommend a candidate for a particular position that he is qualified to fill. A large number of the members of the graduating class have had considerable experience in teaching besides that obtained in the training school. There are among our students and graduates persons admirably fitted for the

various grade positions, including kindergarten, for special high school positions, ward school principalships, high school principalships, and superintendencies. School authorities are invited to visit Ypsilanti and see the students at work, and make selection of teachers after a personal interview. All letters of inquiry will receive careful attention.

GRADUATION AND DEGREES.

1. A life certificate will be granted to all persons completing the Four Years' Course (Course D) or the High School Graduate Course (Courses A or B).

2. The degree of B. PD. will be granted upon the completion of (1) the College Graduate Course (Course F); (2) the fourth college year (Course C).

Provisions are made for taking the Master's degree as follows: any one holding the degree of Bachelor of Pedagogics from the Michigan State Normal College, may, upon application, receive the corresponding Master's degree (M. PD.) upon the following conditions:

1. He shall furnish evidence satisfactory to the Faculty that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

2. He shall prepare and present a thesis acceptable to the Faculty, upon some subject connected with the history, science, or art of education; the Faculty reserving the right to assign the subject of such thesis.

EXPENSES.

1. School Fees.

Every student is required to pay at the beginning of each quarter, or upon any subsequent entrance for the quarter or for any part of a quarter, an admission or registration fee of three (3) dollars. This is not returnable because of withdrawal after the student has once regularly entered.

Students who lack standings in two or more of the preparatory subjects are required to pay, *in addition to the registration fee*, a tuition fee of three dollars for each quarter.

Students in the Conservatory of Music who carry studies in the

Normal courses pay the same registration fee as do others. Conservatory students who take private lessons only, pay each quarter an entrance or registration fee of two dollars and a half (\$2.50).

At the Gymnasium a deposit of 25 cents is required for the use of a locker key, upon return of which the money is refunded.

2. Special Department Fees.

Laboratory Fees:

(1) Physical Technics	(12 weeks' course)	\$5 00
(2) Laboratory Practice	" " "	1 00
(3) Adv. Laboratory Practice	" " "	2 00
(4) Structural Botany	" " "	25
(5) Structural Zoölogy	" " "	50
(6) Biological Technique	" " "	50
(7) Lithological Geology	" " "	50
(8) Chemistry 1	" " "	1 00
(9) Chemistry 2	" " "	1 00
(10) Chemistry 3	" " "	1 00
(11) Chemistry 4	" " "	2 00
(12) Chemistry 5	" " "	2 00
(13) Chemistry 6	" " "	3 00
Kindergarten Instruction 1	" " "	1 00
Kindergarten Instruction 2	" " "	75
Organ practice (daily)		5 00

3. Graduation Fees.

Certificate Fee	2 00
Diploma Fee	3 00
Bachelor's Degree Fee	3 00
Master's Degree Fee	3 00

4. Rooms and Board.

The School provides no dormitories. Abundant and usually convenient rooms may be had at reasonable rates in the homes of citizens of Ypsilanti. Board and rooms may be had in the same family or separately. The latter is perhaps the more common. Rooms may be rented furnished or unfurnished, by persons who wish to board them-

selves. Board alone may be had either in clubs or in private families. Board and rooms in families costs \$3.00 to \$4.00 per week. Fuel and lights are generally counted extra. Rooms alone, furnished for two, may be rented for 75 cents to \$1.25 each per week. Students rooming alone pay double rent or nearly so. Board in clubs may be had for \$1.25 to \$2.00 per week. The Students' Handbook, published by the Christian Association and furnished upon application to the office, gives for the current year a list of fifteen such clubs within five minutes' walk of the College.

An approximately correct estimate of all school expenses, including room, meals, school fees, and incidentals, may be put as follows:

Estimated Total Expenses Per Term of 12 Weeks.

Room and board, twelve weeks.....	\$36 00
Fuel and lights.....	3 00
Laundry and incidentals.....	6 00
Books and stationary.....	4 00
Registration and other fees.....	5 00
Total.....	\$54 00

APPROVED SCHOOLS.

Recognizing the importance of a reasonable and permanent connection between the secondary schools of the State and the Normal College, the Board of Education has since 1886 pursued a policy of affiliation whereby certain schools are officially approved as preparatory schools. In accordance with this policy any Michigan school having a twelve years' course of not less than thirty-six weeks each may be affiliated with the Normal College, and its graduates admitted, without examination and to specified standing, on the following conditions:

At least two teachers must be employed on high school work, and such schools as do not employ more than two teachers should offer but a single course of study.

The school must show satisfactory quality of teaching and a reasonable equipment in the several departments, as follows: A collection of books and maps suited to the work to be attempted. Laboratory apparatus called for by the recent texts on the natural and

physical sciences included in the course. The necessary supplementary texts and illustrative material for instruction in the elementary grades.

The school course shall comprise four full years of distinctively high school work, and in every case shall include the following prescribed studies:

Botany.

The work desired in this subject should cover a half year, and is such as is now being done in the better high schools of the country with the use of some one of our modern texts, such as Spaulding, Bergen, McBride, Setchell, Barnes, or Atkinson. Laboratory methods should be employed, and a set of carefully prepared notes and drawings should be kept. No expensive equipment is required, the ordinary hand magnifiers being sufficient. About half the course should be devoted to the study of typical seeds, their structure and germination plant physiology from simple experiments, and the structure and function of root, stem and leaf. The other half of the course should give the pupil a practical acquaintance with the chief characteristics and relationships of the common families of plants and secure for him some facility in the use of a standard key.

English.

Grammar.—Thorough familiarity with inflections, the rules of syntax, and the logical structure of the English sentence are required. The ordinary ninth grade study of grammar is an inadequate preparation for the teachers' review in the Normal College. There should be a term's review of this subject in the latter part of the high school course.

Rhetoric.—A study of the elementary principles of style, together with continued practice in composition is necessary. It is deemed of especial importance that the writing of high school students should, for several years, come under the eye of expert, authoritative criticism. Much practice in writing, under competent supervision, is indispensable.

English Literature.—A year's study of representative English classics, connecting the study of each classic with the literary characteristics of the historical period to which it belongs is required. This course includes an elementary course in the history of English litera-

ture, and a year of study, in addition to the so-called English classics required in all courses.

History.

Only those subjects which have a practical bearing upon the teaching of our National History are required; these are English history and United States history with civics.

General history, though not required, should always find place among high school subjects.

The order is determined by the nature of the subjects. General history precedes and prepares the way for the others. English history affords an intelligent basis for United States history, while civics springs from history and is best understood when studied as a phase of it. One semester of English history, taught with direct reference to our national history, followed by two semesters of United States history with civics, will give an adequate course.

Good accurate text-book work, supplemented by the use of maps, pictures, reprints and reference books, will best serve the purpose of the high schools.

Mathematics.

Algebra.—The course in algebra should include fundamental rules, fractions, simple equations, involution, evolution, radicals and quadratic equations.

Arithmetic.—The work in this subject should consist of a semester's review covering the leading topics, and should be preceded by a course in algebra.

Geometry.—The study of geometry should occupy at least one year and should cover plane and solid (including spherical) geometry.

The work in mathematics outlined above should occupy three years. A review in algebra and geometry should be given in the last year of the high school course.

Physics.

An approved course in physics implies the possession, on the part of the school, of sufficient apparatus, in good working order, to demonstrate the important laws and principles of elementary physics. At least one year, *following geometry*, should be given to this subject. The meter and centimeter and their squares and cubes; the

gram, kilogram and liter, should be thoroughly taught and much used. For our purposes it is preferred that other terms sometimes found in this system be not used. In addition to the above a laboratory course of at least 40 weeks, an hour per week, is expected in case an equipment for this purpose can be secured, and the time of the teacher be devoted to this subject for the hour, so that the laboratory work may be efficiently supervised.

If an efficient laboratory course cannot be attempted, the textbook, lecture and demonstrative work outlined above may be approved, with the understanding that a laboratory course be taken at the Normal College. Graphical work, using geometry freely, is deemed important.

In purchasing apparatus, many simple inexpensive pieces should be preferred to costly and showy pieces, and working apparatus to illustrative apparatus. Special regard should be had to the effective demonstration of *fundamental principles* as opposed to novelties and curiosities. The list for purchase should be made up from the textbook used and not principally from dealers' catalogues.

The student should acquire an *expert* use of scales, dividers, the balance, a burette, thermometer, barometer, a tuning-fork, and a pocket lens.

Special stress should be placed upon fundamental concepts, such as mass, weight, density, energy, and their units of measurement.

The above hints are given to indicate a minimum course in physics and not to suggest any limitation of the work on the part of those schools which can do more.

PHYSICAL GEOGRAPHY.

In the teaching of physical geography it is now not only desirable but also possible to carry out some of the recommendations of the Committee of Ten. At the time when that report was issued, not only were there no suitable texts, but the necessary literature was so widely scattered as to be of little value to the average teacher. The new texts and available references that have appeared since that date justify the recommendation that some of the suggestions of the committee be now more generally put into practice.

It is especially urged that more time and attention be given to what the committee calls "physiography," or the explanation of land forms, "the agencies that produce and destroy them, and the

physical influences by which man and all the creatures of the earth are so profoundly affected."

It is also especially desired that the work be supplemented, as far as possible, by direct observation, and the construction and use of topographic and relief maps, charts, models, etc. This work may be made very valuable in the study of the atmosphere and weather changes. The "Physiographic Folio," recently issued by the United States Geological Survey," containing the topographical maps of ten type regions, suggests the use to which these maps may be put in the teaching of physical geography.

The text is no longer sufficient material to place in the hands of pupils. Students and teachers, in addition to the above mentioned charts, maps, and models, should have access to a few well selected references. Geography, along with chemistry, physics, and botany, has now come to demand its laboratory and laboratory work.

PHYSIOLOGY.

A half year's work with some good text, as Blaisdell, or the revised Martin, is desired in this subject. The text should be supplemented with simple individual or class experiments, and an equipment of preparations, models, and charts should be provided.

Upon the request of the authorities in charge of any school desiring affiliation with the Normal College, a representative of this institution will visit the school at the expense of the College and report on its condition. If the report is favorable, the school may be approved for a period not to exceed three years.

No high school will be approved whose work has not been so inspected and reported upon favorably.

All certificates of graduation from such schools must be presented within three years after their issue.

The Library.

The library facilities were increased in every way in 1897. The entire first floor of the north wing of the building (56x80 ft.) was given to the library, three rooms being thrown together by the cutting of spacious arches. The old library (40x50 ft.) was thus made available for a reading room, the two west rooms for the book stacks, and the space between for office and delivery desk service. Connected with the main building by a wide corridor, the library is most conveniently accessible.

The library numbers over 21,000 volumes, an increase of 1,000 volumes in the past year. The accessions are very evenly distributed among the departments, with a fair proportion for general reference books and for literature in a broader sense than the demands of class work would require. The increased use of the library is shown from the fact that with the enlarged space it is relatively fuller than before. The reading room is frequently taxed beyond its seating capacity many hours in the day, and there are usually from ten to twenty student assistants off duty, working at the tables in the south stack room.

The reading room has comfortable seating capacity for 150, but is often overcrowded. Two thousand five hundred volumes are free of access, and also the current numbers of periodicals and newspapers. These books comprise (1) general dictionaries, cyclopedias, commentaries, atlases, miscellaneous books of quotations, and literary helps and compendia, year books, almanacs, etc., etc. (2) All the bound files of general magazines, with Poole's index and the Cleveland cumulative index. This convenient placing of the periodicals has fully doubled their usefulness, and the long shelves on which the indexes are kept are constantly crowded. (3) Public documents, including the Congressional Record and others most used by the classes in Political Science and by the Mock Congress.

The stack rooms are well arranged, both for convenience and

lighting. The iron stacks of the Library Bureau are used. The Dewey classification is adopted. The period during which the library is opened is lengthened to ten and a quarter hours (7:15 A. M. to 5:30 P. M.) on school days, and to eight hours (8 A. M. to 4 P. M.) on Saturdays.

Access to the shelves is restricted to students who assist for an hour a day in the library. Students desiring this work apply to the librarian, a regular hour is assigned for the term, and promptness and regularity are demanded. No credits are given for this work; but the free access to the shelves at all times during the day, the knowledge acquired of books and of library work, and certain other privileges, are considered a good equivalent. There are fifty student assistants, most of whom work twenty-four weeks, two terms; a few work longer. The assistants meet the librarian for a short series of instructions before beginning the work. Besides the service at the delivery desk, special work is assigned to each assistant.

The department libraries, of from 100 to 300 volumes each, have increased. These constitute an effective addition to the equipment of the class room for ready and special reference. Several of the departments have special card catalogues of subjects relating to their particular work. These give more complete and detailed reference than would be possible in a general catalogue of the library, and greatly facilitate the research work of the students.

The connection between the library and the Training School is very close. Each grade room has an increasing number of books most needed, regularly transferred, and every hour many volumes go from the library for supplementary reading and illustrative helps in teaching. A larger proportion than usual of books suitable for primary and grammar grade needs, has been bought.

In the reading room are the following periodicals:

American Chemical Journal.	American Naturalist.
American Historical Review.	Appleton's Popular Science
American Journal of Archæology.	Monthly.
American Journal of Philology.	Art Journal (London).
American Journal of Physiology.	Astro-Physical Journal.
American Journal of Psychology.	Atlantic Monthly.
American Journal of Sociology.	Blackwood.
American Microscopical Journal.	Botanical Gazette.
American Physical Education	Catholic World.
Review.	Century Magazine.

- Chemical News.
 Child Study Monthly.
 Classical Review.
 Contemporary Review.
 Cosmopolitan.
 Critic.
 Cumulative Index to Periodicals.
 Current History.
 Detroit Free Press.
 Deutsche Rundschau.
 Edinburgh Review.
 Education.
 Educational Review.
 Emerson College Magazine.
 Euphorion.
 Fortnightly Review.
 Forum.
 Gartenlaube.
 Geographical Journal.
 Harper's Monthly.
 Harper's Weekly.
 Intelligence.
 International Studio.
 Johns Hopkins University Circu-
 lars.
 Journal of Education, New Eng-
 land.
 Journal of School Geography.
 Kindergarten Magazine.
 Kindergarten Review.
 Library Journal.
 Literary News.
 Littell's Living Age.
 Mind and Body.
 Moderator.
 Modern Language Notes.
 Monist.
 Music.
 Music Life.
 Nation.
 National Geog. Magazine.
 Nature.
 Neueren Sprachen.
 New Education.
 Nineteenth Century.
 Normal College News.
 North American Review.
 Northwestern Monthly.
 Outing.
 Pädagogische Zeitung.
 Pedagogical Seminary.
 Petermann's Mitteilungen.
 Philosophical Review.
 Popular Astronomy.
 Primary Education.
 Psychological Review.
 Publishers' Weekly.
 Recreation.
 Review of Reviews.
 Revue des deux Mondes.
 Revue Internationale de l' En-
 seignement.
 Revue Pédagogique.
 School and Home Education.
 School Review.
 Science.
 Scientific American.
 Scientific American Supplement.
 Scottish Geographical Journal.
 Scribner's Magazine.
 Wiedermann's Annalen.
 Zeitschrift für ausländisches
 Unterrichtswesen.
 Zeitschrift für physikalischen u.
 chemischen Unterricht.

Besides those enumerated above, which are for general use, the following periodicals are taken regularly for the Training School:

Child Garden,	Grades 1 and 2
Plan Book,	Grade 1
Kindergarten Magazine,	Grade 2
Little Men and Women,	Grade 3
St. Nicholas,	Grade 4
Popular Educator,	Grade 7
Youth's Companion,	Grades 4 and 7

Of the ninety-nine periodicals listed one year ago five have been discontinued, and five have been added to the list. The addition of the Cleveland Cumulative Index to Periodicals has already facilitated the use of that class of literature. Of the fifty six periodicals indexed in its monthly issue, twenty-four are to be found in the reading room of this library.

The library has been designated a "Remainder Depository" for United States public documents, which facilitates the procuring, from the general government, of documents and reports that are of the greatest value.

Societies and Clubs.

THE ALUMNI.

Since the Normal was first opened in 1853, there have gone out from it 3,420 graduates, 98 per cent of whom have taught in the schools of our own and neighboring states. Over 1,100 have been graduated in the last five years, and the greater part of these are now engaged in teaching in Michigan. Individually, these alumni of our institution exert a considerable and wholesome influence in determining the educational policy of the State with which the interests of the State Normal College are inseparably connected. Until recently there has been very little movement towards organization, but within the last few years a marked increase of interest in this direction has been noticeable. There have been more and larger alumni reunions, several class reunions, and a considerable number of local organizations have been formed. Such organizations are a power for good, both to the graduates and to their Alma Mater, and deserve our encouragement and support. The following organizations should be mentioned:

(1) *The Alumni Association.*—This organization now holds two annual meetings or reunions, one at Ypsilanti at Commencement time and the other at Lansing during the meeting of the State Teachers' Association. From 200 to 400 alumni are usually present at these gatherings. The Ypsilanti meeting is the regular business meeting, and a formal address is given, generally by some well known alumnus.

(2) *The U. of M. Normal Alumni Association.*—This Association was formed early in the year 1896-7, "for the purpose of uniting and binding the acquaintanceships, efforts, and sympathies of those interested in the future welfare and prosperity of the State Normal College as an institution; to keep in close communication with it; to foster a kindly feeling between it and the University, and to promote the interests of ex-Normal students at large." The membership has considerably increased, and much substantial service has been rendered along the lines mentioned above.

(3) *The Normal Graduate Class.*—In the faculty of the Normal College and connected with the institution as graduate students, there are about sixty alumni, while thirty more reside in the city or vicinity. From this body of alumni the Graduate Club has been formed, with the purpose of promoting social intercourse among graduates, and assisting in various ways when alumni are here as visitors or guests of the College. The Club is proving of special service to the Alumni Association in the way of making arrangements for reunions, distributing information concerning the College, performing committee service on public occasions, and in various helpful ways showing loyalty to the institution. Other local clubs of similar character and purposes, some of them fully as large as those already mentioned, have been formed in Detroit, Jackson, and other cities.

(4) *The Conservatory Alumni Association.*—This association was formed in the spring of 1897. A reception was given just after the Commencement week concert of the Normal Choir; visiting alumni, the Conservatory juniors, and members of both the Conservatory and College Faculties were invited. The opportunity for Conservatory graduates to meet and renew interest in each other and their work, and to make the acquaintance of new members of the alumni was greatly appreciated. At the business meeting following it was decided to hold a reception annually. The association has not only members in many states of the Union, but others perfecting themselves in their studies beyond the sea.

PEDAGOGICAL SOCIETY.

The membership of this society is made up of teachers of the College.

The early part of the year was consumed in completing the discussion of manual training, begun last year. See Year-book for 1898-99. Topics 5, 6 and 7, of that list of topics in manual training received some attention, especially topic 7: "Practical questions resulting from the discussion." Incidentally a bulletin on this subject was prepared, expressing the views of the society on this head and giving an outline of the work offered and contemplated in this school with reference to the preparation of teachers of manual training as a part of general education in the public schools.

The remaining meetings of the year were devoted to a consider-

ation of the practice (model or training) school as a part of a normal school. On this head the following topics were discussed:

- A. Elements of the ideal practice school.
 - 1. Relation to the College proper.
 - 2. Relation of the professional courses to the practice school work.
 - 3. Relation of the practice school to the local schools.
 - 4. Course of study in the practice school typical or peculiar?
- B. History and present practice.
 - 1. In our own School.
 - 2. In American normal schools.
 - 3. In European schools of same rank.
- C. Course of study in the practice school.
 - 1. Foundation principles in determining course of study.
 - 2. Course in our practice school compared with that in American public schools.
 - 3. Compared with that in European schools.
 - 4. Reports of state superintendents and of committees of the N. E. A. on this head.
- D. Practical outcome of the discussion.
 - 1. A typical course of study for approved schools, and
 - 2. For the practice school.
 - 3. Responsibility of heads of departments for oversight of practice school work, and
 - 4. For bringing method courses into conformity with this work.

In addition to a discussion of the above named topics, reports were had upon recent additions to the literature of pedagogy, and educational news in general.

THE ATHLETIC ASSOCIATION.

The athletic interests of the Normal were first organized in 1887. Since that time the student organization has carried on the work with more or less help and direction from the faculty. This year for the first time the management of athletics has been placed under the immediate direction of a member of the faculty, who is aided in the management by the officers of the student organization, with a committee of the College Council to have general oversight

and control. The result has been an increase of confidence in the association and its work that is encouraging. About 400 season tickets have been sold to students, and about 150 each to members of the faculty and to citizens. The Council appropriated \$105, and the State Board graded and fenced part of the campus used for games, at an expense of \$250. While the sum thus raised is small, careful use of it has enabled the management to provide more for the teams than ever before, both in the line of material equipment and training by skilled instructors. Dressing rooms, lockers and bathing facilities are provided free of cost to all students.

STUDENTS' CHRISTIAN ASSOCIATION.

For the purpose of Christian work, two societies have been formed; the Young Women's Christian Association, and the Young Men's Christian Association. They have existed as such since March, 1899, when they were organized as branches of the Students' Christian Association. This change was made in order that more effective personal work might be done, and also that it might be possible to affiliate with the State, National, and World's Federations, thus bringing the College Association into closer relations with other bodies for the purpose of mutual help.

Three delegates attended the National Conference at Geneva last summer, and brought back with them new methods, enthusiasm and a deeper spiritual life.

The home and centre of religious life in the College is Starkweather Hall. This beautiful building was presented to the Students' Christian Association by Mrs. Starkweather of Ypsilanti, and has been in use since March, 1897. It is under the supervision of a Board of Control consisting of three faculty members, Professors King, Barbour and Hoyt, and three members from each of the two associations. Within the year a piano has been purchased, and new furnishings have been added, making the interior much more home-like and attractive.

Two regular weekly meetings are held; a union prayer meeting on Wednesday evening, and on Sundays at 2 p. m., meetings of the respective organizations. A feature of these has been a number of strong talks given by members of the faculty.

The Bible study is a pivotal point in the work. An effort is made in this to promote daily systematic study of the Bible, using connected

outlines of some phase of its thought. During the past year the Young Women's Christian Association has taken two courses; Miss Babcock's "Fundamental Principles in Christian Living" for the first part of the year, and Miss Wild's Character Studies in the Women of the Bible" for the latter part. About 75 availed themselves of this privilege, while a class of 25 studied missions with Prof. Strong, taking "Japan and Its Regeneration" for their subject. Among these students there is a Foreign Volunteer Band of eight members, four of whom volunteered within the year.

In the Young Men's Christian Association there have been four classes; three taking Sharman's "Life of Christ" and one, "Old Testament Characters." Out of 85 men in the association, 30 have taken Bible study. This has gone hand in hand with association work; it has been made practical, the life of the Great Teacher being held up as a model for the every day life of men.

At the opening of the school year a public reception was held for both old and new students, and during the year there have been numerous other smaller gatherings. On March 10, the anniversary was observed with appropriate exercises, followed by a reception.

THE SHAKESPEARE CLUB.

Several years ago, one of Miss Pearce's classes in Shakespeare organized into a club for the purpose of painstaking, critical study of Shakespeare. The club has a limited membership of sixteen and holds its meetings semi-monthly, one of the members arranging the work for each meeting. During the present year, however, though still retaining its original aim, the meetings of the club have been devoted to the study of the first part of Goethe's "Faust," and Dante's "Inferno."

THE MONDAY CLUB.

The aim of this organization as stated in its constitution is "the mental and social improvement of its members." The membership is limited to the women assistants of the faculty, and at present numbers ten.

Regular meetings occur on the second and fourth Mondays of each month during the school year. The members are divided into four committees, each of which in turn provides the program for an evening. During the current year the work, including both papers and discussions, has been along the following lines:

1. Current History.
2. Some of the Great Religions.
3. The Normal Art Collection.
4. Arctic Explorations.

THE CAMERA CLUB.

The students of this current year felt the want of a camera club in the College. The club was organized with only a few members, but by the earnest efforts of these few the membership list now is nearly fifty. Any one possessing a camera and taking an interest in photography may become a member. It is the purpose of the club to increase a love for the science and art of photography. Meetings are held every two weeks in the rooms of the club on the third floor of the main building. At these meetings the members bring their results in picture taking, criticisms are passed upon them, and faults are made known which would otherwise have been overlooked.

Lectures by members of the faculty and demonstrations by demonstrators from the different camera supply factories are among the interesting features of the work.

NORMAL LECTURE AND MUSIC COURSE.

William Dean Howells,	October 19, 1899.
"Novels and Novel Writing."	
Lieut. Godfrey L. Carden,	November 6, 1899.
Stereopticon Lecture, "With the Men Behind the Guns."	
Listemann String Quartette,	December 2, 1899.
Chicago Symphony Orchestra,	December 18, 1899.
Miss Ida Benfey,	February 12, 1900.
Readings from "Tale of Two Cities."	
Redpath Grand Concert Co.,	February 21, 1900.
Normal Choir Concert,	March 6, 1900.
Assisted by Evan Williams.	
Rabbi Emil G. Hirsch,	March 16, 1900.
"Facts and Fiction about the Jews."	
Prof. W. C. Peckham,	April 19, 1900.
Experimental Lecture on "Liquid Air."	

The Courses of Study.

COURSE A. (General.)

For graduates of approved high schools.

Leading to a life certificate.

Time required: two years.

FIRST COLLEGE YEAR.

FIRST QUARTER.

1. Psychology,	12 wks.
2. Elementary Drawing, 1, 12	"
3. Physical Training, 1	
4. Elective,	24 "
	—
Total,	48

SECOND QUARTER.

1. Psychology, 2,	12 wks.
2. Teachers' Course,	12 "
3. Element'y Drawing, 2,	12 "
4. Physical Training,	
5. Elective,	12 "
	—
Total,	48

THIRD QUARTER.

1. Pedagogy,	12 wks.
2. Teachers' Courses,	24 "
3. Physical Training,	
4. Elective,	12 "
	—
Total,	48

SECOND COLLEGE YEAR.

FIRST QUARTER.

1. Teachers' Course,	12 wks.
2. History of Education,	12 "
3. Teaching or Elective,	24 "
4. Physical Training,	
	—
Total,	48

SECOND QUARTER.

1. Teachers' Courses,	24 wks.
2. Elective or Teaching,	24 "
	—
Total,	48

THIRD QUARTER.

1. Teachers' Courses,	24 wks.
2. Teaching or Elective,	24 "
	—
Total,	48

This course is best adapted to those graduates of approved high

schools who wish to prepare for grade positions, schools of mixed grades, or for principalships and superintendencies.

The 96 weeks of elective work must include such required high school subjects (see pages 41 and 42) as the student may not have taken in his high school course. The remaining electives must include 12 weeks each from the following departments: geography and drawing, history, English, mathematics, physical science, and natural science. No standings in either academic or professional subjects will be allowed to shorten the course.

COURSE B. (Specializing).

For graduates of approved high schools.

Leading to a life certificate.

Time required: two years.

FIRST COLLEGE YEAR.

FIRST QUARTER.

- | | |
|--------------------------|---------|
| 1. Psychology, 1, | 12 wks. |
| 2. Physical Training, 1, | |
| 3. Elective, . . . | 36 " |

Total, 48

SECOND QUARTER.

- | | |
|-----------------------|---------|
| 1. Psychology, . . . | 12 wks. |
| 2. Teachers' Course, | 12 " |
| 3. Physical Training, | |
| 4. Elective, . . . | 24 " |

Total, 48

THIRD QUARTER.

- | | |
|-----------------------|---------|
| 1. Pedagogy, . . . | 12 wks. |
| 2. Teachers' Course, | 12 " |
| 3. Physical Training, | |
| 4. Elective, . . . | 24 " |

Total, 48

SECOND COLLEGE YEAR.

FIRST QUARTER.

- | | |
|--------------------------|---------|
| 1. Teachers' Course, | 12 wks. |
| 2. History of Education, | 12 " |
| 3. Teaching or Elective, | 24 " |
| 4. Physical Training | |

Total, 48

SECOND QUARTER.

- | | |
|---------------------------|---------|
| 1. Teachers' Course, | 12 wks. |
| 2. Electives or Teaching, | 24 " |
| 3. Elective, . . . | 12 " |

Total, 48

THIRD QUARTER.

- | | |
|--------------------------|---------|
| 1. Teachers' Courses, | 24 wks. |
| 2. Teaching or Elective, | 24 " |

Total, 48

This course allows a greater number of electives and is intended for those wishing to fit themselves for teaching special subjects in the high schools or in the grades, in normal schools and in colleges.

The 144 weeks of electives must include at least 96 weeks in that department in which the student is specializing, or in related subjects acceptable to the head of the department. The latter becomes the *patron* of the student, having charge of his classification, the arrangement and sequence of his studies, and his interests before the Council. He will also arrange the 72 weeks of professional work (teachers' courses, methods) in the course, with the proviso that every student has to take the teachers' courses in the following subjects: English, geography, arithmetic, physiology. No standings in either academical or professional subjects are allowed to shorten the course.

COURSE C. (Degree Course.)

For graduates from courses A and B.

Leading to the degree of Bachelor of Pedagogics (B. Pd.) and a life certificate entitling the holder to teach in any of the public schools of the State of Michigan.

Time required: two years.

THIRD COLLEGE YEAR.

FIRST QUARTER

1. Sociology, - - 12 wks.
2. Professional Work, 12 "
3. Elective, - - 24 "

SECOND QUARTER.

1. Philosophy, - 12 wks.
2. Professional Work, 12 "
3. Elective, - - 24 "

THIRD QUARTER.

1. Science of Education, 12 wks.
2. Professional Work, 12 "
3. Elective, - - 24 "

FOURTH COLLEGE YEAR.

FIRST QUARTER.

1. Advanc'd Psychology, 12 wks.
2. Professional Work, 12 "
3. Elective, - - 24 "

SECOND QUARTER.

1. Teaching, - 12 wks.
2. Professional Work, 12 "
3. Elective, - - 24 "

THIRD QUARTER.

1. Teaching, - - 12 wks.
2. Professional Work, 12 "
3. Elective, - - 24 "

The professional work prescribed in this course may be taken from any of the teachers' courses not already passed or from the professional courses set forth on pp. 46, 47, not already taken in previous years. If the student has taken the science of education in the second year of his course, the history of education will be substituted for it in the third college year.

Of the 144 weeks of electives 96 weeks must be made up from a group of related subjects acceptable to the head of the department in which the student is specializing. The head of the department becomes the student's *patron* and has charge of his classification.

COURSE D. (General.)

For students who are *not* graduates of approved high schools.

Leading to a life certificate when completed, or to a certificate good for five years after completion of the first three years.

Time required, without preparatory work: four years.

PREPARATORY YEAR.	Students are required to pass examinations in the following subjects before being admitted to the first year work noted below: Grammar, reading, and orthoepy, geography, physiology, arithmetic, algebra 1, U. S. history, civil government, and (for those who take these languages) German 1, 2 and 3, and Latin 1, 2 and 3. (For details see under Entrance Examinations, page 18). Students who are deficient in any of the above work may take it in the preparatory class.
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PRESCRIBED WORK.

FIRST YEAR.	1	Algebra, 2, - - - - -	12 weeks.
		Rhetoric, - - - - -	12 "
		English History, 1, - - - - -	12 "
		Elementary Drawing, 1, - - - - -	12 "
	2	Algebra, 3, - - - - -	12 "
		Structural Botany, - - - - -	12 "
		English History, 2, - - - - -	12 "
		Elementary Drawing, - - - - -	12 "
	3	Plane Geometry, 1, - - - - -	12 "
		Systematic Botany, - - - - -	12 "
		English Literature, 1, - - - - -	12 "
		Physical Geography, - - - - -	12 "

SECOND YEAR.	1	Plane Geometry, 2, - - - -	12	"
		Psychology, 1, - - - -	12	"
		English Literature, 2, - - - -	12	"
		Physical Training, - - - -	-	"
		Elective, - - - -	12	"
	2	Solid Geometry, - - - -	12	"
		Psychology, 2, - - - -	12	"
		American Political History, - - - -	12	"
		Physical Training, - - - -	-	"
	Elective, - - - -	12	"	
3	Physics, 1, - - - -	12	"	
	Pedagogy, - - - -	12	"	
	Teachers' Course, - - - -	12	"	
	Physical Training, - - - -	-	"	
	Elective, - - - -	12	"	
THIRD YEAR.	1	Physics, 2, - - - -	12	"
		Teachers' Courses, - - - -	24	"
		Elective, - - - -	12	"
	2	Physical Training, - - - -	-	"
		Physics, 3, - - - -	12	"
		Teachers' Course, - - - -	12	"
		American Literature, 1, - - - -	12	"
		Elective, - - - -	12	"
	3	Teachers' Courses, - - - -	24	"
American Literature, 2, - - - -		12	"	
Elective, - - - -		12	"	
FOURTH YEAR.	1	Teachers' Courses, - - - -	24	"
		Teaching, - - - -	12	"
		Elective, - - - -	12	"
	2	Teachers' Courses, - - - -	24	"
		Teaching, - - - -	12	"
		Senior History, 1, - - - -	12	"
	3	History of Education, - - - -	12	"
		Senior History, 2, - - - -	12	"
		Elective, - - - -	24	"

This course is best suited for students, not graduates of approved high schools, who wish to prepare for grade positions, schools of mixed grades, or for principalships and superintendencies.

Of the 108 weeks of electives at least 72 weeks must be taken from some one department or group of studies. The remaining 36 weeks may be elected at the student's option from the academic or professional courses offered.

In the foreign languages no credits will be given for the first year's work, except in French, or when more than one language is taken. Thus, students having had one year of Latin or German will

FIRST QUARTER.		FIRST QUARTER.	
1. History of Education,	12 wks.	1. Psychology or Ped.,	12 wks.
2. Psychology,	12 "	2. Professional Work,	24 "
3. Elective,	24 "	3. Elective,	12 "
4. Physical Training, 1,	— "	4. Physical Training,	— "

THIRD QUARTER.

1. Teaching,	24 wks.
2. Professional Work,	12 "
3. Elective,	12 "
4. Physical Training, 3,	— "

The course is open to all persons holding an academic degree from the University of Michigan, or from "incorporated colleges whose requirements for entrance, and whose courses of study, are substantially equivalent to the corresponding courses in the University." The list of colleges includes "those in this State whose courses of study and instruction are accepted by the State Board of Education as fitting their graduates to receive State teachers' certificates."

The course must be taken in residence.

(See under Admission, 4, College Graduates, page 17).

PARTIAL COURSES.

Teachers wishing to prepare for the examinations for State teachers' certificates can enter any classes for which they are prepared, without taking one of the regular courses. Furthermore, teachers of some experience and fair scholarship who wish to add to their skill as instructors in special subjects, or grades of subjects—as, for example, high school English, drawing in the grades, music, physical training, science, history, foreign languages—are admitted to such studies as they choose, subject, however, to the direction of the President and the heads of department concerned.

In such cases the work done is credited on the books but leads to no certificate, unless one of the full courses is completed.

Persons wishing to take up special studies are subject to the same conditions of admission as other students. (See pp. 16, 17.)

Many students, for various reasons, are not able to complete one of the regular courses without interruption. To these no credits once earned are lost, and there is no objection to their continuing and completing the course at any subsequent time.

A LIST OF PROFESSIONAL COURSES.

Teachers' Courses.

1. Arithmetic,	12 wks.	8. Physical Training,	12 wks.
2. Civics,	12 "	9. Physiology,	12 "
3. Drawing,	12 "	10. Primary Methods,	12 "
4. Geography,	12 "	11. Primary Nature	
5. Grammar,	12 "	Study,	12 "
6. History,	12 "	12. Secondary Nature	
7. Music,	12 "	Study,	12 "

Additional Professional Courses.

1. Advanced Psychology,	12 wks.
2. Kindergarten Instruction, 1,	12 "
3. Kindergarten Instruction, 2,	12 "
4. Kindergarten Instruction, 3,	12 "
5. Historical Method and Material,	{ 1. 12 "
	{ 2. 12 "
6. Methods in Geometry,	12 "
7. Method in Algebra,	12 "
8. History of Mathematics,	12 "
9. Teachers' Course in Modern Languages,	12 "
10. Latin Sight Reading,	12 "
11. Latin Writing,	12 "
12. Methods in Ancient Classics,	12 "
13. Laboratory Practice,	6 "
14. Teachers' Course in Zoology,	12 "

15. Methods in Drawing,		6 wks.
16. Geographical Material,	{ 1.	12 "
	{ 2.	12 "
17. Method in Physical Training,		12 "
18. Kindergarten Music,		12 "
19. School Supervision,		12 "

SCHEDULES OF CLASSES, 1900-1901.

	FIRST HOUR. 8:00—9:00.	SECOND HOUR. 9:00—10:00.	THIRD HOUR. 10:00—11:00.	FOURTH HOUR. 11:00—12:00.
SUMMER QUARTER—JULY TO OCTOBER.	Geometry, Analyt. German, T'chers' Grammar, " Geography, " History, English 1 Hist. Eng. Const'l Hist. Sec. Meth. in Literature, Am. 1 Latin, Beginning Mineralogy Nature Study, Sec. Psychology Physical Train. 1 (Women)	Algebra & Geom. Teachers' Blackboard Skt'g Chemistry 4 Drawing, Elem. 1 Drawing, Adv. 1 German, 3a Greek, Beginning Geography, Phy. History, T'chers' History, General History, Eng. 2 Literature, Eng. 1 Music, Elem. Voc. Music, T'chers' Physics, 1 Physical Train. 2 (Women) Physical Train. Teachers School Supervis'n Shakespeare	Arith. T'chers' Botany, Structur'l Civics, T'chers' Chemistry 1 Drawing, Adv. 2 German 6a Harmony 1 History, Greek History, U S Hist. of Educa. Liter'e, Adv. Eng. Livy Physiology, Tchs' Physical Train. 1 (Men) Physics 3 Voice Culture	Astronomy Drawing, T'chers' French, 3a Geometry, Plane Geography, Prep. Latin Writing Music, Kinderg'n Physical Train., Hist. & Liter. of Phys. Lab. Prac. Pedagogy Trigon. & Logari.
FALL QUARTER—OCTOBER TO JANUARY	Algebra, Higher Arith. Teachers' Applied Anatomy Botany, Adv. Sys. Blackboard Skt'g Civics, Teachers' Chemistry 1 Draw. Elem. 1 French 1 Geometry, Analyt. Geog'y, Teachers' Geometry, Plane 2 German, 1 Hist. Teachers' " English 1 " of Educa. Literature, Am. 1 " Eng. 1 Latin 13 Music, T'chers' " Hist. of, 1 Phy. Train. 1 (Women) Psychology 1 Phy. Lab. Prac. Physics 1 Prep. Physiology Zoology, General 1	Algebra, Higher 2 " Meth. in Chem. Labor'y Draw. Elem. 2 " Adv. 1 Geog. T'cher's German 7 German 10 Geometry, Plane 1 Literature, Am. 1 " Eng. 2 Latin 7 Hist. Am. Polit. " Eng. 1 Musical Form & Composition 1 Nature Study 2 Psychology 1 Psychology 2 Physi'gy, T'chers. Physics 2 Phy. Train. 1 (Women) Phy. Train. 4 (Women) Voice Culture 1 Vocal Music, Elements of, 1	Algebra 2 Arith. T'chers' Civics, T'chers' Botany, Structur'l Chemistry, 4 Drawing, Elem. 2 " Adv. 2 Grammar, Prep. Grammar, T'chers' Geog'y, T'chers' Geometry, Solid German 4 German 7 History, T'chers' Hist. & Govern'mt Latin 20 Phy. Train. Tch's Phy. Train. 7 (Women) Phy. Train. 1 (Men) Physics 2 Physics, Adv. 1 Physi'gy, T'chers' Psychology 1 Voice Culture 2	Arith. T'chers' Algebra, Higher 1 Blackboard Skt'g Counterpoint 1 Drawing, Elem. 1 French 7 French 4 Geography, Phy. Gram. T'chers' " Prep. Geometry, Solid Harmony 1 History, Method 1 Hist. Am. Con'l 1 History, Greek Laboratory Econ. Latin 10 Latin 4 Physiology, T'chrs Psychology Adv. Physical Train. 1 (Women) Physical Train. 1 (Men) Rhetoric

SCHEDULES OF CLASSES, 1900-1901.

	SIXTH HOUR. 1:00—2:00.	SEVENTH HOUR. 2:00—3:00.	EIGHTH HOUR. 3:00—4:00.	NINTH HOUR. 4:00—5:00.
SUMMER QUARTER—JULY TO OCTOBER.	Arithmetic Drawing, Elem. 1	Anglo-Saxon Blackboard Skt'g Gram. Prep. Geometry, Solid Literature, Am. 1 Physical Train. 4 (Women) Sch'l Gymnastics Physiography 1	Algebra Grammar, Tchrs' Hist. Am. Politic'l Hist. Continental Physical Train. 5 (Women) Physical Train, 6 (Men) Rhetoric Zoology, Tchrs'	Prep. Physiology
FALL QUARTER—OCTOBER TO JANUARY	Arith. Prep. Botany, Sturctur'l Draw. Elem. 1 Elocu & Oratory 2 Greek 7 Geography, Prep. Kinderg'n Inst. 3 Chem. Laboratory Latin 16 Life Sketching	Anglo-Saxon Algebra 1 Chemistry 1 Elocu, & Oratory 1 Kindert'n Ins. 1 Greek 4 Hist. of Educa. 2 Hist. Am. Politic'l Hist. English 1 Life Sketching Lab. Phy'cs, 1, 2, 3 Latin 1 Latin 13 Music, Tchrs' Nature Study 2 Nature Study. 1 Physical Train. 1 (Women) Physical Train. 4 (Women) Phy. Train. Tchrs' Psychology, 1 Rhetoric Trigonometry	Chem. Laborato'y Hist. English 1 Hist. Greek Lab. Phy'cs, 1, 2, 3 Literature, Eng. 1 Reading, Adv. Physical Train. 1 (Men) Physical Train. 1 (Women) Zoology, Tchrs'	Geography of U S Hist. Institutes of Physical Train. 4 (Men) Physical Train. 3 (Women) Read' & Orthoeopy

SCHEDULE OF CLASSES, 1900-1901.

	FIRST HOUR. 8:00-9:00.	SECOND HOUR. 9:00-10:00.	THIRD HOUR. 10:00-11:00	FOURTH HOUR. 11:00-12:00.
WINTER QUARTER—JANUARY TO APRIL.	Algebra, Higher 2	Arith. Tchrs' 1	Arith. Tchrs' 1	Arith. Tchrs' 1
	Blackboard Skt'g	Algebra 3	Algebra, Higher 2	Algebra, Higher 2
	Calculus	Chem. Laboratory	Botany, Structu' 1	Blackboard Skt'g
	Chemistry 2	Drawing, Elem. 1	Chemistry 5	Counterpoint
	Draw. Elem. 2	Drawing, Adv. 1	German 8	Drawing, Ele. 2
	French 2	German 8	German 5	French 5
	German 2	German 11	Grammar, Tchrs.	French 8
	Geometry Plane 2	Geom'y, Meth. in	Grammar, Prep.	Geography, Phy.
	Geog'y, Tchrs'	Gram. Tchrs'	History, Tchrs'	Harmony 2
	History, Eng. 2	Gram. Prep.	History & Gov.	Harmony 1
	Hist. Eng. Con' 1	Geog'y, Tchrs'	Latin 2	History, Method
	History & Civics	Hist. General 1	Literature, Eng. 1	Hist. Am. Con. 2
	History, Tchrs'	Hist. Eng. 2	Middle English	Hist. Roman
	History of Ed. 1	Latin 8	Psychology 2	Latin 5
	Latin 14	Literature, Am. 2	Phys'ogy, Tchrs'	Latin 11
	Laboratory Prac.	Mus. Fm. & Com. 2	Physics 1	Liter. Eng. Adv. 1
	Literature, Am. 2	Nature Study 2	Physical Train. 2	Physics 2
	Literature, Eng. 2	Polit. Economy	(Women)	Physics Adv. 2
	Music, Hist. of, 2	Psychology 2	Physical Train. 8	Physical Train. 2
	Music, Tchrs'	Pedagogy	(Women)	(Women)
Phy'g of Exer.	Phys'gy, Tchrs'	Phy. Train. (Tch')	Physical Train. 3	
Physiology, Prep	Physics 3	Voice Culture 2	(Men)	
Physical Train. 1	Physical Train. 3	Vocal M. Ele. of 1	Physiography 1	
(Men)	(Women)		Phys'gy, Tchrs'	
Physical Train. 2	Physical Train. 5		Rhetoric	
(Women)	(Women)			
Psychology 2	Vocal Music El. 2			
Voice Culture 1				
Zoology, General 2				
SPRING QUARTER—APRIL TO JULY.	Algebra, Higher 1	Arith. Tchrs' 1	Algebra 3	Arithmetic, Tchrs'
	Acoustics	Chemistry 6	Botany, System'c	Blackboard, Skt'g
	Botany, Crypt'mic	Drawing, Ele. 1	Civics, Tchrs'	Adv. 6 wks
	Blackboard Skt'g	Drawing, Adv. 1	Chem. Labor.	Draw. Adv. Meth. 6
	Calculus 2	German 9	Drawing, Adv. 1	Blackboard Skt'g
	Chemistry 3	German 12	German 9	Counterpoint 3
	Civics, Teachers'	Grammar, Tchrs'	German 6	Draw. Ele. 2
	Drawing, Ele. 1	Geography, "	Geometry Solid	French 6
	French 3	Hist. of Math.	Geographical Ma.	Geometry, Solid
	German 3	Hist. General 2	Geography, Tchrs'	Grammar, Tchrs'
	Geometry, Plane 2	Latin 9	Harmony, 3	Geog. Physical
	Geog. Tchrs'	Literature, Am. 1	Harmony, 2	Hist. Continent 1
	Hist. of Edu. 1	Nature Study 2	History & Gov.	Latin 6
	History, Eng. 1	Political Science	History, Tchrs'	Latin 19
	Hist. Eng. Con. 2	Pedagogy	Latin 18	Liter. Adv. Eng. 2
	History, Tchrs'	Psychology 1	Masterpieces	Mod. Lan. Tch' C.
	Latin 12	Physiology, Tchrs'	Pedagogy	School Super.
	Literature, Am. 1	Physics 1	Phys'ogy, Tchrs'	Physics 3
	Music, Teachers'	Physical Train. 2	Physics 2	Physics, Adv. 3
	Musical Comp. 3	(Women)	Physical Train. 3	Phys'gy, Tchrs'
Physiology, Prep	Physical Train. 6	(Women)	Physical Train. 3	
Physical Train.	(Women)	Physical Train. 9	(Women)	
(Women)	Theory of Educa.	(Women)	Physical Train. 2	
Phy. Lab. Prac.	Vocal Music, The.	Phy. Train. Tchrs'	(Men)	
Pedagogy	and Adv. Meth	Vocal Mus. El. of 2	Voice Culture 1	
Zoology General 3	Voice Culture 2			
	Vocal Mus. El. of 1			

SCHEDULE OF CLASSES, 1900-1901.

	SIXTH HOUR. 1:00—2:00.	SEVENTH HOUR. 2:00—3:00.	EIGHTH HOUR. 3:00—4:00.	NINTH HOUR. 4:00—5:00.
WINTER QUARTER—JANUARY TO APRIL.	Algebra 2 Drawing, Ele. 2 Elocution & Or. 2 Greek 8 Geography, Prep. Kinder. Instruc. 3 Latin 17 Life Sketching Struct. Botany	Arithmetic, Prep. Astronomy Chem. Laboratory Elocution & Or. 1 Greek 5 German 1 Hist. of Ed. 2 Hist. Am. Pol. Hist. Eng. 2 Kinder. Inst. 1 Kinder. Music. Latin 2 Latin 14 Lab. Phys'cs, 1, 2, 3 Literature, Eng. 2 Life Sketching Nature Study, 1 Psychology 2 Physical Train. 2 (Women) Physical Train. 5 (Women) Phy. Train. Tchrs' Trigonometry	Chem. Laborato'y Civil Gov. Prep. Drawing, Tchrs' Greek 2 History, Roman Latin 1 Physi'gy, Tchrs' Phy. Labor. 1, 2, 3 Physical Train. 2 (Women) Physical Train. 2 (Men) Reading, Adv. Shakespeare 1	Geog. of Europe Physical Train. 5 (Men) Physical Train. 1 (Women) Read. & Orthoeopy
SPRING QUARTER—APRIL TO JULY.	Botany, System'ic Chem. Labor. Drawing, Ele. 2 Elocu. & Ora. 1 Geog. Prep. Kindergarten In 3 Life Sketching Surveying	Algebra 1 Astronomy Chemistry 6 & 3 Elocu. & Ora. Adv Greek 6 German 2 Hist. of Educa 2 Hist. Eng. 1 Hist. Am. Polit. Kinderg'ten Ins. 2 Literature, Eng. 2 Latin 3 Latin 15 Life Sketching Music, Tchrs' Pedagogy Physical Train. 3 (Women) Physical Train. 6 (Women) Phy. Train. Tchrs' Pysiography 2 Trigonometry Nature Study, 1	Astronomy, Ins. Chemistry 6 Civil Government Drawing, Tchrs' English Classics Greek 3 History, Conti'l 1 History, Eng. 2 Latin 2 Physical Train. 3 (Women) Physical Train. 3 (Men) Reading, Adv. Shakespeare 2 Struct. Botany	Elocu. & Ora. 2 Grammar, Prep. Physical Train. 2 (Women) Physical Train. 6 (Men)

Department of Drawing and Geography.

CHARLES T. MCFARLANE.

BERTHA HULL.

R. D. CALKINS.

ISABELLA STICKNEY.

MELISSA HULL.

The following courses are offered by the department, prescribed subjects being indicated by italics:

I. COLLEGE COURSES.

a Professional.

1. *Teachers' Course in Drawing.* 12 wks.
2. Blackboard Sketching, 1, 12 "
3. Blackboard Sketching 2, 6 "
4. Advanced Methods in Drawing, 6 "
5. *Teachers' Course in Geography,* 12 "
6. Geographical Material, 12 "
7. Department Teaching.

b Academic.

8. Advanced Drawing, 1. 12 "
9. Advanced Drawing, 2. 12 "
10. Life Sketching, 1. 12 "
11. Life Sketching, 2. 12 "
12. Physiography, 1. 12 "
13. Physiography, 2. 12 "
14. Geography of United States. 12 "
15. Geography of Europe. 12 "

II. HIGH SCHOOL SUBJECTS. 12 "

16. Elementary Drawing, 1. 12 "
17. Elementary Drawing, 2. 12 "
18. Physical Geography. 12 "

WORK DONE IN DRAWING.

The number of students in this department has greatly increased; there are at present fifty-four who are specializing in drawing. These specialists are given the opportunity of teaching in the Training School under the careful supervision of the department.

A two years' course in public school singing and drawing is now offered, for the satisfactory completion of which a diploma is granted.

In the drawing classes the amount of original work—designs, illustrations, etc.—has been greatly increased, it being believed that with an original idea to express, the desire to express that idea in a beautiful way will lead to a more accurate and a more animated manner of drawing.

Elementary Drawing.

Elementary drawing 1 and 2 are each twelve weeks' courses, 1 must precede 2.

The class meets daily, working in pencil from type-forms and familiar still life objects in outline, light and shade and simple values. The aim of this course is a thorough knowledge of simple perspective principles and the ability to rapidly and accurately sketch familiar objects. Work in space relation or simple composition is introduced. Blank drawing books are used in which the student is required to make careful drawings illustrating the different principles taken up. By means of notes, outlines, library references, and pictures for critical study, the students taking this course are given an introduction to the history of art.

Advanced Course in Drawing.

Advanced drawing 1 and 2 are each twelve weeks' courses, either 1 or 2 may be taken first. The classes meet four times a week. An hour and a half a day outside of class is required for preparation.

In advanced drawing 1, the work is in pencil and in pen and brush and ink from groups of familiar objects, flowers, interior views, and out door sketching. Much time will be given to original compositions.

In advanced drawing 2, the work is in charcoal from groups of familiar objects, flowers, and casts, outdoor sketching, and work in original compositions.

In both courses instruction is also given in the grouping of objects to cultivate an appreciation of the laws and principles of grouping.

Blackboard Sketching.

The aim of the work in blackboard sketching is to develop in the student the ability to draw accurately and quickly upon the board in light and shade, and to lead him to apply the skill acquired to the illustration of other lessons. To this end, all students who have taken the work are required, when doing their practice teaching in the grades, to illustrate the lessons in drawing, elementary science, reading, language, history, geography, etc. Ever since the first course was offered, the work has been steadily increasing in popularity. Two courses are offered, the elementary, a twelve weeks' course, and the advanced, a six weeks' course.

Life Sketching.

Life sketching 1 and 2 are each twelve weeks' courses, 1 must precede 2. This class has two hours daily, four days in the week. The work in life sketching 1 is from life models, supplemented by the use of plaster casts of heads, busts, masks, and other parts of the human figure. When the weather permits, out of door work is done. Students are encouraged to select and use such of the different black and white materials—pen and ink, charcoal, pencil, and brush—as seem best adapted to express the model.

In life sketching 2, the work is chiefly charcoal portrait work from the head. Instruction is also given in composition work, illustrating, and poster making, in which the human figure is introduced.

Professional Courses.

The work in blackboard sketching is chiefly professional and is so regarded in the College, as well for the subject matter itself as for its treatment. But the distinctive method course of this subject is the Teachers' Course in Drawing, a twelve weeks' study.

GEOGRAPHY.

Preparatory.

This course will be continued for the benefit of those students who enter with little preparation in the subject. Longman's Geography will be used as a text supplemented by library references

and the free use of pictures. The work will consist of a systematic and detailed study of one or two continents with rapid survey of the determining conditions of the others.

Physical Geography.

Students from secondary schools generally come prepared in this subject, but to meet the needs of those who have not had it, a text book course will be offered.

Professional Courses.

The department offers two professional courses: one prescribed (the teachers' course), the other elective and including the handling of geographical material. The former is the required twelve weeks' course, in which the class is held to a rapid survey of the main facts of the science, the investigation of causes and effects among phenomena and their interrelations, and the use of the subject as a means of culture. In the latter, the material employed in geographical teaching is presented, investigated, and discussed. The text books in common use are considered in a professional way in regard to: (1) the accuracy of their maps and statements; (2) the value of any matter comprising the text; and any need of amplification, the value of pictures of persons, places, and things. The various classes of maps and the sources of original material are studied. Maps are made in sand, clay,¹ and putty, model lessons are made out, and apparatus is constructed.

Physiology 1 and 2.

A study of land forms as regards their origin, development, classification, and distribution. Lectures, library, and laboratory work. Each course, 12 weeks.

Geography of the United States.

Detailed study of the origin and distribution of the physical features of the United States and man's social and economic relations thereto. Lectures, library, and laboratory work, 12 weeks.

Geography of Europe.

Detailed study of the origin and distribution of the physical features of Europe and man's social and economic relations thereto. Lectures, library, and laboratory work, 12 weeks.

Equipment.

The facilities furnished students for an intelligent prosecution of their work are excellent. Prominent among the resources of the department may be mentioned a valuable line of reference

books in the general library, a supply of excellent maps, including those published by the United States Coast and Geodetic Survey, and the United States Geological Survey.

In addition to these the department has recently been furnished with many sheets of the detailed maps of Germany, England, France, Italy, Switzerland, Austro-Hungary, about 200 lantern slides, and many photographs.

Department of English Language and Literature.

FLORUS A. BARBOUR.

ABBIE PEARCE,

HELEN E. BACON,

J. STUART LATHERS,

ESTELLE DOWNING.

The following courses are offered in English, *prescribed* subjects being indicated by italics:

I. COLLEGE COURSES.

a. Professional.

- | | |
|--|---------|
| 1. <i>Teachers' Course in Grammar,</i> | 12 wks. |
| 2. <i>Principles of Criticism, 1,</i> | 12 " |
| 3. <i>Principles of Criticism, 2,</i> | 12 " |
| 4. Department Teaching, | 12 " |

b. Academic.

- | | |
|------------------------------------|------|
| 1. Advanced English Literature, 1, | 12 " |
| 2. Advanced English Literature, 2, | 12 " |
| 3. Anglo Saxon, | 12 " |
| 4. Middle English, | 12 " |
| 5. English Masterpieces, | 12 " |
| 6. Shakespeare 1, | 12 " |
| 7. Shakespeare 2, | 12 " |

II. HIGH SCHOOL SUBJECTS.

- | | |
|-------------------------------------|------|
| 1. Elementary Grammar and Classics, | 12 " |
| 2. <i>Rhetoric,</i> | 12 " |
| 3. <i>English Literature 1,</i> | 12 " |

4. <i>English Literature 2,</i>	12 wks.
5. Reading and Orthœpy,	12 "
6. Advanced Reading,	12 "
7. Elocution and Oratory 1,	12 "
8. Elocution and Oratory 2,	12 "
9. Elocution and Oratory 3,	12 "

DESCRIPTION OF COURSES.

General Statement.

What may be called the laboratory method of rhetorical and literary study has been strongly encouraged in all the work of the department during the current year. While the teachers' course in grammar with its professional lectures upon method, and the American literature criticism by means of a large departmental library, constitute the distinctively professional work in the department, a special effort has been made to give all academic courses a professional character. In the second ten weeks of advanced English literature a course has been offered for the first time in great novels of the nineteenth century. Lectures have been given in this course upon (1) the history and development of the English novel, and (2) upon its technical construction. Special study of different types has followed, with special attention to plot, character sketching, and description. This analytical study of the novel, together with a similar study of the drama in the Shakespearean course, is really an enrichment of the student's professional training in literary criticism upon which especial stress is laid in American literature.

Preparatory Courses: Grammar and English classics constitute a continuous course of one year, beginning in October. A special class in preparatory grammar will be organized in the summer quarter. The course is not a beginning of the subject of grammar but a rapid review of Reed and Kellogg's *Higher Lessons*, supplemented by a study of selected classics, preparatory to the study of elementary rhetoric.

Reading and orthœpy, a twelve weeks' course, lays special stress upon a correct use and interpretation of the diacritical marks, an intelligent use of the dictionary, and a knowledge of the simpler principles of vocal expression.

Prescribed Studies, in four years' course: The time for rhetoric has been reduced to a single quarter of 12 weeks. The text-book is largely a hand-book of reference; punctuation, figures, and elementary principles of style, being studied in connection with selected classics. Much practice is also given in paragraph writing and composition. The work is carried forward through courses 1 and 2 in English literature which include an outline of the history of English literature supplemented by a study of representative classics from different periods. Courses 1 and 2 in principles of criticisms embrace practically the American literature courses 1 and 2 of the past year. The name is changed to indicate more definitely the character of the work. It is not a duplicate of high school work; it is rather a college course in literary criticism, American authors being used as the basis of criticism because so large a number of our graduates are called upon to teach these authors in the grades of the public schools. The departmental class-room library for these courses consists of over 400 volumes. Copies of the complete works of the American poets, and of standard selections in American prose are placed in the hands of each student. Lectures in literary criticism precede the study of authors, and the subsequent original comment and criticism required of each student partakes more of the nature of seminary work in a college than of ordinary high-school study of American literature. The courses, therefore, are not credited, course 1 being required of all high school graduates upon the general course; courses 1 and 2, of all students specializing in English.

Elective Courses: Advanced English literature 1 and 2 is a special study of nineteenth century poetry and prose; course 1 including the poets, Shelly, Keats, Tennyson, Swinburne, and Morris, course 2, English fiction of the nineteenth century. See general statement above.

Anglo Saxon: Sweet's Primer of Anglo Saxon, followed by a course of lectures upon the history of the English language. The course is considered of especial value to teachers of English grammar, and indeed indispensable to accurate scholarship in modern English. Offered in the fall quarter.

Middle English: The entire quarter is given to the study of Chaucer. Especial attention is given to pronunciation, metre, and the ability to read Chaucer with ease and expression. The texts used are Sweet's Second Middle English Primer, and Morris' Prologue, Knights Tale, and Nonne Preestes Tale. Offered in winter quarter.

English Masterpieces: The Study of Carlyle's Sartor Resartus, DeQuincey's Opium Eater, and selections in poetry from Wordsworth and Tennyson.

Shakespeare: Shakespeare study continues two quarters, beginning with the winter term. 1. Lectures on construction of the drama. 2. Shakespeare's verse. 3. Analytical study of Hamlet, Macbeth, Lear, Othello, Midsummer Night's Dream, Twelfth Night and the Tempest.

Advanced Reading.

This is a course of reading aloud with lectures on the teaching of oral reading. The primary aim of this course is to provide the student with a rational standard in teaching reading, and to this end a brief study is made of the laws of phrasing, emphasis, inflection, form and quality. Illustrative vocal and breathing drills are also given with exercises in articulation.

Elocution and Oratory

Includes a study of the elements of vocal expression, the principles underlying their proper use, together with a large amount of practical work. Each student is required to make careful preparation for a certain number of formal productions before the class. These may be either recitations or orations at the student's option. This subject covers 24 weeks and is divided into courses 1 and 2, each of which must be completed to secure credit in the subject.

Advanced Elocution and Oratory.

This course is designed to give drill in both composition and delivery. Two orations by great orators are studied, and one oration required of each student. The remainder of the work is either recitations or oratory, at the student's option.

The elective courses as above outlined, together with courses 1 and 2 in principles of criticism, are considered an adequate preparation for the teaching of English in any of the high schools of the State. In the way of added culture, and in training in getting at the spirit of a piece of literature as a work of art, they have also a direct connection with instruction in literature in the grades.

Special Students.

Students specializing in English should have a special aptitude for work in literature. If not, the department may decline to allow a continuance of specialization after the first quarter. Such students should complete 96 weeks in the department, as follows: principles of criticism 1 and 2, Anglo Saxon and Middle English, Shakespeare 1,

advanced English literature 1 or 2, advanced reading, and a final 12 weeks at the student's option. Students desiring to specialize in English and history, or English and German, or English and Latin, may omit three of the above courses and take history or German or Latin as collateral with English. The department would be glad to consult with such students and make it possible for them to continue the study of history or a foreign language in connection with the English work.

Department of German and French.

A. LODEMAN.

ALICE ROBSON.

The courses in German cover four years, and those in French two and two-thirds years.

It is evident that the earlier courses in both languages must be taken in their numerical order. In German the first six, and in French the first four, should be completed before the more advanced work is undertaken. The studies of the following quarters, also, are most profitably pursued in the order given, though students who are well grounded in the elements of the language may, without serious disadvantage, deviate somewhat from that order. Such individual cases are determined upon consultation with the head of the department.

The teachers' course may be taken by students who have completed at least ten courses in German; it should be taken by all those who expect to teach that language.

German 1, 2, 3, 3a, are preparatory and may be taught by the regular teachers or, under their supervision, by members of the senior class.

ADVANCED STANDINGS. (Credits.)

Students from other institutions are credited for such work as has been done in a satisfactory manner, and are given advanced standing to correspond.

Credits for the first year's work in any language (except French) are not counted in the Normal courses, unless the student has taken at least one other foreign language, either ancient or modern, it being considered that a knowledge of the elements of a single foreign language is of comparatively little value, while a student already initiated into the study of foreign languages may derive considerable benefit even from an elementary knowledge of an additional language. (Cf. page 43.)

DISTRIBUTION OF COURSES.

- First Quarter, German 3a, 6a. French 3a. Teachers' course.
- Second Quarter, German 1, 4, 7, 10. French 1, 4, 7.
- Third Quarter, German 2, 5, 8, 11. French 2, 5, 8.
German 1a, if at least fifteen students present themselves.
- Fourth Quarter, German 3, 6, 9, 12. French 3, 6.
Teachers' course.
German 2a, provided a class in German 1a was formed in the preceding quarter.

DESCRIPTION OF COURSES.

German 1. Thomas' Practical German Grammar, Part I, with much practice in pronunciation, reading, writing, and speaking.

German 2. Thomas' Grammar, Part I, completed.

German 3. Reading (and translating) of from 75 to 100 pages from works like those named below, (editions with notes and vocabularies) and the study of *strong verbs* found in the text.

Anna von Krane: Solitaria.

Hans Hoffmann: Der faule Beppo.

Ernst von Wildenbruch: Das Orakel.

(These short stories have been edited by Dr. Bernhardt under the title "Stille Wasser.")

Stern: Geschichten vom Rhein.

Baumbach: Waldnovellen.

Baumbach: Sommermärchen.

Seidel: Märchen and short stories.

Leander (von Volkmann): Kleine Geschichten.

German 3a. The same as German 3, but *different* readings.

German 4. Thomas' Practical German Grammar, Part II, (once

or twice a week), with occasional written exercises. Reading of from 50 to 75 pages from such works as:

Baumbach: Die Nonna.

Storm: Immensee.

Jensen: Die braune Erica.

Hauff: Das kalte Herz.

German 5. Thomas' Grammar, Part II, continued. Reading of about 100 pages from works such as given below, and study of idioms in the lessons:

Heyse: Das Mädchen von Treppi, L'Arrabiata.

Schiller: Der Neffe als Onkel.

Benedix: Der Prozesz, Der Weiberfeind, Günstige Vorzeichen.

German 6. Thomas' Grammar, Part II, completed. Written exercises and study of idioms in reading lessons.

Freytag: Die Journalisten, or

Riehl: Culturhistorische Novellen, (Der Fluch der Schönheit, Burg Neideck, Der stumme Rathsherr), or

Schiller: Wilhelm Tell.

German 6a. German prose composition (once a week). Readings similar to those in German 6.

German 7. German prose composition (Bernhardt), half the time. Reading of such prose as:

Gerstäcker: Irrfahrten.

Ebner-Eschenbach: Die Freiherren von Gemperlein.

Freytag: Der Rittmeister von Alt-Rosen.

German 8. German prose composition (Bernhardt), one-third of the time.

Freytag: Soll und Haben, or

Hoffmann: Historische Erzählungeu, and other historical reading.

- German 9. Scheffel: Ekkehard, or
Lessing: Minna von Barnhelm, and
Schiller: Maria Stuart,
(or equivalents).
- German 10. German themes, once a week. Study of idioms.
Goethe: Hermann and Dorothea.
Goethe: Tasso, or Iphigenie.
- German 11. German Themes, once a week. Study of idioms.
Heine: Die Harzreise, or
Goethe: Dichtung und Wahrheit (extracts), or
Schiller: Der Dreißigjährige Krieg.
- German 12. German themes, once a week. Study of idioms.
Schiller: Wallenstein's Lager, and
Schiller: Wallenstein's Tod, or.
Goethe: Faust I, or
Deutsche Lyrik (Buchheim).
- French 1. Systematic training in pronunciation.
Reading easy French with expression, and training in understanding at hearing what is read, writing French at dictation.
Houghton's "French by Reading."
- French 2. The same as course 1, with translating at sight into idiomatic English.
Whitney's Brief French Grammar.
Houghton's "French by Reading."
- French 3. Exercises in reading, etc. continued.
Whitney's Brief French Grammar, completed.
- French 4. Halévy: L'Abbé Constantin (the story), with written and oral exercises based on the same.

French 5. Mérimée: Colomba, with written and oral exercises based on the same, or

Daudet: La belle Nivernaise

French 6. Reading of two or three books like the following:

Sandeau: Mademoiselle de la Seiglière.

Augier and Sandeau, Le Gendre de M. Poirier.

George Sand: La Mare au Diable.

Loti: Pêcheur d'Islande.

Thiers: Bonaparte en Egypte.

Toepfer: La Bibliothèque de mon Oncle.

French 7. Molière: Les Femmes savantes.

Racine: Athalie.

Victor Hugo: Hernani.

Written exercises. Grammatical references. Study of idioms

French 8. Taine, Les Origines de la France contemporaine, or equivalent, with written exercises, study of idioms, and grammatical references.—During this term the reading in class will be largely "sight-reading," and students will read privately several modern dramas and hand in reports, written in French.

REMARKS.

The Teachers' Course.

The first half of the course is devoted to the study of the history and methods of teaching modern languages upon the basis of publications on that subject in special works and periodicals. The instruction is given by lectures and discussions, and students are encouraged and expected to note such special topics and questions as they wish to have discussed; to these some time is given toward the close of the course. During the second half of the quarter the class studies topics of historical German grammar, a knowledge of which will prove an advantage to them in their work as teachers.

Students are also expected to give some time to private reading along the line of German literature, biography, and history. They

are guided in these readings by a list of references to books in the general and departmental libraries and by suggestions from the head of the department.

Students in the department have free access to the departmental library, consisting of about 400 well selected books, such as large dictionaries, histories, classics, the best modern authors, and works on literary criticism. Every year some of the best recent publications are added to the collection.

The professional side of the instruction, apart from the teachers' course, is emphasized more strongly in the higher classes than in the lower. This is especially the case in connection with the work in composition, written translation, and reproduction in the foreign language, which affords frequent opportunities of discussing topics of difficulty to the learner and the young teacher in the class-room. It is the aim always to discuss such questions on a psychological basis.

Practice Teaching.

Seniors have an opportunity to teach, under supervision, sections of German 1, 2, and 3, specially formed for that purpose.

The Study of Grammar.

While the study of German and French grammar is pursued as a means to an end, not as an end in itself, a thorough knowledge of all essentials, and readiness in the application of principles, are insisted upon. The oral use of the language, both in speaking and reading, is deemed very important, mainly for pedagogical reasons, as an aid to the acquisition of a foreign tongue, and as a requisite for an appreciative study of its literature.

Conversation.

The importance of a conversational knowledge of German and French, on account either of its practical utility or its bearing upon the appreciation of literature, cannot be denied. To acquire fluency of speech requires more practice than can, even under the most favorable conditions, be had in the class-room. But instructors who themselves speak the languages they are teaching can train their pupils to understand and use the spoken language sufficiently to acquire fluency with comparative ease when the opportunity offers. With a view to this end the *oral use* of German and French is continually emphasized in all the classes, and the students become, by actual practice, thoroughly imbued with the idea that they are learning a *living* language.

Adaptation of Work.

In the arrangement of the work for the various classes in German and French certain conditions peculiar to the institution have to be met: The students, after completing the course, especially in German, expect to teach the language in the public schools of the State. The majority of the students come to the College as graduates from a large number of high schools with a preparation entitling them to admission to the third year of the German course (German 7). Here they meet for the first time with a minority who have taken the first two years in the College. Any attempt on the part of the department to arrange the work during the first two years so as to deal with a homogeneous class of students in the third year would be futile on account of the great diversity of courses and methods in the high schools. It has been thought best, therefore, to teach our own students from the beginning according to methods adapted to the object they have in view and to the somewhat mature age which most of them have reached.

The course in German grammar, in the second year (German 4, 5, 6), with Part II of Thomas' Grammar as text, is given in accordance with this view. It is feasible and satisfactory with the class of students we have to deal with and whom it renders, at an early period, independent of the teacher in regard to questions of grammar.

At the same time, students coming to us from the high schools have ample opportunity of reviewing and completing their work in grammar in connection with the *copious written exercises* (composition and reproduction of German models), which has been put in the *third year* (German 7, 8). During the same year *correct and expressive reading* of German texts, not too difficult, receives especial attention, so as to remedy defects which pupils may not have been able to overcome in the high school.

An important aim of the instruction during the third year in German—and the second in French—is the attainment of such a degree of familiarity with the idiom of the language that the students may be prepared to read with understanding and literary appreciation the best of classical or modern German and French; in other words, to make the foreign languages instruments which the students handle with ease.

Department of History and Political Science.

JULIA ANNE KING.

MARY B. PUTNAM.

FLORENCE SHULTES.

ELIZABETH YOST.

EDITH TODD.

BERTHA BURLL.

The following courses are offered, those *prescribed* appearing in italics:

I. COLLEGE COURSES.

a. Professional.

- | | |
|--|---------|
| 1. <i>Teachers' History</i> , | 12 wks. |
| 2. <i>Teachers' Civics</i> , | 12 " |
| 3. Historical Method and Material, | 24 " |
| 4. Department Teaching, | 12 " |

b. Academic.

- | | |
|--|------|
| 5. Greek and Roman History, each, | 12 " |
| 6. Continental History, 1 and 2, each, | 12 " |
| 7. Am. Constitutional History 1 and 2, each, | 12 " |
| 8. English Constitutional History, | 24 " |
| 9. Political Science, | 12 " |
| 10. Political Economy, | 12 " |
| 11. Institutes of General History, | 24 " |

II. HIGH SCHOOL SUBJECTS.

- | | |
|---|------|
| 1. <i>American Political History</i> , | 12 " |
| 2. General History, 1 and 2, each, | 12 " |
| 3. <i>English History</i> , 1 and 2, each, | 12 " |
| 4. United States History—Preparatory, | 12 " |
| 5. Civil Government—Preparatory, | 12 " |
| 6. United States History with Civics—Preparatory, | 36 " |

HIGH SCHOOL SUBJECTS.

Students will secure standings in the high school subjects before entering the college courses. If taken at the Normal, course 3 must precede course 1.

PROFESSIONAL COURSES.

The entire work of the department is professional in spirit, but certain courses are exclusively designed to discover the pedagogy of history. Of the four so indicated 3 must be preceded by 1 and 2. In 3 a credit of 12 weeks may be earned in Method. Material presupposes Method. The entire course may be elected for senior history. To specializing students it may be counted as two teachers' courses.

Courses 1 and 2 recur each quarter. These subjects presuppose all required courses except senior history. A knowledge of psychology is necessary to the best results.

Teachers' Course in History, room 49, hours 8-9, 10-11.

Teachers' Civics, room 45, hours 8-9, 10-11.

Method and Material, room 49, hour 11-12, beginning fall quarter.

COLLEGE ACADEMIC SUBJECTS.

This work is elective and arranged so as to offer the student consecutive courses through two years with the possibility of filling his entire electives with history. Among the subjects there is no rigid sequence observed. Courses 5 and 6 together with 3 and 1 from the high school subjects furnish an excellent working basis for the more advanced courses in constitutional history and political science and usually precede them.

American Constitutional History

Falls into part 1, the formation of the Constitution; part 2, the first years of the government under the Constitution. Covering a brief period of time, the work is intensive in character and draws its material from contemporary literature. Credit may be earned in 1, but 2 presupposes 1.

Room 45, hour 11-12, beginning in the fall quarter.

English Constitutional History,

24 weeks, is not a broken course. It traces the development of the English Constitution by means of material drawn from the library.

Room 47, hour 8-9, beginning the winter quarter.

Political Science.

Presupposes teachers' civics.

Room 45, hour 9-10, beginning the spring quarter.

Political Economy.

Room 45, hour 9-10, beginning the winter quarter.

Courses 5 and 6 have been extended and are now open for the classical students in their senior year.

Room 47, hours 11-12 and 3-4. 5 beginning the fall quarter, 6 in the spring.

Institutes of General History.

Is designed for the senior work of the specializing students. It aims to give a general view of the great historical movements and presupposes the four courses, Ancient, Modern, English and American, which make up general history. The course is not broken.

Room 49, hour 4-5, beginning the fall quarter.

Senior History.

Choice may be made from the following courses with the consent of the head of department: 3, 5, 6, 7, 8, 9 and 10, 11.

Department of Latin and Greek.

BENJAMIN L. D'OOGHE. *

DUANE REED STUART.

HELEN B. MUIR.

SERENO BURTON CLARK.

The department of Latin and Greek offers the following courses each course covering a quarter of twelve weeks:

COURSES IN LATIN.

1. Beginners' Latin (preparatory).
2. Beginners' Latin (preparatory).
3. Beginners' Latin and Viri Romæ (preparatory).
4. Viri Romæ and Latin Composition.
5. Cæsar and Latin Composition.
6. Cæsar and Latin Composition.
7. Cicero and Latin Composition.
8. Cicero and Latin Composition.
9. Ovid and Mythology.
10. Ovid.
11. Vergil.
12. Vergil.
13. Livy and Latin Composition.
14. Livy and Latin Composition.
15. Latin Selections.

*Absent on leave.

16. Horace.
17. Horace.
18. Latin Comedy.
19. Latin Writing.
20. Latin Sight Reading.
21. Classical Literature and Ancient Classical Methods.
 1. Beginners' Greek.
 2. Beginners' Greek.
 3. Beginners' Greek and Anabasis.
 4. Anabasis and Greek Composition.
 5. Anabasis and Greek Composition.
 6. Homer's Iliad.
 7. Homer's Odyssey.
 8. Homer's Odyssey, Lysias, and Greek Composition.
 9. Lysias and Greek Composition.

DISTRIBUTION OF COURSES.

- 1st Quarter—Latin 13, 19. Greek 1. Latin 1.
2d Quarter—Latin 1, 2, 5, 8, 11, 14, 17, 21. Greek 2, 5, 8.
3d Quarter—Latin 2, 3, 6, 9, 12, 15, 18, 19. Greek 3, 6, 9.
4th Quarter—Latin 1, 4, 7, 10, 13, 16, 20. Greek 1, 4, 7.

Notes on the Above Courses.

By referring to the schedule of quarters it will be noted that some of the courses are repeated in different quarters, e. g., Latin may be begun in the second quarter as well as in the first. Courses bearing the same numbers are identical in whatever quarter they may occur.

The elementary courses in both Latin and Greek follow in necessary sequence. Courses 1-12 in Latin and 1-6 in Greek must precede 13-18 in Latin and 7-9 in Greek. The first three courses in Latin are preparatory and students are urged to come prepared with at least one year of Latin. Preparatory work in Latin does not receive credit on the Normal course unless it be accompanied or followed by German, in which case a language credit of three quarters will be

given, to apply on the Latin or on the German, as the student chooses. If, for example, a student takes the first six quarters of Latin and the first six quarters of German, he will be credited on the Normal course with six quarters of Latin and three of German, or with three quarters of Latin and six of German, as he prefers. (See page 43).

Students who are looking forward to teaching should take substantially all that is offered by the department in their specialty. The margin between what one knows and what one is to teach can never be too wide. Of special importance are the courses in sight reading (20), Latin writing (19) and classical literature and methods (21). These three courses are all professional or method courses and should be taken by those specializing in this work. The first of these is open to such only as have had at least three years of Latin. It continues but one quarter and is designed to give systematic drill in the building of a large vocabulary, and in the principles underlying the structure of the Latin sentence, so that the peculiarities of order will become thoroughly familiar, and progress in reading easier and more rapid. This opens the door to that wide acquaintance with Roman literature so necessary to the inspiring teacher. The course has proven so popular that it will be given both the second and the fourth quarters of the year.

The course in Latin writing is drawing a very large number of students and is proving of great value. It is open to such only as have had at least four years of the language. Few teachers have that confidence and freedom in the use of Latin which alone can make them successful and enthusiastic in teaching Latin composition. It is the want of such teaching that makes the subject a burden to teachers and pupils alike in many of our high schools. The course is designed to meet this weak point. It affords a daily drill in the translation of connected English into idiomatic Latin, together with a review of syntax, and a special study of the idioms of Cæsar and Cicero.

All who expect to teach Latin are required to take the course in classical literature and method (21). No student will be admitted to it who has not had at least four years of Latin. The course is given by lectures presenting; (1) A brief history of the Latin language and its relation to other languages; (2) a survey of the methods used in the best schools from the middle ages to the present time; (3) the sub-

jects of pronunciation, quality, inflection, and difficult points in syntax: (4) a general bibliography and a consideration of the best text books.

No student may take up Greek who has not had at least one year of Latin. It is so important an adjunct to Latin that all who are preparing to teach the latter are urged to take at least one year of Greek. A fair reading knowledge can be obtained in that time.

All of the language courses are elective; that is to say, no one is obliged to take a language in order to get a certificate or diploma. Experience has shown, however, that considerable work in some other language than English is of the highest educational and practical value to the intending teacher. For this reason the courses in required subjects have been so arranged as to permit students to elect one or more languages for a long enough period to obtain a good knowledge of them, and, if students remain long enough, or come prepared with a high school course in language, they may specialize in language and fit themselves for teaching in a special branch. The Normal College receives yearly a large number of high school graduates who have come to fit themselves for this important work, and is yearly sending out into our best high schools an increasing number of strong teachers of Latin and Greek. Students who have come for the purpose of specializing in Latin and Greek, or in both, should read carefully those pages in this YEAR BOOK, where the rights and privileges of specialists are set forth.

The courses scheduled above have all been given as they are specified during the current year. The character of the students and the quality of their work have been high. More collateral work than ever before has been done in the various courses, especially in the higher ones, where a large number have been engaged in investigating such subjects as tend to enrich the mind and broaden the culture of the classical teacher.

The department has a well equipped classical library of more than 400 volumes, representing standard authorities in English, French, and German. The facilities of this nature are abundant for all our purposes of study and investigation. Large accessions to this library are being made regularly year by year. Strong emphasis is laid upon collateral reading in connection with all classical authors. The resources of the general and of the departmental

library are fully taxed to meet the demand for everything that will elucidate the text. The work in mythology is conducted by means of carefully prepared reading courses which serve to teach not only the myths of ancient Greece and Rome, but also to explain the presence of these myths in our modern literature.

The department is well supplied with maps, charts and photographs, of which constant use is made. Our illustrative material has recently been further enriched by a collection of lantern slides.

The aim of the State Normal College being to prepare teachers, it may be truly said that all of the work of the department is professional. Even in those courses that in other institutions would be purely academic, the professional side of the subject is never lost sight of, and the method of presentation is from that standpoint. In addition, there is much work done that is purely professional. Students taking the full course of academic and professional subjects are certain to be well equipped for strong and effective teaching.

Students preparing to teach are given practice for one quarter in the Eighth Grade or in preparatory classes. The teaching is done under the supervision of the department and aims to put knowledge previously gained to the severest test.

It will be noticed that these courses carry the student well beyond the probable limit of his future teaching. Moreover, he is trained in the adaptation of the best methods of teaching the ancient languages in secondary classes, through critically directed practice teaching.

Summarizing, the several courses and methods have for their aim:

1. Complete and absolute familiarity with formal grammar and syntax.
2. The ability to pronounce the original with correctness and expression.
3. The power of translation into grammatical and idiomatic English.
4. The ready ability to translate, into Latin or Greek, connected English prose.

5. The command of a large and varied vocabulary resulting from extensive reading in many authors.

6. The ability to read and write at sight passages of ordinary difficulty.

7. An acquaintance with the leading authorities on subjects of classical study.

8. The culture to be derived from an earnest and long continued pursuit of what was best in the outward and inward life of the ancient world.

9. A practical knowledge of the best methods and the best books to be used in presenting the different phases of the subject.

Department of Mathematics.

ELMER A. LYMAN.

LAMBERT L. JACKSON. ADA A. NORTON. T. LETITIA THOMPSON.

KATE R. THOMPSON.

The following courses are offered by this department, prescribed subjects being printed in italics:

I. COLLEGE COURSES.

a. Professional.

1. *Teachers' Course in Arithmetic*, 12 wks.
2. *Teachers' Course in Algebra*, 12 "
3. *Teachers' Course in Geometry*, 12 "
4. *History of Mathematics* 12 "
5. *Department Teaching*, 12 "

b. Academic.

6. *Higher Algebra*, 24 "
7. *Theory of Equations*, 12 "
8. *Trigonometry*, 12 "
9. *Surveying*, 12 "
10. *Analytic Geometry*, 12 "
11. *Calculus*, 24 "

II. HIGH SCHOOL SUBJECTS.

12. *Algebra 1*, 12 "
13. *Algebra 2*, 12 "
14. *Algebra 3*, 12 "
15. *Plane Geometry 1*, 12 "

16. <i>Plane Geometry 2,</i>	12 wks.
17. <i>Solid Geometry</i>	12 "
18. Elementary Arithmetic,	12 "

The high school subjects are all required before taking any of the college courses, and of these latter, only the teachers' course in arithmetic is required, the rest being elective.

After completing the high school subjects, students may elect any of the professional courses, trigonometry, or the higher algebra.

Trigonometry and higher algebra are necessary for the work in theory of equations, analytic geometry, and calculus. Trigonometry must also precede the work in surveying.

Special students in mathematics are advised to elect the teachers course in drawing, on account of the work in descriptive geometry. They are also advised to take advanced physics (after the calculus) descriptive astronomy, instrumental astronomy, (after trigonometry) and as much work as possible in either French or German. In recommending students for mathematical positions, preference is given to those who have done some mathematical reading in a foreign language.

The professional work in arithmetic consists of a twelve weeks' course. It is carried on partly by lectures, partly by the preparation of theses, and partly by a review and a discussion of typical parts of the subject. It is assumed that the student knows arithmetic, algebra, and geometry, as far as these subjects are taught in the high school, and that he has taken his course in psychology. Free use is accordingly made of all these subjects.

With this preparation presupposed, the course this year has proceeded along the following lines: Reasons for studying arithmetic: selections to illustrate these reasons; how this affects the methods of teaching in the several grades; development of the American arithmetic, the current changes, and a consideration of elementary text books; development of method, with reference to Busse, Pestalozzi, Grube, and others; consideration of typical subjects in each of the several grades; review of typical chapters, like greatest common divisor, roots, logarithms, series, longitude and time, pro-

portion and percentage, with special reference to their uses, their history, their place in the curriculum, and the methods of teaching them.

The professional work in algebra and in geometry is analogous to that above outlined for arithmetic. Since the course is taken only by special students in mathematics, deficiencies are less prominent. Relatively more attention is paid to typical features of the text book than in the arithmetic, the historical work being relegated to the special course in the history of mathematics, which most of these students take.

The course in history is designed to show the student how the subjects which he is to teach have developed, how the obsolete portions of the arithmetic came to be in the text books and how they lost their value, how the sequence of topics was often determined by chance, why difficult methods and solutions have remained while easier ones have not been allowed to find place; in general, to give him a broader view of the whole field from the standpoint of the teacher. Special attention will be paid to the historical development of number systems and methods of performing the fundamental operations in arithmetic. The history of algebra and geometry will be emphasized. Students will have access to the large collection of works in the library and will be expected to prepare reports on assigned topics.

During the year mathematical works in the general library have increased in number, and it may be said with safety that the library facilities in the line of pedagogy of elementary mathematics are now the best in the country. The elaborate card catalogue of the department, arranged by titles, authors, subjects, and topics, has kept pace with the growth of the library and has been extensively used.

The general work of the department has not differed materially from that of last year. Special facilities have, however, been offered in the way of practice teaching in algebra. It has been directed by the mathematical faculty and the results have been entirely satisfactory. With our present facilities for preparing special teachers of mathematics, there is no reason why our instruction in high school subjects should not be an efficient means of secondary professional training.

Department of Music.

FREDERIC H. PEASE.

CLYDE FOSTER.

MYRA BIRD.

This department is designed especially to prepare teachers of music for work in the grades, and also to enable them to take charge of music departments in colleges and music schools.

DESCRIPTION OF COURSES.

Elements of Vocal Music 1 and 2.

As the foundation of all future study is laid in this class, it should be considered of more importance than any other.

The work consists of a careful development of the science of music from the very beginning, together with practical study of sight-reading and the cultivation of the voice and ear.

Teachers' Course in Music.

This is the only prescribed course in the College, all other classes being optional. It does not presuppose a knowledge of music, except familiarity with the rudiments of music as taught in the elements of vocal music class which is of great advantage.

Students in this class of twelve weeks are prepared especially for teaching singing in the eight grades. Observation of this work is made at the training school.

Theory of Music and Advanced Methods.

This class is continued for one term (second) and is given largely to theory and professional work for advanced or high school grades. It is a continuation of the teachers' course and of elements 1 and 2, which precede it.

Elements of Harmony 1 and 2.

This study follows that in theory of music and advanced methods, and continues through three terms. Harmony (1) is also given during the fourth term. Harmony is taught both as a science and as a

art and is made the basis for further progress in counterpoint and composition. It is also the foundation for a better understanding of piano and organ music and a help in learning to read music at sight.

Counterpoint.

Counterpoint is given during the first, second, and third quarters, and should follow harmony. It includes the five species in two, three, and four voices. A part of the time is devoted to free counterpoint.

Form and Composition.

This class is continued during the first, second, and third quarters, and is the practical application of the previous studies in harmony and counterpoint.

History and Literature of Music.

A course extending through two quarters and giving an outline of music and musicians, with a course of reading relating to musical literature.

Voice Culture.

There are two classes in voice culture of one quarter each. The voice, its developments, culture, resonance, permeation; together with the art of singing, including rendition, pronunciation, articulation, and expression, are the subjects taught, the professional instruction being dwelt on at each point.

Kindergarten Music.

The work in this class consists of a study of the care of the young child's voice, the development of a feeling for rhythm, the training of monotones, and the manner of presenting songs to children.

A sequence of games and songs for the year is memorized, and the playing of such music as is used in the marches and games, is emphasized.

Chorus.

The chorus numbered nearly 200 in the year 1899-00. At a concert on March 6, Mendelssohn's "Hymn of Praise" was very creditably given, the choir being assisted by Evan Williams and Miss Mabel Warner. Music has also been furnished for morning exercises throughout the year and for numerous special occasions.

The distinctly professional work of the department has been considerably increased. It now comprises the kindergarten course of twelve weeks, the teachers' course, the public school music course, the music and drawing course, the conductors' class, the piano method class, and the Normal choir.

Exclusive of the last named, these classes enrolled in the aggregate 125 teachers. The kindergarten course in music enrolled 65 teachers. The teachers' course, which is required of all, except as a choice of electives may make substitution necessary, has this year enrolled 150 members.

Except for musical instruments and an excellent pipe organ, the material equipments of the College are quite inadequate to the needs of this rapidly growing department.

I. COLLEGE COURSES.

a. Professional.

1. Theory of Music and Advanced Methods, once per year,	12 wks.
2. Kindergarten Music, twice per year,	12 "
3. Teachers' Course in Music, six times per year,	12 "
4. History and Literature of Music 1 and 2, once per year,	24 "
5. Department Teaching,	12 "

b. ACADEMIC.

6. Voice Culture 1, twice per year,	12 "
7. Voice Culture 2, twice per year,	12 "
8. Harmony 1, twice per year,	12 "
9. Harmony 2, once per year,	12 "
10. Harmony 3, once per year,	12 "
11. Counterpoint 1, once per year,	12 "
12. Counterpoint 2, once per year,	12 "
13. Counterpoint 3, once per year,	12 "
14. Form and Composition 1, once per year,	12 "

15. Form and Composition 2, once per year, 12 wks

16. Form and Composition 3, once per year, 12 "

II. HIGH SCHOOL SUBJECTS.

17. Elements of Vocal Music 1, four times per year, 12 "

18. Elements of Vocal Music 2, twice per year, 12 "

No credit is given for voice culture 1 and elements of music 1.
A credit of 12 weeks is given for voice culture 1 and 2, and full credit
of 24 weeks is given for elements of music 1 and 2.

Full credit is allowed for all other music classes.

Department of Natural Science.

WILL HITTELL SHERZER.

ANNA A. SCHRYVER. JESSIE PHELPS. ERNEST B. HOAG.
WILLIAM D. CRAMER. FOREST B. H. BROWN.

The work of this department embraces botany, zoology, physiology and geology, sciences observational in character, as distinguished from the experimental sciences of physics and chemistry, and dealing for the most part with organized matter. The following courses are offered, each 12 weeks in length:

I. COLLEGE COURSES.

a. Professional.

13. Department Teaching.
12. Primary Nature Study.
11. Teachers' Physiology.
10. Teachers' Zoology.

b. Academic.

- 8.* Dynamical Geology.
- 7.* Mineralogy.
6. General Zoology 1, 2, and 3.
5. Cryptogamic Botany.
4. Advanced Systematic Botany.

II. HIGH SCHOOL COURSES.

- 9.* Historical Geology.
3. Systematic Botany.

* These classes will not be given during the fall, winter and spring quarters of 1900-1901, owing to temporary absence of Prof. Sherzer.

2. Structural Botany.
1. Preparatory Physiology.

The sequence which, in general, it is desirable to follow, is indicated by the numbering of the courses in the above table, but is given more in detail in the description of the various courses themselves.

PURPOSES AND METHODS.

In most of the subjects the study of texts is subordinated to work upon the material itself, this being rendered possible by means of three well equipped laboratories. In one sense the entire work of the department is professional, since the needs of the prospective teacher are held constantly in mind and give character to all the courses. The department is just closing the most prosperous year in its history, considered both from the number of students reached and the quality of work done in the various classes. From those coming fully within its influence the department endeavors to secure the following results:

1. The training of the senses, particularly the eye, in close, accurate observation.
2. The preparation of written records of observations in clear, accurate, concise language, supplemented with truthful delineation of the same by means of drawings.
3. Logical reasoning upon these observations, the deduction of truth and generalization.
4. The acquisition of knowledge, academic and professional.
5. A clear conception of the function of the natural sciences in the public school curriculum. The practical application of the principles of concentration and correlation so far as these sciences are concerned.
6. The skillful manipulation of apparatus, the use of scientific methods in obtaining knowledge, either from Nature direct, or from books; and hence, the ability to carry on independent investigation.
7. A love for scientific truth, the ability to inspire this love in others and to efficiently instruct and educate the learner.

SPECIAL STUDENTS.

Students of special aptitude in the natural sciences and with some successful experience in teaching are invited to make application for enrollment as special students of the department, after one or more subjects have been completed. A limited number of such students will be accepted; only as many as there is reasonable hope of locating in our Michigan high schools. A "Nature Study Club," composed of such students and the department corps of teachers will be maintained for the purpose of conducting special investigation and securing popular evening lectures. Three student assistantships, paying \$100 each and requiring half of the pupil's time, are open to those special students who promise to be of most value to the department and later to the State as teachers.

DESCRIPTION OF COURSES.

1. Preparatory Physiology.

This is an elementary course intended for all who enter the Normal with insufficient preparation in this subject. It is essentially a text book course, covering elementary anatomy, physiology and hygiene, supplemented with some simple individual experiments and class demonstration. Charts, models, preparations, a skeleton, manikin, and the entire zoological collection are available for illustrative purposes. Martin's Human Body, Briefer Course; revised. Each quarter; class meetings daily.

2. Structural Botany.

In this the aim has been to furnish a practical knowledge of gross and microscopic structure, as a basis for the clear understanding of plant physiology. The handling of the compound microscope and its accessories with intelligence and some degree of skill, is taught. During the year a detailed study has been made of the bean, pea, squash, castor bean, corn and pine seeds, followed by a variety of simple experiments in germination, for the purpose of discovering the nature of the process, and the conditions under which it can take place. Tissues of the apple-stem, castor oil plant, and corn stems were worked out; the structure of the root determined from *Vicia*, and mustard and that of the leaf from a study of the ivy. The laboratory work was supplemented with

lectures, quizzes, and general experiments upon protoplasm and in plant physiology, with some laboratory work upon *Elodea*. No text book is used, the work being carried on by printed laboratory directions. A carefully prepared set of notes and drawings is required, so that the courses in rhetoric and drawing should precede this course. Daily, for two consecutive hours. Fall, winter and summer quarters.

3. Systematic Botany.

The work in systematic botany is concerned mainly with a study of types, classification through relationship and morphology. The entire kingdom is surveyed, but especial emphasis is laid upon the flowering plants and upon the principles and methods of their identification, collection and preservation for the herbarium and museum. These two courses in botany, or their equivalent, are required of all looking forward to the certificate or diploma. This course should be preceded by course 2. Spring quarter. Daily, for two consecutive hours.

4. Advanced Botany.

A term's advanced course in systematic botany is given the fall quarter, including special studies in morphology, fertilization, protection, distribution and plant economy, to be assigned and reported upon. A study of common shade and forest trees in the vicinity is also made. This course should be preceded by 3 or its equivalent. Fall quarter. Daily, for two hours.

5. Cryptogamic Botany.

A course in the study of the so-called flowerless plants is again offered for the spring quarter of the school year. It is purely a laboratory course, the work being directed by printed sheets of directions and notes and drawings prepared. A series of types is studied as fully as time permits passing from the slime-moulds to the fern. The course should be preceded by either 3 or 4. Spring quarter. Daily, for two hours.

6. General Zoology 1, 2, and 3.

The year's work previously offered in zoology is now distributed through the fall, winter and spring quarters; 2 presupposing that 1 or its equivalent has been completed, and 3 requiring the completion

of 2. It is very desirable that all be preceded by the course in structural botany, not only for the information there obtained, but for the acquaintance with laboratory methods and skill in the use of the compound microscope.

During the year the following invertebrates were selected as types, and studied in the laboratory as fully as time and facilities permitted: Amœba, paramœcium, vorticella, sponge, hydra, sea anemone, starfish, mussel, earthworm, lobster, and grasshopper. Related forms were briefly studied for comparison with these types, and all bound together with a simple classification. Class notes were given upon the more difficult points of anatomy, upon physiology and development and a special study made of the stages of cell division. The laboratory work is directed by printed guides and no regular text employed. Of the vertebrates, amphioxus, a perch and frog were selected to secure skill in dissection, independence, and to lay a solid foundation for comparative and human anatomy.

7. Mineralogy.

This is a practical course in the study of our common minerals, for which an elementary knowledge of chemistry is very desirable. Blow-pipe methods and simple chemical manipulation are taught. Bulk material is furnished the student for study and individual collections are made from the fields, identified and catalogued. The course is extended to include the chief types of rocks, their history, structure, economic importance and disintegration into soil. Dana's "Minerals and how to Study Them" is used for reference. Fall and summer quarters. Daily, for two consecutive hours.

8. Dynamical Geology.

This course is designed to give a clear idea of the forces and agencies which have determined the shape and character of the earth's surface, and which are still at work modifying it. It should be preceded by mineralogy and elementary physics. The work consists of recitations from library assignments, lectures and a few simple class experiments. It is taken up under the following heads: atmospheric, aqueous, organic and igneous agencies. The principal college texts and the standard reference works are consulted throughout the course. A special study is made of the available high school texts in geology and of the science itself as a suitable subject for mind training in the elementary and secondary schools.

9. Historical Geology.

A study of the evolution of the earth and its inhabitants, by means of recitations, reading, lectures, museum work upon fossil forms and field excursions. Courses in zoology and botany and the previous work in geology are desirable. Beginning with the nebular hypothesis, the "geological column" is taken up in order and brought down to the historic period. The character of the rocks is studied, their thickness, home and foreign localities, their teachings, economic products and forms of life. Especial attention is given to the structure of our own State, a geological map and sections being prepared by each student.

The Normal College is in sight of the ancient lake Maumee beach, and within easy reach of the Belmere beach, of ancient lake Whittlesey, as well as the Defiance and Fort Wayne moraines. These and the river terraces and delta afford opportunity for some local field work in glacial studies.

Spring quarter. Daily.

10. Teachers' Zoology.

This course is offered to enable grade teachers to meet the modern demands now made upon them for a knowledge of elementary zoology. No previous zoological work is required and the course should not be elected by those who have had or intend taking the general zoology. There is studied a series of simple types; including the grasshopper, bee, ant, moth, earthworm, crayfish, mussel, snail, fish, frog, and rabbit. To as large an extent as is practicable the work is done upon the living form, and in the field. With these types other common forms are compared. The collection of material, devices for keeping it alive and studying it thus in the school-room as well as its permanent preservation, receive attention. Some interesting work was done in rearing five hundred silk-worms and their moths.

Fall, spring and summer quarters. Daily, for two hours.

11. Teachers' Physiology.

This presupposes a fair knowledge of human physiology, anatomy and hygiene, such as is obtained in course 1, or its equivalent. It should be taken late in the course so that it may be preceded by as many of the sciences as possible. The work consists of rapid reviews

of the various topics, a deeper penetration into the more important, supplemented with individual experimentation and class demonstrations. Especial emphasis is laid upon hygiene, sanitation and contagious diseases, particularly as they touch the school. A strenuous effort is made to equip those sent out to the various districts of the state so that they may wisely look after the physical well-being of the children entrusted to their care. Rettger's "Studies in Advanced Physiology" has been used with very satisfactory results.

Each quarter. Daily.

12. Primary Nature Study.

In this course is introduced all the method work in the department subjects pertaining to the lower grades. Some work in physiology and botany is required, while work in zoology, geology, physics, chemistry, astronomy, drawing and psychology is desired. It is designed for those who will teach in the rural, or elementary schools, or who will supervise such teaching. Of necessity the work consists largely of lectures and quizzes. A carefully prepared note book, with drawings of devices and apparatus, is required. The course is divided into the following heads:

1. The three kingdoms of nature and their interdependence.
2. The child in the light of biology; his nature and needs.
3. The purposes of nature study.
4. The principles of method.
5. A correlated science course exemplifying these methods and calculated to secure the desired results.
6. Suggestions for collecting material, and devices for its study in the school-room.

Each quarter. Daily.

13. Department Teaching.

The opportunity is offered to a limited number, who are looking forward to high school work, to assist in the management of the regular classes. Each such pupil is assigned a table in the laboratory to render whatever assistance may be needed, make the first inspection of the notes and drawings and to collect and prepare material for study. Special experiments and demonstrations will be assigned and

presented to the class under direction of the teacher. Such pupil assistants attend the class meetings in order to get general laboratory directions and to observe the methods employed in developing the various topics by means of quizzes and lectures. While this department work is being done attendance upon the general meetings of the practice school is required.

Daily, for two hours.

EQUIPMENT.

Biology.

Five large hardwood tables, with individual lockers, accommodate forty students at a time. The equipment consists of forty-five compound microscopes of German, English, and American manufacture; thirty dissecting microscopes; a Thoma and Minot microtome, and all the accessories and instruments required for practical biological work. A set of wooden, zinc-lined tanks and two large aquaria permit the storing of fresh water material.

The lecture room contains a fairly complete collection of systematic work supplemented with charts and models. Worthy of special mention is a cabinet of home insects from the M. A. C., recently enriched by a collection of foreign and domestic butterflies, the gifts of Messrs. Samuel Post and Cheshire L. Boone; fishes and invertebrate material from the Smithsonian Institution and Museum of Comparative Anatomy; Central American birds and skins, the gift of Mrs. E. E. Baxter, and, finally, osteological preparations fully illustrating all classes of vertebrates. The College has been fortunate enough to secure the Michigan bird collection belonging to Prof. J. B. Steere, containing over 400 specimens, collected mostly from Washtenaw county during a long period of years. The leopard skins presented to the College by Hon. J. M. B. Sill while United States Minister to Corea, have been mounted and form an attractive group.

A greenhouse 48 by 12 feet has been completed upon the south side of the botanical laboratory and supplied with an independent heating plant. This communicates directly with the laboratory and furnishes the additional facilities that have been long desired. The herbarium contains about 3,500 specimens of mounted plants from various sections of the United States and Canada. A botanic garden

has been started upon the College grounds, conveniently near the laboratories, and has furnished much interesting material for class use.

The basin of the newly erected fountain is 30 feet in diameter and offers opportunity for the growth of the larger aquatics.

Physiology.

In addition to the zoological equipment for work in physiology and comparative anatomy, the College is supplied with an articulated skeleton, a life size manikin of French manufacture, preparation, models, charts, photographs, and microscopic slides. The enterprising house of Parke, Davis & Co., of Detroit, presented the department with a series illustrating the successive steps in the manufacture of diphtheric antitoxin. The State Board of Health liberally supplies the department with its pamphlets relating to the nature and spread of the common contagious diseases. A series of lantern slides has been purchased and is being added to.

Geology.

In geology, also, by means of purchase and donation, the department has gotten together good working collections of minerals, rocks, and fossils. The drift of this vicinity furnishes many of the common minerals, and, with the exception of modern volcanics, rocks also in abundance, along with corals and brachiopods. For practical work in the laboratory, bulk material is purchased from the dealers. A valuable collection of Lake Superior rocks and ores was presented to the school in 1890, by the State Geological Board. A systematic series of rocks, fossils and casts, typical of the principal geological horizons, is used in historical geology. In 1893 the Smithsonian Institution kindly deposited with the school a complete set of casts of typical stone implements of prehistoric man. The College has received a set of the educational series of rocks recently distributed by the United States Geological Survey. Geological structure, geyser, and glacial phenomena, are illustrated by a collection of handsome photographs. A series of lantern slides has already been purchased and will be added to as rapidly as desirable views can be procured. A hard wood table in the laboratory furnishes accommodations for a section of ten students. The equipment further includes a petrographic microscope with the necessary reagents, instruments and apparatus required for blow-pipe work.

Teachers' Library.

Largely through the generosity of the leading publishing houses, the department has accumulated the nucleus of a teachers' library of texts, guides, helps, and supplementary readers. This now numbers about 300 volumes relating to zoology, physiology, botany, and geology. Pupils and visiting teachers who desire to make a comparative study of texts, or to learn what is available in these subjects, are cordially invited to make use of this library. The general library is supplied with the important books of reference, periodicals, manuals, advanced texts, and guides relating to the natural sciences.

Department of Physical Science.

EDWIN A. STRONG.

FRED R. GORTON.

BERT N. PEET.

The subject matter of this department is the realm of inorganic nature, including physics, chemistry, meteorology and astronomy. The following courses are offered, the prescribed subjects being indicated by the use of italics:

I. COLLEGE COURSES.

a. Professional.

1. Acoustics, for Music Students.
2. Physical Laboratory Practice.
3. Advanced Laboratory Practice.
4. Advanced Teaching.
5. Laboratory Economy, or Technics.
6. *Nature Study 2.*

b. Academic.

7. Chemistry 4, *Qualitative Analysis.*
8. Chemistry 5, " "
9. Chemistry 6, " "
10. Advanced Physics 1, *Electricity, History of Physics.*
11. Advanced Physics 2, *Mechanics.*
12. Advanced Physics 3, *Sound and Light.*
13. *Instrumental Astronomy.*

II. HIGH SCHOOL SUBJECTS:

14. *Elementary Physics.*

15. *Physics 1*, Mechanics.
16. *Physics 2*, Sound, Heat, Light.
17. *Physics 3*, Electricity and Magnetism.
18. Chemistry 1, Through Nitrogen.
19. Chemistry 2, Through Non-Metals.
20. Chemistry 3, Metals.
21. General Astronomy.

SEQUENCES.

Course 1 above is continuous with the studies of the general course in music and should be preceded by a high school course in physics or course 15 below. Music students are permitted to drop this portion of course 16 if they take course 1 and course 2.

Course 2 follows the physics of an approved high school or 15, 16, 17 below; 3 follows 11 and 12 and has the same relation to advanced physics that 2 has to high school physics.

Course 5 is a course in the laboratory method in physics and chemistry as found in an approved high school. It has to do with laboratory fittings and equipment and with the purchase, testing, repair, construction and manipulation of apparatus, and incidentally includes work in glass-fitting, soldering, blue-printing, lanterning, etc. It is recommended only to those who have had courses 2 or 3, 11 and 12.

Courses 18, 19, and 20, and 7, 8, and 9 are consecutive, with the single exception that 8 and 9 may be taken together. Course 18 may be taken by itself by grade teachers who desire to gain some knowledge of the chemistry of common life and the chemistry of physiology, botany and geology.

Course 10 is a brief course in modern electrical theory, as illustrating the history of physics. It presupposes some chemical knowledge and courses 15, 16, 17, or an equivalent. It need not be followed by 11 and 12.

Course 11 and 12 require 15, 16 and 17 and a course in mathematics through trigonometry. A knowledge of calculus methods will be found useful. This course must be taken by all who specialize in physical science.

Course 13 builds upon general astronomy and spherical trigonometry. May be taken by specializing students instead of 3.

Course 14 is a course in non-mathematical physics; 15, 16 and 17 require algebra and geometry. May follow or precede chemistry. Fifteen may be followed by either 16 or 17. High school graduates who have had inadequate work in physics will take 15 and, if further work is required, either 16 or 17. If the work is inadequate only on the experimental side they will need course 2 or 3.

Course 21 builds upon algebra and geometry. Students in other departments who desire some work in this department are referred to this course or to 15 or 2.

SPECIALIZING.

Full specialization in this department for students who are graduates of an approved high school in which they have had full work in physics, chemistry, and botany, will include courses 20, 7, 8, 2 (or 3), 11, 12 (or 10), 6, 21 (or 5), in this work.

PROFESSIONAL WORK.

While the subjects designated as professional in the above list are more purely so than the remainder, it is yet true that all these subjects of study have professional aspects which may properly occupy a portion of the time. It is also true that attention may be devoted to those aspects and especially to a careful study of the *material* of instruction and its use in class work, without any loss on the so-called academic side. It does not appear that very considerable attention given to the testing of apparatus and material and to the selection of experiments best adapted to teach a given truth has worked any loss in knowledge of the subject matter in hand. On the other hand we find a distinct gain in both the clearness and the power of retention of physical concepts in case these concepts are associated with the canonical form of apparatus used to demonstrate the principle and the various substitutes which have grown up about it.

Much attention has also been given to the mathematical and graphical sides of the work in the physical sciences. Rapid perspective, plan, elevation and section drawing of the pieces used has been habitual and graphs of many varying phenomena have been made. Geometry has been freely used in the first three courses in physics,

while elementary notions of trigonometry have been developed in the early lessons and introduced gradually as the classes have progressed.

NEW WORK AND MATERIAL.

The material and apparatus purchased for the department during the past year has been mainly in the direction of general equipment to meet the wants of our growing classes. A three horse power electric motor has been purchased and placed on the trolley circuit; our old dynamo has been reset and its equipment improved; the storage battery considerably added to; and the stock of chemicals and chemical material greatly increased. The increase in the number of our balances and sets of fine weights constitutes the most considerable and valuable addition to our equipment made during the year. These additional balances, and other material needed in gravimetric and volumetric quantitative analysis with which the chemical laboratory has been stocked during the year, have added greatly to our facilities for teaching quantitative analysis.

Our professional libraries have received valuable accessions during the year, of which the most considerable single items are, a complete set of Kepler's works; a complete set of *Zeitschrift fuer den Physikalischen Unterricht*; and the nine volumes already published of the magnificent *société hollandaise* edition of Huygens' works. The thanks of the department are due to publishers who have donated useful text-books to our collection; to Prof. Newcomb for several volumes of the *Nautical Almanac*; to Prof. H. Camerlingh Onnes, of the University of Leyden, for a nearly complete set of the important *Communications* from his cryogenic laboratory; and to many others who have given us similar material. Our department card-catalogue has been considerably extended and its usefulness enlarged during the year.

Some advancement has been made during the year in the theory and use of meteorological instruments with reference to a system of observations practicable in a public school. The theory and use of the sextant, the astronomical transit, and the equatorial has been carried forward somewhat as in former years notwithstanding the unfavorable position of most of the planets during the early part of the year and the proximity of the chimney of the boiler-house with its volume of smoke, which has interrupted our work even more than heretofore.

No report need be given of special professional work, which has been much as in previous years. The attempt to understand the real needs of Michigan schools on the scientific side and to prepare teachers to meet this need has been continued much as heretofore. Some effort has been made to carry forward and complete the lists begun in previous years of subjects, teachers, extent of course, changes in course, etc., etc., in the science work of the public schools, and although these lists are still incomplete they have been continued through so many years as to form some really valuable data with regard to the progress of scientific education in our state. It is becoming more and more obvious every year that the improvement of scientific education in our high schools is waiting upon the introduction of a substantial and consecutive course in science in the grades below.

Department of Physical Training.

WILBER P. BOWEN.

MRS. FANNIE C. BURTON.

BARTHA M. RONAN.

MARY IDA MANN.

LEMLEY P. WHITCOMB.

This department offers nine terms of practical work for women, six terms of practical work for men, and five terms of professional courses.

No time credit is given for practical work.

REQUIREMENTS.

Four terms of practical work are required of all students before graduation. This includes the first three terms together with either course 4, 5, or 6, at the students' option.

All students doing practical work are required to wear the regulation suit and attend classes regularly. The suit, costing from \$3.00 to \$5.00, includes all the expense demanded by the practical work. (Students find it most desirable to secure suits after reaching here).

Each student is examined on beginning practical work, and no effort is spared to insure that benefit shall always result from the exercise and to prevent any injury. To this end all students physically unfit at any time for any part of the work are excused from the same through the period of disability. Those thus excused observe the work of their class and are held responsible for acquaintance with the exercises for purposes of teaching. Explanatory circular and blank for recommendations of the home physician will be sent on application.

SEQUENCE.

Work in this department must begin with course 1. From this there is no exception, unless the student has taken its equivalent elsewhere. Next in order either course 2 or course 3 may be taken at the student's option. After completing two terms of practice the teachers' course may be taken. When courses 1, 2, and 3

are finished, 4, 5, and 6 may be taken in any order desired.

The teachers' course in physical training must precede the other professional courses. Teaching presupposes all the other work of the department.

The following is the list of courses offered, each 12 weeks in length.

1. PRACTICAL WORK.

1. Physical training 1.
Elementary Swedish gymnastics and gymnastic games, with lectures on Swedish gymnastics.
2. Physical training 2.
Dumb-bell exercises; marching, and basket ball.
3. Physical training 3.
Wand and club exercises and individual assigned work on apparatus, with one lecture per week on the anatomy and mechanics of bodily movements.
4. Physical training 4.
Advanced work in Swedish and in games, with lectures and practice in teaching exercises to individuals and small squads. Men's classes have also work on parallel bars; women's classes, fancy steps.
5. Physical training 5.
Lectures and professional training as in 4. Men's classes practice advanced movements with wands, and exercises upon vaulting horses and mats. Women's classes work with Indian clubs, dumb-bells, and bounding balls.
6. Physical training 6.
Lectures and professional training as in 4. Men's classes work with Indian clubs, dumb-bells, flying rings and horizontal bar. Women's classes practice with wands, hoops and military marching. Physical training 7, 8, and 9 are organized for women only, and the work is varied to meet the needs of the classes.

II. PROFESSIONAL COURSES.

10. Teachers' course in physical training.
Structure of tissues, physiology of movement, effects of exercise on the vital organs of the body, exercise and posture, growth and exercise, place of physical training in education,

systems of physical training, plays, games, athletics, gymnastics.

11. Applied anatomy.

Study of bones, joints, muscles, and movements of the body, using skeleton, manikin, living model, and text books. Study of mechanism of typical exercises, including muscular action, leverage, etc., and their effects upon the form and strength of the body.

12. Physiology of exercise.

Laboratory work, supplemented by lectures, reading, and recitations, upon properties of muscle and nerve, movements of respiration and circulation, reaction time, physical and mental fatigue, and problems of physical education in similar lines.

13. History and literature of physical training.

This course, offered for the first time in the summer of 1900, will consist of lectures, recitations, and library work upon the topics indicated.

14. Teaching.

By arrangement with the Director of the training school students who are especially qualified for the work are sometimes permitted to do half of their prescribed teaching in the gymnasium, under supervision of the teachers of this department. A limited number are permitted to teach in the gymnasium as an elective.

EQUIPMENT.

In size and equipment the Normal College Gymnasium stands second in Michigan and among the very first of Normal Schools in the United States. It is, in fact, a pair of fully equipped gymnasia under the same roof. Bathing facilities are excellent, and entirely free to all students. The outfit for both practical and theoretical courses is especially large and increasing yearly.

SPECIALIZATION.

While the department does not attempt to fully prepare students for positions as directors of gymnasia, it does prepare them fully for supervising and teaching in the public schools, and this preparation goes a long way towards the more complete preparation needed for higher positions. For particulars regarding the specializing course, please consult the head of the department.

Department of Psychology and Pedagogy.

DANIEL PUTNAM.

CHARLES T. GRAWN. CHARLES O. HOYT. SAMUEL B. LAIRD.

The following courses are offered:

1. Psychology 1,	12 wks.
2. Psychology 2,	12 "
3. Pedagogy,	12 "
4. History of Education 1,	12 "
5. History of Education 2,	12 "
6. School Supervision,	12 "
7. Advanced Psychology,	12 "
8. Sociology,	12 "

All students are required to take courses 1, 2, and 3 and either course 4 or 5. Those taking one course in history of education as required work may elect the other course.

Courses 6, 7, and 8 are elective.

Credits in advance, for any part of the work in psychology and history of education, will not be given in order to shorten the two year high school course. The students of experience, or who have studied physiology elsewhere, may be excused from a part of the work and permitted to pursue some other subject in its place.

DESCRIPTION OF COURSES.

1. Psychology.

Course 1.—This work is elementary in its character and is assigned for those who have never studied psychology. It contemplates a careful consideration of the method and problem of psychology, the central nervous system, sensation, attention, memory, imagination, feeling, and will. The method of experimental introspection has been employed, and the collateral reading in the library is emphasized. The course is required, and must precede courses 2 and 3. Titchener's *Primer of Psychology* used as

a text. Prof. Hoyt and Prof. Laird; fall, spring, and summer quarters. First, second, third, and seventh hours. Daily recitations.

Course II.—A study of the fundamental principles of education and of the child in his relation to his environment as an individual and as a member of society. In addition to the more extended study of scientific psychology there are added studies in the history of child study, imitation, suggestion, habit, play, moral and will training, fatigue, sensory and motor training, and adolescence. The course is required and must follow course one. Titchener's Primer of Psychology is used and is supplemented by library reading. Students are required to prepare one or more theses, and practice is given in the observation and classification of children.

Prof. Hoyt and Prof. Laird; fall and winter quarters. First, second, third, and seventh hours.

2. Pedagogy.

This course aims to make an application of the laws and principles discovered in the courses in psychology. In this application emphasis is placed upon the course of study, the principles of method, correlation, the recitation, promotions, reports, school law, and school organization, and management. No text book is required. The work is given by lectures and includes library reading and the preparation of theses upon assigned topics.

Prof. Hoyt and Prof. Laird; winter, spring, and summer quarters. First, second, third, and seventh hours.

3. History of Education.

But one course is required. The other, however, may be elected. Either course may be chosen but must be preceded by all courses in psychology and pedagogy. It is recommended to those taking both courses to take them in order.

Course I.—This course begins with a consideration of Grecian education using Davidson's "Aristotle" as a text. This is supplemented from the library. The study of Grecian and Roman systems of education is made in its relation to the mediæval and early modern systems. Lectures are given upon the Arabians, monasticism, scholasticism, the universities, and the origin of the great principles of education is discovered.

Prof. Hoyt; fall, winter, and spring quarters at the first hour.

Course II.—The facts of modern educational history will be used to interpret accepted educational doctrine. A careful study is made of the educational principles of Rousseau, Pestalozzi, Froebel, Herbart, and Herbert Spencer, and a comparison is made with those employed in the school of today. Some attention is given to the source of those ideas as found in ancient or mediæval education. Seeling's *History of Education* as a text, although much use is made of the library.

Prof. Hoyt; fall, winter, spring, and summer quarters. Seventh hour.

4. School Supervision.

A study of the history and problem of supervision: (1) the qualification of the superintendent; (2) his relations to the Board of Education, teacher, children, and the community; (3) the functions of the superintendent as the executive officer of the Board and as a supervisor and (4) professional ethics. The course is designed for such as are to enter the schools as superintendents and principals. It is elective and must be preceded by psychology and history of education, also by the practice teaching, or it may be taken co-ordinate with it.

Prof. Hoyt; spring and summer quarters. Fourth hour.

5. Degree Course.

Courses will, from time to time, be offered in sociology, advanced psychology, and school systems for those who are candidates for the degree.

Philosophical Society.

This society is organized by and is under the patronage of this department. Only students taking the highest rank in psychology may become members. The object of the society is to further the study and investigation of philosophical, ethical, psychological, and pedagogical questions. The work is designed to be original and investigative in its character. Meetings are held each alternate week.

Training School Department.

DIMON H. ROBERTS.

HESTER P. STOWE.

HARRIET M. PLUNKETT.

MARGARET E. WISE.

ADELLA JACKSON.

L. ZELLA STARKS.

MARY L. BERRY.

ABBIE ROE.

CAROLYN W. NORTON.

JULIA MARTIN.

GENERAL PURPOSES.

The purpose of this school is to afford opportunity for both observation and practice teaching.

In this school, the student can see the application of the professional work given in the various teachers' courses.

It is the laboratory in which theory and practice meet and are tested.

Special attention is given to the planning of lessons, keeping of school records, and the general management of a school.

Instead of an arbitrary standard to be copied and followed, the work is an outgrowth of the principles of elementary and applied psychology.

The work done under the immediate supervision of expert critic teachers gives the student or practice teacher a pedagogical insight and training that could hardly be obtained in any other way.

GENERAL PLAN OF WORK.

The training school has ten departments of work—a kindergarten and nine grades. Each department has its own critic teacher or expert supervisor, and all work is done under her immediate supervision. The superintendent is the executive and is responsible for the kind and amount of work done by the pupils

and the practice teachers. The general management of the school and the work of the critic teachers is also under his supervision.

The children enrolled come from the city and surrounding country. Tuition is free, also a part of the supplies with which the pupils work.

Applications for admission, after the opening day, should be made to the superintendent.

Children are admitted to the kindergarten between the ages of four and six years.

PRACTICE TEACHING.

All of the practice teaching is expected to be done during the last or senior year of the student's course.

Under the new arrangement of College terms, the teaching terms or quarters will be the fall, the winter, and the spring. *Carefully note the following:*

1. All students taking the five years' certificate course will do their teaching during the spring quarter.

2. The number of teachers doing practice work during any quarter will be limited to approximately one-third the membership of the senior class.

3. The amount of teaching and observation required will be two hours per day, during one quarter.

4. Those contemplating teaching should classify with the superintendent of the training school prior to classifications elsewhere, as the number will be limited as specified above.

Each of the hours in the training school counts the same as an academic subject and is entitled to as much time for outside preparation as any hour spent in purely academic recitation work.

All assignments for work in the training school and changes in the same, are made by the superintendent.

By special arrangement with the superintendent and the head of any College department, students may elect one-half of their teaching in the preparatory department of the College. Said teaching should be so arranged that one hour per day be given in each

department, and the student is to attend "criticisms" given the eighth hour in the training school.

After the *required* amount of teaching is *completed*, by the consent of the superintendent the practice teacher can elect additional work in the training school. Credits for this work will be arranged by the superintendent.

The work in the training school consists of teaching, observations, making subject and lesson plans, assisting the critic teachers in various ways, making written reports, attending critic and general meetings, and becoming familiar with the entire work of the school.

HOURS FOR TEACHING.

The hours in the training school are from 8:30 to 11 and from 1 to 3, except in grades 6, 7, and 8, which dismiss at 11:30. The half hour before 9 and after 11 o'clock does not count as a full hour for credits unless the critic teacher assigns some special work to complete the hour. The hour from 3 to 4 must be free from any classification except "criticisms."

WORK REQUIRED.

Graduates of high schools who specialize in the primary or kindergarten departments must complete the following amount of work, 288 weeks in all:

General professional subjects,	48 wks.
Teachers' methods 6,	72 "
Practice teaching and observation,	24 "
Electives,	144 "

Note:—Of the electives, 96 weeks must be taken in subjects kindred to the work of the department.

Note:—The superintendent of the training school is patron for all students who specialize in the kindergarten or primary (first four grades) departments, and he is to arrange the classification in said departments.

SUBJECT LESSONS, PLANS AND OBSERVATIONS

In order that the work of the practice teacher may be systematically planned and executed, the following outlines are given as

suggestive of the work to be accomplished. They are not to be rigidly interpreted, but are to conform to the recognized teaching steps and the approved laws of teaching.

The critic teacher will direct the manner and time for their use.

SUBJECT PLAN.

Note:—Use Harvard note paper No. 2. Write on one side only. On title page write subject, date, grade, and your name.

The scope or extent of material embraced in a subject plan depends upon the aim or general notion involved.

Illustrations.—The Mississippi Valley might be chosen as a subject if the aim be to unify all of the elements composing the general notion of said valley. Some of the subdivisions would be drainage, soil, climate, products, transportation, manufactures and cities. Each of these divisions would be treated in one or more lessons, and would be outlined more specifically in the lesson plan.

If the growth of great cities, or drainage, or agriculture, be the extent of the general notion, the subject plan would be more limited in extent but be richer in content than if the entire valley be the unit.

The war in the west might be chosen for a subject plan if the aim be to unify all of the elements entering into the Civil War, west of the Alleghanies, during the years of 1862-3. Subheads to be further worked out in the lesson plans would be the objective point, the initial blow, the Shiloh battles, Bragg's expeditions, Grant's Chattanooga campaign, siege of Vicksburg, etc. If the aim be to limit the unit embraced in the subject, then any one of the subheads mentioned could be used for the subject and minor subdivisions be selected to be worked out in the lesson plan.

It is evident that if you narrow the extent of the subject, you will have greater opportunities for enriching the content.

The extent of subject must always be determined by the aim or general notion of results that you have in view.

OUTLINE.

1. Division.

Divide the subject matter into certain logical parts or units, each one of which will require the time of one or more lessons. When possible, indicate references to the text-book.

2. Aims and Relationships.

State the aim or object contained in the general notion of the subject, and the same for each subdivision made.

Show what relationships exist between the subdivisions, the aim to involve abstract truths.

3. Material and Bibliography.

Give a general list of concrete material that you expect to use, such as maps, pictures, apparatus and objects.

Give a list of books, naming authors, title and page, that can be profitably used in connection with this subject.

LESSON PLAN.

Note:—On first page write subject, date, grade, and your name. Use note book paper No. 2. Write only on one side.

Preliminary.

A frequent fault with a lesson plan is that it attempts too much. It should be limited in extent to meet the age and ability of the class, and be enriched in content in proportion to their needs.

In making the plan for the lesson you are to recognize the aim or end in view and the essential step in method. The steps are:

1. Apperception, or preparation and presentation. (Through former related experiences new individual notions are reached.)
2. Comparison of essential characteristics, abstracting the general truth or notion and wording or formulating the same.
3. Application of this general truth to new individual facts or notions, or giving expression in various ways to thought engendered.

As a lesson unit may sometimes require more than one recitation for its solution, it will sometimes occur that one recitation will not show the full treatment of a topic through the series of three steps. One step may require the whole time of one recitation. With young children the generalization need not be made apparently prominent. We can rely upon the concrete facts to suggest it of themselves.

THE PLAN.*I. What.—*

1. State definitely the amount of subject matter included in this particular plan.
2. What is the central idea or aim in teaching this lesson?
3. What helps do you expect to use in supplementing or illustrating this lesson?
4. What present knowledge of the subject do you take for granted in the child's mind?

II. First Step.—

1. What preparation or introductory work do you expect to employ with the child?
2. What course will you take in presenting the new material?

III. Second Step.—

1. What comparisons of and abstractions from related material will you make?
2. How will you word or state the general notion or conclusion that you expect to reach?

IV. Third Step.—

What application will you make of this general notion or principle, on the following points?

1. Upon what part will you emphasize particular drill work?
2. In what respect will you employ writing, drawing, modeling, experimenting, or other form of expression?
3. What conclusions regarding right conduct or action will you educe or introduce?

OBSERVATION.

Success in school work depends upon the general management of the school and the handling of the recitation.

The following observations are arranged as a general guide and will be studied and reported upon as the critic teacher may direct:

Note.—Use note paper No. 2. Write only on one side. On first page write subject, date, grade, and your name.

MANAGEMENT.

1. Do all things have a proper place when not in use and are they kept there?
2. Study the arrangement of the program and the seating of the pupils. Are they *so arranged* for any particular reasons?
3. What school records are kept by the critic teachers?
4. How are tardiness and absences treated?
5. What constitutes the opening exercises?
6. What is required of the children during the half hour prior to the opening of the session?
7. What punishments are used and for what?
8. Does the treatment for wrong action have any relation to the motive that prompts the action?
9. What methods are used in calling and dismissing classes? In dismissing school?
10. When is the work erased that is put on board by pupils during recitation?
11. Are neatness and rapidity required in all work done?
12. What is done to emphasize and obtain good positions while studying and reciting?

Note.—The critic teacher will call attention to such matters as heating, lighting and ventilation.

THE RECITATION.

Note.—Some of the following points may not occur in every recitation:

1. Give name of person who taught this lesson.
2. If lesson was previously assigned, what was the method of assignment?
3. What was the aim or central idea of the lesson?
4. Was it accomplished? (Give your reasons for your answers whenever possible.)

5. Was the preparation by the pupil sufficient?
6. Were any pedagogical principles violated in the first, or apperceptive stage of the lesson?
7. Was the generalization reached pedagogically?
8. What application was made of the aim reached?
9. What illustrative work and particular devices were employed?
10. How were emergencies, if any, treated?
11. Did you agree with the manner of questioning?
12. Were the children interested? If not, why?
13. Did environment contribute to or detract from the recitation?
14. How is inattention managed? Are all temperaments questioned alike?
15. Was the recitation for the whole class, or was individual work done? Was the plan employed the best plan?
16. What general criticism can you make?

CRITIC TEACHERS.

The critic teacher has charge of a grade, teaches the same a part of the time, supervises the work of practice teachers, and makes needed reports to the superintendent.

The amount of teaching done by the critic is based upon two things: first, to verify any detached elements in the student's work, and to keep the children fully up to the grade standard; second, to afford an opportunity for the observation of pedagogical teaching as a basis for discussions upon methods of instruction. Consequently, she teaches for a few days at the beginning of each quarter, and averages two full days each week.

She also directs the work of the student teachers by requiring of them subject and lesson plans, written observations of lessons and management, and by assisting in the execution of plans.

She meets her student teachers on Tuesdays and Thursdays, at 3 o'clock, at which time she elaborates and explains her own work, criticises the student's work, and from time to time gives illustrative lessons, which form the basis of special discussions upon theory and practice.

SCHOOL EXERCISES.

Each Friday morning chapel exercises are held for the children. The exercises, aside from being of a devotional character, consist of singing and speaking by the children, the different grades having the same in charge, in rotation.

These exercises are public, and student teachers will find it to be very beneficial and desirable to attend them. Parents and others interested are cordially invited to attend.

Just prior to Thanksgiving, Christmas, Washington's Birthday and Memorial Day, special exercises are given by the children. The school has a fine hall, affording seats for five or six hundred people, provided with a large rostrum, sliding curtains and piano.

The chapel program, aside from the devotional, is occasionally devoted to some particular author.

Frequently on these and special occasions, the grades provide written programs, decorated in either pencil or water colors.

ENROLLMENT OF CHILDREN.

The enrollment of children for the year to March 1st, has been as follows:

Kindergarten,	52	Fifth grade,	41
First grade,	36	Sixth grade,	26
Second grade,	34	Seventh grade,	36
Third grade,	29	Eighth grade,	9
Fourth grade,	41	Total	304

STATISTICS OF PRACTICE CLASS.

The practice class has been unusually large. During the first quarter 132 were enrolled, during the second quarter 133, during the third quarter 144.

PICTURES AND CASTS.

An interest in, and an appreciation of art, as such, receives considerable attention throughout the grades. To cultivate this side of our work, the following pictures and casts are now in use:

Kindergarten.

Family of Kittens—Henrietta Ronner.

Portrait of Washington.

Christ Blessing Little Children—Fritz.

First Grade.

Sistine Madonna—Raphael.

St. Anthony and the Christ Child.—Murillo.

Portraits of Washington, Longfellow, Froebel.

Cast, Lion.—Barye.

Cast, Singing Cherubs.—Luca della Robbia.

Second Grade.

Portraits of Washington, Whittier, and Longfellow.

Madonna of the Choir.—Raphael.

Cupid Sharpening His Arrows.—Raphael Mengs.

Cast, Donatello's Laughing Boy.

Cast, Donatello's The Choir Boys.

The Little Harvesters.

Third Grade.

Portrait of Whittier.

Lion.

Christ before the Doctors.—Hoffman.

St. Michael and the Dragon.

George Washington and His Horse.

Cast, Cherubs.—Apollo.

Birds.

The First Chickens.

Fourth Grade.

The Gleaners.—Millet.

First Steps.—Millet.

Madonna.—Murillo.

Aurora.—Guido Reni.

Aurora.—Guercino.

Portraits of Holmes and Mozart.

Photographs:

Minerva.

Cupid's Counselor.

Cast, West Wind.

Fifth Grade.

Cast:

Madonna, Verrocchio.

Head of Infant St. John.—Donatello.

Pictures:

Lowell.

Christ Before the Doctors.—Hoffman.

Landscape (etching).—Field.

Portion of roof of Milan Cathedral.

Tower of Pisa.

Falls of Yosemite, California.

Niagara Falls.

The Old Caretta, New Mexico.

Mammoth Hot Springs, Yellowstone Park.

Photographs:

St. Cecelia.

Temple of Vesta, Rome.

Michael Angelo's Moses, Rome.

Sixth Grade.

Pictures:

The Angelus.—Millet.

Portraits of Washington, and Tennyson.
Photographs illustrating Greek and Roman history.
Madonna and Child.
Landscape.—Field.
Landscape.

Casts:

Statue of Minerva.—Giustiniani.

Madonna in Adoration.—Andrea della Robbia.

Seventh Grade.

Photographs:

The Bridge of Sighs.
The Rialto.
The Ducal Palace.
The Grand Canal.
Houses of Parliament.
Westminster Abbey.

Queen Louise and Children.

Portraits of Lincoln, Washington, Franklin, and Columbus.

Water-color, New England Cabin.

Relief, "The Annunciation" by Della Robbia.

Statue, "David" by Mercie.

Etching, Landscape.

The Corridors.

Portrait of Froebel.

Casts:

Victory, and Decorating a Trophy, from the balustrade of the
Temple of Nike Apteros.

Pictures:

The Arc of Constantine,

Presented by class of '97.

Madonna of the Candelabra.—Raphael,

Presented by the class of '98.

The Sistine Madonna.—Raphael.

Strasburg Cathedral.

Besides the pictures owned by the school, there are several others loaned for special purposes.

COURSE OF STUDY.

The course of study begins with the kindergarten and ends with the ninth grade.

Outlines are given for the following subjects: language, history, geography, nature study, arithmetic, drawing, music, and physical training.

The music is under the supervision of Clyde E. Foster of the conservatory, who gives a part of each day to the work.

Miss Bertha Hull, of the department of drawing, supervises this work in the training school.

Prof. W. P. Bowen director of the gymnasium, gives his personal attention to the work in physical training

The Kindergarten.

The kindergarten is the beginning or foundation of our entire system of work. Its principles continue throughout the entire course of study. No set plan is followed, but circumstances suggest many of the plans and much of the material. A few extracts from an article on "Continuity of thought in the Kindergarten," written by the director of the kindergarten department, will give a general view of the work.

"Do with the child nothing unrelated, else he becomes thereby uneducated."—FROBEL.

"When the child of four years enters the kindergarten, shy, nervous, apprehensive, to begin his childish education, there are two

educational principles for the kindergartener to bear in mind. First, begin on the child's level, and second, proceed from the known to the unknown.

"The child's home is his level, and the kindergartener proceeds to place herself in sympathy with the child by talking of his home and the people there.

"Then follow the talks of what mama is doing at home, and these little talks give suggestions that can be worked out with gifts and occupations. All the stories and songs breathe the spirit of family love. The kindergarten is a family and each one tries to serve the others, the older ones assisting the little ones, the self-reliant ones helping the weaker ones.

"Then come the talks of other families, and we learn of the birds, bees, and squirrels, and find family relation there.

"What are all the families doing in the fall of the year? We are filling our barns and cellars, the birds are flying away, the squirrels are gathering nuts, mother nature is putting her seed babies to sleep, and we see that every one, in his own way, is getting ready for winter. Ample are our opportunities to impress these lessons upon the children by means of clay, sand, blocks, scissors and paper and the various kindergarten material, bearing in mind always that we are working to develop the child and not for results in the material.

THANKSGIVING.

"After all nature is ready for winter and the harvests are gathered in, comes the first festival of the year, that of Thanksgiving. The Mayflower and Plymouth Rock are built and modeled from clay, log cabins are made and we live over the life of the pilgrims. So the children are led to feel that Thanksgiving is not merely a day of feasting and merriment, but one of gratitude.

CHRISTMAS.

"The child realizing how much has been done for his comfort, should be given a chance to express his gratitude by doing for others, and this makes it an easy step to our next festival, Christmas, where the thought is loving and giving.

"The rollicking songs of Santa Claus are sung, and stories told, and each child sees he can be a Santa Claus, and our room is made a Santa Claus workshop. Santa Claus never works for himself, his happiness is in making others happy. So with the children, nothing for themselves, yet each one is happy.

"Through our Christmas stories and songs we reach the highest conception of family life, the one ideal mother and child.

TRADE LIFE.

"We now find what is necessary that the family may live, and we enter a new relationship.

"One of our papas is a carpenter, another is a shoemaker, one is a baker or a blacksmith. Let each of the children tell what his father does that may contribute to our comfort. All our work correlates around the trades, and for the time we are carpenters and shoemakers, and begin to find our dependence upon each other.

"The child begins to realize that he is a link in the chain, and that while each link has its place and meaning, it finds its true significance only through the total chain.

STATE RELATIONSHIP.

"We talk of the policeman who protects us, of the soldier and the postman, of the mail service where so many work that we may get a letter, and the thought arises: who attends to all this? We talk of our President, who stands for our government, and the flag, which means our country.

"This brings us to the 22nd of February, and we tell the stories of George Washington, who always was brave, courageous, and true, and when a President was needed, they chose him because he could be relied upon. Patriotism and love of country is fostered by patriotic songs, marches with flags, making flags, and having our room resplendent with red, white, and blue.

"Lest the child should feel that Washington was the only hero, we tell of other heroes, not only of soldiers, but men in other relations of life, of women and children and animals. The children never tire of the heroic stories of the St. Bernard dogs.

"We have now reached the highest human relationship.

EASTER.

"But there is a higher protection, and our next festival helps us to an understanding of this.

"The children have begun to feel and realize the force of an unseen power, and that same unseen power which put all nature to sleep in the fall, that told the caterpillar when to spin his cocoon, the birds when to fly south, begins now to manifest itself in the glad awakening of spring. Out of the cocoons, which we have kept all winter, comes not the crawling worm, but the gorgeous butterfly, and everywhere we see buds and blossoms starting from branches that seemed to be dead, and we begin to feel the universal protection that has guarded all.

"Starting with the family we have widened our relationship and dependencies until they include all families and life, and we know who cares for all."

The Grades.

The following outlines of grade work do not enter into detail, but serve to indicate the general trend and amount of work taken:

Elementary Science.**First Grade.****CENTRAL FALL THOUGHT.**

Preparation for Winter through bodily protection, by animals and plants.

Study of live cat and shepherd dog, as to simple structure, habits, adaptations and bodily covering. Comparison.

Similar work upon sheep. Properties of wool.

Horse-chestnut tree; form, size, parts, trunk, boughs, twigs, leaves, buds, and nuts.

Falling of leaves. Advantages.

Moth larvæ and cocoon formation observed.

Properties of silk and leather.

Departure of birds.

An evergreen (pine?), as horse-chestnut above. Comparison.

WINTER THOUGHT.

Man's protection against Winter's cold.

Clothing, shoes, shelter. Industries represented.

Primitive clothing and shelters. (Skins and barks.)

Snow and its uses to Nature.

Children of the snow; their homes, clothing, and habits.

Skin, hair, and nails; their uses and care.

SPRING THOUGHT.

Nature's awakening.

Familiar seeds and their germination.

Sprouting of horse-chestnuts and rearing of young trees.

Development of buds into leaves and flowers.

Return of the birds.

Butterflies and moths.

Study of the cow, simple structure, habits, and food.

Importance to man.

Horse for comparison.

Throughout the year daily observations upon sun, moon, winds, clouds, rain, snow, dew, frost, fog, etc. Cardinal points. Weather following cardinal winds. Inferences. General record of fair and cloudy weather, rain, or snow.

Second Grade.

FALL THOUGHT.

Preparation for Winter through storage of food.

Study of live rabbit; structure, habits, adaptation, food.

Disadvantages from failure to store food.

Carrot, turnip, parsnip, and cabbage; food storage in root and leaf.

- Live squirrel, as with rabbit. Comparison.
- Storage of nuts, and consequent advantages.
- Study of oak, hickory, and walnut as in first grade.
- Storage of food in nuts.
- Storage of starch in corn, wheat, oats, etc.
- Properties of starch, including solubility and iodine test.
- Solubility and recovery.

WINTER THOUGHT.

Use of stored food by Man.

- Identification of starch in various foods. Solubility in hot water.
- Develop necessity for cooking.
- Primitive methods of cooking and fire making.
- Properties of flint, and use by primitive man.
- Develop necessity for cracking and grinding grains.
- Primitive and modern mills.
- Conversion of starch into sugar in the mouth.
- The teeth as a mill, shapes, use, and care.
- Hygiene of eating.

SPRING THOUGHT.

Use of stored fruit by plants themselves.

- Germination with reference to use of food in seeds; corn, wheat, peas, etc.
- Conversion of starch into sugar. Barley.
- "Culture fluid" experiments to develop uses of root.
- Indoor growth of carrots, turnips, parsnips, sweet and Irish potatoes, to show use of stored food.
- Collection and examination of maple sap. Recovery of sugar.
- Study of hard and soft maples, with discovery of function of flowers.

Indoor and outdoor vegetable and grain gardens.

Comparison of unripe and ripe fruits, as to presence of starch and sugar.

Weather study of first grade continued and extended.

Third Grade.

FALL THOUGHT.

Broadened idea of gathering and storing. Thrift.

Grasshopper studied afield and indoors, as to structure, habits, adaptation to environment, food and enemies.

General shiftlessness of the insect, and consequences.

Hive bee studied as above and compared.

Observation hive in school room.

Community life and food storing.

Study of wax, comb, propolis, and honey.

Nasturtium, with meaning of its shape, markings, structures, odor, color, and nectar.

School and savings bank.

WINTER THOUGHT.

Man's preparation for Winter through heat.

Principal properties of carbon in charcoal, coal, graphite, etc.

Discovery of carbon in common foods and fuels; in caudle, lamp, and gas flames.

Conditions necessary for combustions; evolution of heat.

Warming of school and home.

Evaporation and condensation. (Clouds and precipitation).

Expansion of solids and liquids by heat. (Thermometer).

Expansion of air by heat. (Air currents).

Union of carbon and oxygen in the body. Respiration.

Organs of respiration. Ventilation.

SPRING THOUGHT.

Mutual dependence and helpfulness.

Study of bee continued. Rearing of young. Life history.

Hive secrets; treatment of queen, drones, ventilation, cleanliness, swarming.

Study of ant in school room for comparison.

Butterflies and moths.

Cross fertilization and advantages to plant; clover, peas, locust, horse-chestnut, catalpa, etc., etc.

Study of the weather should include reading of thermometer, and simple individual records may be kept.

Fourth Grade.

Study of the common forest trees of the vicinity with reference to characteristic form, size, environment, soil, bark, branching twigs, leaves, and fruits.

Study of their woods; color, hardness, grain, specific gravity, elasticity, strength; relative igniting points, amount of ash, etc.

Uses of the different woods.

School collection of various woods, bark, leaves, and fruits.

Distribution over the State.

Fresh water mussels in a large tank in the school room.

Parts of valves, foot, locomotion, siphons, currents, mantle, gills, mouth palpi, muscles.

Internal structure of valves, layers, pearls, action with acid.

Properties of carbon dioxide gas by experiment.

Oyster for comparison with mussel.

Limestone as a product of shell (and coral) formation.

Properties, varieties and uses. Distribution. (Calcite, marble, chalk, tufa, etc.)

Other economic rocks and minerals of the State. (Sandstone, gypsum, coal, salt, iron ores).

- Magnetite (lode stone), magnetism, compass.
- Simple crystal forms, manufacture of artificial crystals.
- Physical properties of compact bone.
- Compare with minerals and woods studied.
- Destruction of organic matter in bone by burning. Properties.
- Destruction of mineral matter with acid.
- Conclusions in regard to composition.
- Slender bones soaked in acid. Properties.
- Examination of bones of both young and adult animals.
- Hygiene of bones.
- Identification of common trees of vicinity.
- Study of water and land snails; shell and soft parts.
- Meteorology throughout the year. Use of shadow-stick and sun-dial.
- Measurement of rain-fall and snow. Types of clouds. Summaries.

Nature Study—Grammar Grades.

In the science work of the fifth, sixth, seventh, and eighth grades selections from the following list of topics will be made in accordance with their intrinsic importance, the facilities they furnish for carrying forward the proper work of education, and their coördinations with the other work of the school. These topics, usually stated below for the sake of brevity in a more or less abstract form, will be presented by means of some concrete example, the choice of which will be determined by the general principles underlying the *selection of material*. As the instruction progresses it should take a more and more generalized form, but only so fast and so far as pupils are able to *and do actually* represent to themselves pictorially the contents of these abstract or general terms. The keynote to the work should be logical consecutiveness. A single lesson, however good, has little value except as it forms an integral part of a whole. For this purpose a constant review is essential and a continual en-

largement and strengthening of the bonds connecting the lesson with all previous work in this and other subjects of study. All work observational.

Fifth Grade.

Study of water as a typical liquid. Relation to ice: to steam. Pressure at same level: at different levels. Buoyant power. Diffusion. Solution. Evaporation. Relation to animal and plant life. Natural bodies of water. Brief study of the effects of running water. Water animals compared with land animals. Water compared with other liquids. Relation of heat to change of state (only in well known cases).

Brief study of air as a typical gas. Gaseous diffusion. Relation of air to plant and animal life. Relation to combustion. Weight, pressure, buoyant power of the air (observed, not fully explained). Air currents. Winds, force and direction; continuous observation.

Study of combustion and heat. Combustion with flame: without flame. Special study of flame. Kindling temperature. Physical products of combustion. Chemical. Test of carbon dioxide. Fuels. Expansion by heat: of solid, of liquid, of gas. Thermometer. Construction. Rules for use. Daily observations for the year.

Study and abundant use of important physical units: yard, foot, inch; meter, centimeter; gallon, quart, pint, liter; pound, ounce, grain. Reduction factors worked out by class.

Study of the trees and shrubby plants of the neighborhood continued from previous years. Life forms found in some single tree. Study of these forms for the year in relation to each other and their environment.

Some pond (or aquarium) observed for the year in relation to evaporation, hardness of water, change of temperature, etc. Some typical life forms, as the crayfish, studied more fully.

Acids, alkaline, and neutral liquids illustrated by vinegar, sulphuric acid, lye ammonia, water. Neutralization of acid, of alkali. Souring of milk. Making vinegar.

Sixth Grade.

Special study of motion with reference to the hands of a clock, a tuning fork, the circulation of the blood, street cars, and the sun,

moon and planets. Motion as related to position. Position as fixed by some known object regarded as fixed, by latitude and longitude, or by distance from some point on a line the direction of which is known. Direction of motion. Points of the compass. Study of angles. Use the protractor. Velocity of motion. Cause of motion. Reciprocating motion. Vibratory motion.

Continued study of combustion and heat. Oxidation. Respiration. Mechanism of respiration in man, reptiles, fishes. Effect upon the blood, the tissues, the air of a room. Ventilation.

The constellations Great Bear, Cassiopeia, Pegasus, the Bull, the Twins, the Lion, and the Scorpion repeatedly identified until they become familiar objects.

Motion of the sun eastward among the stars. Motion north and south along the horizon, on the meridian. Effect of.

Motion of the moon among the stars. Relation to phrases: "Moon runs high," "Moon runs low," "Wet moon."

Motion of one or two planets among the stars observed and mapped out for a year. Direct motion. Retrograde. Stationary.

Continued study of the neighborhood. Mineral contents of the "drift" roughly classified. Soils and their origin. Relation to vegetation, to animal life. Visits to sand-pits, marl-beds, ore-beds, etc., and to deep cuttings in the drift.

Visits to accessible neighborhood industries: gas plant, railway power house, etc. Relation to community life.

Special study of iron. Ores of iron. Reduction of these ores. Forms of iron. Uses. Relation to industrial progress.

The tuning fork as a vibrating body. Sound, and conditions of production. Musical sounds.

Motion of blood in man. In the frog. Mechanisms of circulation. Osmosis.

Special study of the frog from the egg to the mature form.

The frog compared with the toad.

Seventh Grade.

Review of gaseous properties. Effect of heat upon the change of state. Evaporation. Atmospheric moisture. Its origin and dis-

tribution. Saturation. Dew point. Fog. Cloud. Cloud forms and colors of clouds. Motion of clouds compared to direction of (surface) winds. Dew. Frost. Rain. Hail. Snow.

Daily observations with air thermometer, maximum thermometer, minimum thermometer, rain gauge, wind vane (and barometer?) Climate. Weather maps. Isotherms. Isobars. Relation of climate to plant and animal distribution.

Somewhat complete work with some property of matter as hardness or elasticity (hardness only up to No. 7 of Mohs' scale.)

Incident light as reflected. Formation of images by reflection. Incident light as diffused unchanged in color. As diffused colored Primary colors demonstrated. Secondary colors. Accidental colors. Incident light as transmitted and refracted. Color by refraction. Spectrum colors. Rainbow. Images by refraction. Spectacle glasses and lenses.

Continued study of how motion is produced. Equilibrium. The simple machines as examples of equilibrium. Work. The simple machines as illustrating the doctrine of work.

Special study of birds. Classification. Habits. Study of eggs. Incubation. Nesting. Immigration. Anatomy of birds compared with that of man. This work fully correlated with the physiology of the grade.

Study of the organs of special sense. Of the osseous and muscular systems.

Eighth Grade.

The science work of this year is mainly a review and expansion of the work of the preceding seven grades. The endeavor will be made to gather up, generalize and systematize this earlier work. Interest and a sense of realities will be kept up by the use of new material and by a new method of approach.

States of matter. Characteristics of each state. Intermediate states. Causes of change of state. Examples. Exceptions. Literature of the subject in its recent extension. Names for all changes of state. Uses.

Work expended in changing state. Work produced. Heat consumed in melting ice; in evaporating water; heat produced in

freezing water; in condensing steam. Special study of distillation. Application of the general principle to climate, (only a popular treatment).

Generalization and extension of studies concerning incident light. Further work upon mirrors, prisms and lenses. Color. Color of natural objects.

Also upon plant and animal physiology. Relation of structure to function.

New work upon magnets and magnetism; upon the ferments and disease germs; upon food and digestion; upon stimulants and narcotics; and upon local botany and zoölogy.

Elementary Course in History.

Substantially as here outlined the course has been in use four years. It aims to furnish culture for the social side of a child's nature and to aid him in becoming an intelligent member of civil society.

THE PRIMARY GRADES.

The work of these four years is characterized by the same thought—consciousness of group life, reached by the use of historical forms, either actually or in counterpart, already familiar from daily use. It deals with the sense-phase and the closely related representative phase of history. The first and second years use the same historical group—the family. In the third year a new group, which serves as the basis for two years' work is introduced—the community.

Kindergarten.

The first step strives for consciousness of the social whole and accustoms the child, by sharing in play and work, to enter into group activity.

The material for this step will include all the work of the kindergarten which is based upon, and carries out, this idea. See work as there outlined.

First Grade.

The second step discovers the group as composed of individuals, each in relation to the whole, and subject to control. Authority is

seen in the personal head. Individual activity begins to appear in the group.

Material for first and second steps.

1. Everything in the family-school which makes up the child's social experience.

2. All material which may be used to show social life, as food or occupation.

3. Typical historical families: Hebrew, Aryan, later Greek or Roman, Mediæval.

4. Historical persons in the family.

5. Summarized in a review of present life.

Second Grade.

The third step, the special work of the second year, is intensive and seeks more definite notions of sharing, authority, activity. Common interest limits the individual and works toward the control of his activity.

Material for the third step.

1 and 2. As above.

3. The family and school as typical groups.

4. Typical historical families: the peasant and lord, same type in Canada, in Michigan, the colonial families, pioneers.

5. Historical persons connected with special times.

6. The summarized review enriched by all the study.

Third Grade.

The fourth step strives for the significance of community—mutuality, opportunity, protection. The "wish of the many" common interest, makes constant appeal to individual activity.

Material for the fourth step.

1. The school-community, work, games, exercise, etc.

2. Business, barter, exchange, buying, selling, market, money, etc.

3. Historic communities: Early Greek, early Teutons, Saxons in England.

4. Community heroes connected with days.

5. Home, city or village.

Fourth Grade.

The fifth step, mainly the work of the fourth grade, discovers the need of definite authority for the protection of common interest, works out a means for its exercise, and fixes a standard of community right. Individual activity is seen conditioned upon group activity.

Material for the fifth step.

1 and 2. As above, extended.

3. Historic communities pushing into new lands; sea rovers; in France, the castle life; in Canada, landlord and peasant; French in Detroit; French in the Mississippi valley; the old missions.

4. Heroes and adventurers.

5. Review of present community, especially the industrial side.

THE GRAMMAR GRADES.

Presuppositions upon which the study is based: 1. Some notion of a group in society, constituting a social unit in which parts stand in reciprocal relation. 2. A notion of the object of government and its effect upon society. 3. An understanding of social relations as expressed through activities. 4. An idea of the law of cause and effect.

From this point the study works away from type conditions toward type movements. The community becomes the state; the activities build institutions, the movements appearing as successive changes in time, show the law of cause and effect; progress makes its record in customs, laws, institutions. At each step the effort is made to realize ideas in the actual school group.

The fifth grade makes a study of the self-governing colony-communities. The condition of institutional life as discovered is constantly compared with the present.

Material.—1. The American colonies. A typical colony from each group was studied, but if conditions allowed, the work could be extended. 2. The community of Athens 500 B. C.—400 B. C. (a) The city, its business, amusements, industries, festivals, buildings, etc. (b) What the great men did. (c) Things which the state did.

The sixth grade makes a study of a period of growth in state organization and its included institutions.

Material.—1. The Roman Republic. (a) the people found their place in the state, (b) the state helped the poor, (c) the state made laws, (d) the state gained lands and peoples, (e) the men who tried to make things better, (f) three men who got too much power. 2. The Roman Empire. (a) how it was made, (b) the great emperors and what they did, (c) the church that grew up in the empire, (d) the Teutons who made little states in the empire. The story of Karl the Great, the strong-handed king, who wore the Roman crown, (a) How he kept his kingdom in order (conditions for feudalism).

The seventh grade makes a study of social conditions and movements while the strong kings ruled.

Material.—1. The strong men who were overlords. 2. The crusaders and knights. 3. The new times, (a) inventors, (b) discoverers, (c) artists, (d) preachers. 4. The people who resisted the strong kings (this work from lack of suitable books was confined to the revolt of the English colonies in America.)

The eighth grade makes a study of the self-governing state. The people constitute the state and share in the government. Inalienable right is protected by law under which is the most perfect liberty.

Material.—The constitutional government of the United States. The work is based upon a text in American history.

Geography.

Geography is largely an imaginative study because many of the concepts or mental pictures must be composed of parts of which the child has but little real knowledge.

First deal with facts lying within the circle of the child's own knowledge or observations; then use these as stepping-stones to kindred facts lying beyond the horizon of the senses.

Study growth of cities, productions, commercial routes, exchange of products, animal and vegetable life, snow and ice, people in their homes, relation of mountain and valley, city and lake or river, history of places, forces at work shaping the earth's surface, as winds, waters, man and vegetation.

Observational geography is to precede other forms of teaching in order to develop the habit of observation; to give the pupil true basal ideas and to arouse the spirit of inquiry.

In the country the pupil sees hills, valleys, plains, meadows, divides, streams, lakes, and productions. In the town he sees streets, railways, parks, plots, wards, sewers, lighting, public buildings, and markets.

All of these things should be studied as to their relations. Merely committing things to memory makes geography a dead study; we lose the rational element. We must cultivate the powers of observation, the powers of scientific imagination, and the powers of reasoning.

There is great danger of losing the idea of the whole in a multitude of details. Enough of details should be known so as to appreciate how and why man has united all portions of the earth, what obstacles he has overcome, and how climate and soil subserve him. He should appreciate that rapidity and direction of slope have much to do with climate and man.

Read stories of other things; other places; other little people. Expand the little stream into the great river; the little pond into the great lake or ocean; the little island into the larger ones; the little patch of corn in the garden into the great grain fields; the little fern into the beautiful palms; the hill into the mountain; the kitten and the dog into the tiger and the wolf; the orange into orange groves; his little system of trading into the channels of trade; the conditions that surround his life into the conditions that surround the lives of other boys and girls. Explain what railroads, telephones, and telegraphs do; how letters find their destination; what the rain does and where the streams go; why the pond is

where it is and why the streams go in the direction they do; what the people are doing; what places and things contribute to man's clothing, to his eating, and to what he uses; what tools working men use.

The geographical concept should be made as perfect as possible by using the globe. See that the mind goes properly from the illustration to the thing illustrated.

The weathering of rocks and production of soils should be compared. Causes and effects of river inundations. How waterfalls are caused and how extinguished. How lakes and marshes are formed. Show how areas formed under water become exposed, and how exposed areas become submerged.

Show why some regions are arid and some have a large precipitation. Why changes are more radical in the interior than along the coasts. The commercial relations of the globe are to be more prominent than unconnected detail of map or description.

Why are some parts of the world given to agriculture and others to manufacturing?

Study the origin of names. Show how conquest, purchase, and change of government are changing the maps. Emphasize the thought that the world is as we find it today, rather because of its physical conditions than because of man's actions; but in this relation show the agency of man in planting and cutting away forests, changing waterways, and irrigation.

SYNOPSIS OF GRADE GEOGRAPHY.

Third Grade.

Agricultural, manufacturing, commerce, educational and social interests, government, mathematical relations, maps and mapping, physical relations.

Fourth Grade.

1. *Globe Lessons.*—Form, size, surface. Movements, zones, latitude, longitude. Land and water forms.
2. *Preliminary Study of Continents.*—As to position, surface, drainage, climate, typical occupations and products.

3. Study of North America with detail study of the United States.

Fifth Grade.

Review of work of previous year.

Physical study of South America, Europe, Asia, and Africa.

Comparative review of the five continents.

Sixth Grade.

Complete study of North America and United States in detail in all geographic relations.

Seventh Grade.

Study of Europe and all European dependencies, especially as regards their relation to the United States.

Eighth Grade.

A half year's study of the commercial geography of the United States.

ARITHMETIC.

First Grade.

Development of number 1 to 10.

Reading and writing numbers to 100.

Fractional idea— $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{6}$.

Use of signs +, =, -, \times , \div .

Roman numerals through XX.

Units or volume—pint, quart, gallon.

Linear units—inch, foot, yard.

United States money.

Second Grade.

Review work of first grade.

Counting 1 to 1000

Operations with numbers 1 to 500.

Roman numerals I to C.

Liquid measure, dry measure, linear measure.

Tables of time, weight, money.

Fractions $\frac{2}{3}$, $\frac{3}{4}$, $\frac{4}{5}$, $\frac{1}{6}$, $\frac{1}{10}$, $\frac{1}{12}$.

Third Grade.

Walsh's Elementary Arithmetic to page 110.

Fourth Grade.

Walsh's Elementary Arithmetic completed.

Fifth Grade.

Walsh's Grammar School Arithmetic (book 1) to page 291.

Sixth Grade.

Walsh's Grammar School Arithmetic (book 1) completed.

Seventh Grade.

Walsh's Grammar School Arithmetic (book 2) to page 499.

Eighth Grade.

Walsh's Grammar School Arithmetic (book 2) completed.

Language.

GENERAL NOTES.

The correct use of language is not to be taught so much by special lessons as the proper correlation of language with all subjects of study in each grade. One of the dangers of formal language lessons is that teachers relegate all language instruction to some particular hour in the day's program. It should never be forgotten that the surest test of clear and definite understanding in any subject is the ability to express the thought clearly in speech or in writing. In this sense reading, arithmetic, geography, nature study, etc., should all be laid under contribution to instruction in language. While the teacher should encourage spontaneity of expression and free play of thought and feeling, all errors in either oral or written reports should receive constant attention. There

should be no need for manufacturing exercises in false syntax. Prevailing errors in each grade will be quite adequate to the purpose. Never failing watchfulness on the part of the teachers, persistent and repeated correction of errors, grade by grade, until correct use crystalizes into *habit*. This is the all important idea of method in general language work.

First Grade.

Observation and conversation upon the material brought into nature study. Oral reproduction of stories in history and nature study. The following technical points covered in connection with reading:

Sentences (kinds of).

Declarative.

Interrogative.

Use of capitals.

Proper names.

Names of the days of the week.

Names of the months and of holidays.

I and Oh.

Beginning of every sentence.

Use of the period and interrogation point.

Use of "is" and "are" and "was" and "were," and other words as they appear and need attention.

Language work is done in all classes.

Second Grade.

Review work of first grade.

To, too, and two.

There and their.

Syllables—words of one, two, three, four, and five.

Words and their opposites.

Simple dictation exercises.

Vowel sounds, silent letters, spelling exercises.

Oral and written reproduction of stories, myths, and poems.

Stories based on nature study, literature, and history, the sentences being connected in thought.

Conversation lessons on pictures.

Memory exercises.

Third Grade.

Common nouns and their plurals.

Use of adjectives.

Oral and written reproductions from stories, myths, and poems.

Conversation lessons on pictures.

Letter writing.

Memory gems.

Fourth Grade.

Written reproductions—margins and paragraphs.

Letter writing. Direct quotations. Indirect quotations.

Verb forms. Synonyms.

Words often misused—who or whom.

Written reproduction of longer stories in connected discourse.

Fifth Grade.

Composition work.

Homonyms. Quotations. Letter writing.

Memory gems. Composition on picture studies.

Description. Nouns, common and proper. Rules for capitals.

Verb forms. Advertisements. Letters.

Oral and written reproduction of nature and history work.

Dictionary and word study.

Sixth Grade.

Reproduction stories based on science, geography, and history.

Hyde's Practical Lessons in the Use of English.

Seventh Grade.

Hyde's Practical English Grammar.

Eighth Grade.

Reed & Kellogg's Higher Lessons in English.

Music.**GENERAL NOTES.**

The three points aimed at in this work are named in the order of their importance:

1. The cultivation of a clear musical tone for the speaking and singing voice.
2. The stimulating of a love for music in the child.
3. The cultivation of the ability to read music.

The simple exercises given the children for voice culture are all based on the effort to bring the bell-like (head voice, so called) quality of the child's high voice into his lower tones. The chief exercises used are:

- a. 8, 7, 6, 5, 4, 3, 2, 1.
- b. 8, 5, 3, 1.
- c. 8, 5, 3, 5, 8, 5, 3, 5, 8.
- d. 5, 4, 3, 2, 1, 2, 3, 4, 5.

These are vocalized with humming, with nee, coo, loo, bell, and no, the syllable being used again for each sound, i. e., No. 4, no, no, no, no.

Note—When pitches are given the octave starting on middle c is lettered with small letters as c or e; the pitches of the octave starting on the third space of the treble staff are lettered as follows, c', d', e', etc.

First Grade.

Exercises for the speaking voice tending to the use of higher tones, such as calling a child's name, using words in series with rising inflection, as say, play, may, home, roam, foam, etc., little sentences in conversational style as "Good morning, sir."

Exercises for the singing voice.—Exercise (a)—pitch 8 on d' e', f', and g'; exercise (b)—pitch 8 d' to g' inclusive; exercise (c)—pitch 8 from c to g' inclusive; exercise (d)—pitch 5 from b to g inclusive.

Rhythm.—Use of drum, triangle, castanets, clapping and marching to stimulate feeling for rhythm.

During the first six months, the tones of the tonic, dominant and sub-dominant triads are taught by imitation. The second six months, they are given in groups for reading, using kindergarten balls, different objects and from the blackboard using tonic sol-fa or numerical notation, as a preparation for the staff notation.

Rote songs related to the seasons and language work. Range from d to g'.

Especial care given to individual singing and to the training of monotone voices.

Second Grade.

Exercises for the speaking voice.

Exercises for the singing voice, the exercises being given in the same pitches as in the first grade.

Rhythm.—Exercises such as clapping in time to music. The discernment of different metres as applied to running, skipping, flying, marching, etc.

Tones of the tonic, dominant, and sub-dominant triads, to be sung from dictation, teacher using scale names, pupils using syllables, no, coo, etc.

Reading.—Four days per week from the blackboard, using tonic, sol-fa or numerical notation; from the chart, using staff notation.

Writing.—Occasionally from musical dictation.

Rote songs related to the seasons and to language work.

Third Grade.

Exercises for the speaking voice.

Exercises for the singing voice. 8 in a, b, and c is pitched from c' to g' or a'; 5 in d is pitched from a to g'.

Rhythm.—Same as second grade, with use of the pocket metronome.

Tones of the tonic, dominant and sub-dominant triads from dictation, in different keys.

Chording.—In two parts, using thirds of the major scale, resolving that on the leading tone, and humming.

Reading.—Four days per week using charts and books.

Writing.—Occasionally from musical dictation.

Rote songs relating to the seasons and to language work.

Fourth Grade.

Exercises for articulation and pronunciation.

Exercises for the singing voice. In exercises (a), (b), and (c), 8 is pitched from c to g' or a'; in (d), five is pitched from a to g'.

Rhythm.—Same as third grade. The ability cultivated to name the number of pulses to a measure; to name the number of measures to an exercise or little song when heard. Introduce the half pulse and the pulse-and-a-half tones.

Triads.—The ability to sing the tones of the tonic, dominant and sub-dominant triads, when they are called for by name.

Chording. in two parts, using thirds and humming.

Reading.—Four days per week from charts and books; two-part exercises and songs from notes. Rounds sung, using tonic sol-fa or numerical notation. Introduction of chromatic tones.

Writing.—Occasionally from musical dictation.

Rote songs related to the seasons and to language work.

Fifth Grade.

Same as fourth grade.

Daily exercises for the singing voice. The pitches for the different exercises are the same as for the fourth grade.

Rhythm.—Some as fourth grade only more difficult.

Triads.—The ability to sing the tonic, dominant and sub-dominant triads when they are called for by name, also to name

them when they are heard. To be sung in different keys and various tone lengths.

Chording.—in two and three parts, humming the parts, using thirds and triads of the major scale and resolving the triad on the leading tone. B, second space below the staff, should be the lowest pitch touched in this exercise.

Reading.—Same as fourth grade. Use the easier chromatic intervals. Part-singing may be introduced.

Writing.—Occasionally from musical dictation. Original exercises written, using the triads named above.

Rote songs related to the seasons and to language work.

During the year the study of life of Haendel, learning some of the shorter airs, such as the Largo, and rendering them with humming or such syllables as no, loo, etc.

Sixth Grade.

Same as fifth grade.

Exercises for the singing voice. The pitches are the same as for the fourth grade. If any of the boys' voices have changed, special exercises adapted to the range of their voices should be given for them, while the other children listen.

Rhythm.—Same as the fourth grade. The introduction of the thirds of a pulse, quarter-pulse tones and other pulse divisions.

Triads.—The ability to sing and recognize the tonic, dominant, sub-dominant, super-tonic, mediant and sub-mediante triads.

Reading.—Four days per week, using charts, books, and selected pieces. Two and three part singing may be introduced.

Writing.—Teacher sing easy exercises, pupils write.

Occasional rote songs related to the seasons and to language work.

Life of Mendelssohn, memorizing Consolation, Spring Song, etc.

Seventh and Eighth Grades.

Same as sixth grade.

Exercises for the singing voice, same as fourth grade.

Rhythm.—Same as sixth grade, only more difficult.

Triads.—The ability to sing and recognize the triads of the major scale. The resolution of the triad on the leading tone.

Reading.—Four days per week, using charts, books, and selected pieces. Three-part exercises and songs. Introduction of the F clef.

Writing.—Same as sixth grade.

Occasional rote songs related to the seasons and to language work.

Life of Mozart, memorizing the Minnet Batti Batti, etc.

SONGS.

First Grade.

Fall.—

	COMPOSER.
Tick Tock,	Neidlinger.
Sunshine Dear,	Ideal Chart.
Flower Lullaby,	Thurigian Folk Song.
The Squirrel Song,	Eleanor Smith.
Thanksgiving Song,	Eleanor Smith.
For Peace and Plenty,	Fanny Knowlton.
The Doxology.	

Winter.—

Merry, Merry Christmas,	
Asleep in a Manger,	Luther Cradle Song.
The Little New Year,	Gertrude Walker.
The North Wind,	J. W. Elliot.
Jack Frost,	Jessie Gaynor.
The Snow Stars,	Air—"Lightly Row."
The Tin Soldiers,	Neidlinger.
America—first stanza,	Henry Cary.
Our Flag,	Neidlinger.

Spring and Summer.—

Spring Song,	Arr. from Mendelssohn.
The Robbin's Song,	Neidlinger.
The Young Muscian,	German Folk Song.
The Little Elf,	Franz Abt.
The Dandelion,	Emerson .
Song of the Bee,	Neidlinger.
Grasshopper Green,	T. Crampton.

Second Grade.*Fall.*—

Good bye to Summer,	Eleanor Smith,
The Wind,	Patty Hill.
The Bunny,	Neidlinger.
Song of the Squirrel,	Eleanor Smith.
Harvest Home,	E. Richter.
Thanksgiving Song,	Eleanor Smith.
For Peace and Plenty,	Fanny Knowlton.
The Doxology.	

Winter.—

Jingle, Dingle, Ding,	Broekhoven.
Christmas Hymn,	Myles B. Foster.
Jack Frost,	Jessie Gaynor.
Tiny Little Snowflakes,	Tomlins.
Marching Song,	Jessie Gaynor.
Song of the Soldier,	Taubert.
America,	Henry Carey.
Our Flag,	Neidlinger.

Spring and Summer.—

Song of the Rain,	John W. Tufts.
Little Yellow Dandelion,	Jessie Gaynor.
Bob White,	Renwick.
Dancing Song,	Folksong.

Rainbow Fairies,	Tomlins.
The Sandman,	Liebe-Gilchrist.
A Sun-Land Story,	Frederic A. Lyman.

Third Grade.

Fall.—

Nature's Goodnight,	Patty Hill.
A Lullaby,	W. W. Gilchrist.
The Squirrels,	Danish Folksong.
Harvest Home,	E. Richter.
Thanksgiving Day,	Eleanor Smith.
For Peace and Plenty,	Fanny Knowlton.
The Doxology,	

Winter.—

Santa Claus Reindeer,	Broekhoven.
Christmas Hymn,	Myles B. Foster.
The Snow Man,	K. Hallig.
The Snowflakes.	
Flag of Our Country Brave,	Air—"Robin Adair."
America,	Henry Carey.
Our Flag,	Neidlinger.

Spring and Summer.—

Spring Voices,	John W. Tufts.
The Wind,	F. A. Lyman.
The Merry Brown Thrush.	
Cradle Song,	Attenhofer.
Ring-ting!	Tufts.
May Day Dance,	Polish.
Pansies, Lillies, Kingcups, Dai- sies,	Tufts.
Robert of Lincoln,	Leonard B. Marshall.

Fourth Grade.

Fall.—

Dance of the Leaves,	James Geddes.
Clouds of Gray,	Patty Hill.
The Mill,	Ethelbert Nerin.
Harvest Home,	E. Richter.
For Peace and Plenty,	Fanny Knowlton.
The Doxology.	

Winter.—

Christmas Bells.	
The Sleigh Ride,	Jessie Gaynor.
The Snow Man,	K. Hallig.
Early to Bed (round),	English.
The Young Soldiers,	Broekhoven.
America,	Henry Carey.
Our Flag,	Neidlinger.

Spring and Summer.—

The Postilion,	Taubert.
The Bluebird,	John W. Tufts.
Shell Song,	Julia Adams.
Swinging in the Orchard,	Cowen.
The Whippo'will.	
The Apple Tree,	Reinecke.
A Spanish Dance,	La Madrilena.

Fifth Grade.

Fall.—

Bright October Weather,	Gruenberger.
Jack and Jill,	Round.
Boat Song (two parts).	
Harvest Home,	E. Richter.
Hurrah Boys, Hurrah!	Hartmann.

For Peace and Plenty,	Fanny Knowlton.
The Doxology.	

Winter.—

The Saviour King is Born, (two parts),	
Hark, the Bell's Ding Dong,	
(round),	Silcher.
The North Wind,	W. W. Gilchrist.
Sleighbing Song,	Coda.
Dear Land America	
(two parts),	Wilson.
Columbia, the Gem of the	
Ocean,	D. T. Shaw.
Our Flag,	Neidlinger.

Spring and Summer.—

Returning Spring,	Richards.
Brother Robin,	John. W Tufts.
Spin Lassie, Spin,	Reinecke.
Flower Dances,	Tufts.
Mountain Song,	Folksong.
Tell Me Where the Fairies	
Dwell,	Coda.
May Showers.	
Song of the Shepherd,	Franz Abt.

Sixth Grade.*Fall.—*

Two part Round,	French.
October's Bright, Blue Weather (two parts),	
	Gruenberger.
Row, Row (round).	
Harvest Home,	E. Richter.
Hurrah, Boys, Hurrah!	Hartmann.
For Peace and Plenty,	Fanny Knowlton.
The Doxology.	

Winter.—

Christmas Song, (two parts).	
The Jolly Old Winter,	Chadwick.
My Native Land, (two parts).	
The Bonny Flag,	Jessie Gaynor.
The Star Spangled Banner,	Dr. Samuel Arnold.
Our Flag,	Neidlinger.

Spring and Summer.—

Nature's Voice,	Tufts.
Robin's Come,	Tufts.
Fancies,	Caldwell.
The Flower of Wunderhold,	Tufts.
Now is the Month of Maying,	German.
In the Summer Night,	Tufts.
Dip the Oar.	

Seventh and Eighth Grades.*Fall.*—

Farmer and Finch,	Tyson-Wolff.
Tinker's Chorus,	"Robin Hood" (Opera).
Come, Ye Thankful People,	Elrey.
Harvest Home,	E. Richter.
For Peace and Plenty,	Fanny Knowlton.
The Doxology.	

Winter.—

Nazareth,	Gounod.
Winter Song.	
The Tap of the Drum,	"William Tell" (Opera).
New Hail Columbia,	Wilson.
On Each Breeze,	Richard.
Forth to Battle,	Welsh.
Patriotic Hymn,	Knowlton.

Spring and Summer.—

The Herd Boys' Spring Song,	Otto John.
Swinging,	Addison.
Merrily Trip and Go,	John W. Tufts.
Loreley,	Silcher.
Over the Summer Sea,	Verdi.
The Daisy,	Tufts.
Shepherd of the Valley,	Coda.

Drawing.

In the first, second, third, and fourth grades the drawing occupies fifteen or twenty minutes each day in the week; in the fifth, sixth, seventh, and eighth grades one-half hour each, three days in the week.

First Grade.

The type forms—sphere, cube, cylinder, hemisphere, square prism, and triangular prism—are developed and modeled; also objects based on each type form. The circle, square, oblong, semicircle and triangle are drawn and cut, and used in making rosettes and borders.

The prism colors are laid in order and the six colors—yellow, orange, red, violet, blue, and green—are individually developed and used.

Much work from nature subjects is done, beginning in September with winter homes of caterpillars, "seedhouses"; taking up in October the gorgeousness of nature, the children coloring their drawings of leaves with pastels; in November, the thought of the harvest, children drawing stalks of corn, etc., making colored drawings of fruits and vegetables; in December, work on the evergreen tree, and the cat and the dog, is taken up; in January, work on stars and snowflakes; in February, snowbirds and pigeons; in March, pussy willows; in April, budded twigs and birds; in May, grasses, simple leaves, and flowers, and butterflies; in June, much work from leaves, flowers, and landscape drawing from description and from board work.

Illustrative drawings suggested by holiday thoughts, stories, songs, etc., the main point in this work being to get good proportion and the essentials.

Blackboard work, beginning with lines made with flat side of chalk, drawing different forms of fences with gates, and work on the evergreen tree.

Figure work, drawing the human form, a child posing as model, is introduced about the middle of the year. This work is done with pencil and with charcoal.

Cutting to line and free hand cutting in illustration, from memory and from objects, are done throughout the year.

Space relation work is made much of, each child arranging in the most pleasing way to him, groups of simple grasses, flowers, birds, butterflies, bees, Japanese lanterns, etc., within some given space. This brings in the decorating of book covers, invitations to school exercises, etc.

Picture study, using good reproductions of famous paintings, is correlated with nature work, or brought in to suit the respective seasons. Pictures of children, home life, birds and animals, and at Christmas time the Madonna and the Christ Child being studied.

Second Grade.

The work is continued much as in the first grade. New and more difficult objects being given. Water color work is introduced, the children painting from leaves, flowers, vegetables, and Japanese lanterns.

The children make drawings of the appearance of the cylinder and hemisphere, also the two forms together, and more familiar objects based on the two forms.

Much figure work is done, the poses being more varied than before, and the children working with pencil, charcoal, and with brush and ink. In picture study, reproductions of some of Raphael's paintings are used.

Third Grade.

For third year the new Prang Elementary Course-Book is used. Several days are spent in preparation for each drawing in the book.

Additional work, similar in character to that done in first and second grades, from nature, from the figure, in cutting, in illustrating, and in space relations is done, the mediums used being pencil, charcoal, brush and ink, and water colors. The children make drawings of the appearance of cylinder, hemisphere, sphere, cube, square prism and triangular prism, and of familiar objects based on these forms.

Simple construction work, the drawing of patterns introduced.

Much attention is paid to freedom in work and artistic rendering. In picture study, special attention is given to Landseer and his paintings.

Fourth Grade.

New Prang Elementary Course-Book for fourth year is used. The same line of work is carried on in the grade as in previous grades, the work progressing in complexity. In this grade pastels are used for color work. Constructive drawings are emphasized more. Simple appearance drawings of houses, bringing in principles of lines above the eye are introduced. Study of historic ornament is begun, reproductions of simple historic units being made. Light and shade work from type forms and familiar objects is begun. Several of Millet's pictures are taken up for study.

Fifth Grade.

New Prang Elementary Course-Book for fifth year is used. In addition to the book work much time is given to drawing from familiar objects, carefully considering good form, and light and shade; landscape sketching from nature is begun, and pen and ink drawings are made for illustrating language lessons, etc. In the figure work in this grade the children get the effect of light and dark in masses. Study in historic ornament is carried farther; in the construction exercises simple working drawings are made.

The color work in this grade is done in water colors, and consist of the painting of vegetables, flowers, flags, shields, Japanese lanterns, etc. Special attention is given to Murillo and paintings.

Sixth Grade.

New Prang Elementary Course-Book for the sixth year is used. Continuation of work as outlined for other grades, more difficult subjects being given.

Much time is given to creative work—the abstract spacing of grasses and flowers, landscapes in composition, and the designing of book covers, program cards, calendars, etc.

These are done in pencil, ink, or water colors.

Pen and ink sketches of dried weeds, seed pods, pine branches, etc., are made.

Some of Rembrandt's pictures are studied.

Seventh and Eighth Grades.

New Prang Elementary Course-Book for the seventh year is used.

The work is continued as outlined for the other higher grades, the pencil, charcoal, pen and ink, brush and ink, and water colors being used.

The study of a few of the better modern illustrators and their methods of work is taken up.

Collections of their illustrations are made.

Michael Angelo and a few of his most famous works receive special attention.

Physical Training.

OUTLINE OF EXERCISES—FIRST TERM.

First Grade.

Swedish exercises, 15 minutes, daily, forenoons.

1. *Order Movements.*—Rising, taking places, position, rest in place, walk positions, stride position, march steps, side steps, alignment forward, two different march steps at one command, combinations of foot and arm movements.

2. *Leg Movements.*—Marking time, marching, and fancy steps.

For marching and fancy steps use plain marching, marching combined with arm movements, side step, cross step, side and cross steps, change step, combination of change step with preceding.

3. *Arm Movements*.—Wing position, rest position, arm raising (4 movements), arm flinging (4 movements), bend position, arm stretching (4 movements), leading up to series work in all.

4. *Balancing*.—Toe standing (3 positions), knee bend standing (3 positions), standing on one foot (3 positions of other foot).

5. *Running Exercises*.—Running in place, running forward, skipping, hopping exercises.

6. *Breathing Exercises*, accompanied with suitable arm movements.

Marching, fancy steps, and games, 15 minutes daily, afternoons.

1. *Marching and Fancy Steps*.—The same series of movements as given for the morning work. The afternoon practice is more recreative in character, using movements previously learned.

2. *Games*.—Sense games, occupation games, mimicry, ball tossing and catching, center ball:

Second Grade.

Swedish exercises, 10 minutes, daily, forenoons.

1. *Order Movements*.—Review work of first grade, add facing and combinations of one facing and one step at one command.

2. *Leg Movements*.—Review, add change of feet (series), heel raising and knee bending from different standing positions (series), marching and fancy steps as follows: review, add changing from file to twos and from twos to file, circling by two, combine the side-cross, and change step marches with suitable arm movements.

3. *Arm Movements*.—Review, add arm stretching in series, two or more stretchings at one command, stretch one arm up and one arm down at same time.

4. *Balancing*.—Review, repeat same exercises with the arms in different positions.

5. *Running Exercises*.—Review.

6. *Breathing Exercises*, with suitable arm movements.

Marching, fancy steps, and games, 10 minutes, daily, afternoons.

1. *Marching and Fancy Steps*, twice a week, using corridor. The same movements as given for forenoon work. Practice more for recreative purposes.

2. *Games*.—Review, tossing and passing games with bean bags, running games, etc.

Third Grade.

Swedish exercises, 10 minutes, daily, forenoons.

Use Nissen's A-B-C of Swedish Gymnastics as a guide. Practice teachers to make their own lesson plans, simply basing the work on the material and the progression of the text.

Marching, fancy step, and games, 10 minutes, daily, afternoons.

1. *Marching and Fancy Steps*.—Simple square figure marches, a review of the fancy steps used in the preceding grades, add the heel and toe step, change from one step to another without a stop, other simple variations of the change step combinations.

2. *Games*.—Tossing and passing games with bean bags, running games, etc.

The marching and fancy steps, using the corridor, twice a week; the games, three times.

Fourth Grade.

Swedish exercises, 10 minutes, daily, forenoons, in chapel.

Material, the first semester's work in Swedish in the normal gymnastum. Work to be rearranged to suit the time and age of pupils.

Marching, fancy steps, and games, 10 minutes, daily, afternoons.

1. *Marching and Fancy Steps*.—Review fancy steps and figure marches, add appropriate arm movements using rings, add diagonal and spiral marching figures; take the simpler figures while running.

2. *Games*.—Games selected from the book of 100 gymnastic games,—games of tossing and catching and of passing, using a basket ball.

Lesson plans of game to be made out and arranged in progressive order, the same as for regular gymnastic exercises.

Fifth Grade.

Swedish exercises, 10 minutes, daily.

Use Posse's School Gymnastics as a guide. Lesson plans to be made out by the practice teachers.

Dumb bells, 10 minutes, twice a week, using corridor. Material, the dumb bell exercises of the first year's work in the gymnasium. Lessons to be arranged by the practice teachers.

Games, 10 minutes, three times a week.

Passing games with Indian clubs, passing and tossing games with basket ball. Games arranged by the teachers, in progressive order, so as to fit the class for more complicated ball games.

Sixth Grade.

Swedish exercises, 10 minutes, daily.

Use Enebúske's Gymnastic Day's orders as a guide.

Daily lessons to be made out by the teachers.

Wand exercises, 10 minutes, twice a week, using the corridor.

Material, the wand exercises of the first year in the gymnasium. Teachers to arrange lessons and lead up to a drill.

Games, 10 minutes, three times a week.

Passing, tossing games, Newcomb, circle ball, basquette.

Seventh and Eighth Grades.

Swedish exercises, 20 minutes, twice a week.

Material, the work of the second year in the gymnasium. Teachers to rearrange material to suit time and conditions.

Indian clubs, 20 minutes, twice a week.

Plain swings reviewed, continue with shoulder circles, and lower circles, add follows and mill wheels if advancement of class permits.

Games, 20 minutes, once a week, using basket ball.

OUTLINE OF EXERCISES—SECOND TERM.

First Grade.

Swedish exercises, 15 minutes, daily, forenoons.

1. *Order Movements*.—Three different steps at one command, right face, about face, left face, numbering, opening ranks and spaces.

2. *Leg Movements*.—Heel raising in series (3 positions of feet), later combined with simple arm movements, fancy steps, and marching.

For marching and fancy steps use combinations of the first term's exercises with suitable arm movements, also double side step, cross step, and similar variations, skipping and hopping exercises.

3. Two or three different arm stretchings at one command, leading up to series work, simple groupings.

4. *Balancing*.—Standing on one foot, the raising of the other, combined with simple arm movements, upward bending of the knee, slow march on tiptoe, at the teacher's command.

5. *Review*.—Running, skipping, and hopping exercises, upward jump.

6. *Breathing Exercises*, with suitable arm movements.

Marching, fancy steps, and games, 15 minutes, daily, afternoons.

Follow general plan of first term.

Games.—Circle ball, various games of passing, tossing the ball, Newcomb, basquette.

Second Grade.

Swedish exercises, 10 minutes, daily, forenoons.

1. *Order Movements*.—Continue work begun in first term.

2. *Leg Movements*.—Marching, running, hopping, and fancy steps.

Further practice of side, cross, and change step march in combination with suitable arm movements, marching to rear, forward and backward steps in series.

3. *Arm Movements*.—Continue combinations and series of arm stretchings, Delsarte, "feather movements," swimming movements.

4. *Balancing*.—Slow change from one balance movement to another, with corresponding change of the arm movements used. For example, raise arms and right foot forward, swing arms and

foot side wise, swing arms to hips and foot backward, position. Make various combinations of this kind, making the movement continuous—preferably with music, waltz time.

5. *Running and Jumping*.—Further practice of running and hopping exercises, upward jump, forward jump, sidewise jump.

6. *Breathing Exercises*.

Marching, fancy steps, and games, 10 minutes daily, afternoons.

1. *Marching Fancy Steps*.—Twice a week, using corridor. Make combinations of side, cross, and change step march, such as touch toe three times at side, then change step,—side, cross, three times at side, side, cross, then change step. March and run spiral.

2. *Games*.—Three times a week.

Further practice of tossing and passing games, Newcomb.

Third Grade.

Swedish exercises, 10 minutes, daily, forenoons.

Continue work of first term, using Nissen's text as a guide.

Marching fancy steps and games, 10 minutes daily, afternoons.

1. *Marching and Fancy Steps*.—Twice a week, using the corridor. Side and cross, forward and back, and other change step combinations with arm movements, same movements without touching the toe to the floor, the "rye" step in several forms, hopping with foot swing, stationary and running, etc.

Games three times a week.

Continue games of first term.

Fourth Grade.

Swedish exercises, 10 minutes, daily, forenoons.

Material, second term's work in the gymnasium.

Dumb bell exercises, 10 minutes, twice a week, afternoons.

Material, dumb bell work of the first year in the gymnasium.

Work to be arranged to suit the age of the pupils, etc.

Games, 10 minutes, three times a week, afternoons.

Passing, tossing, and catching games, with ball.

Fifth Grade.

Swedish exercises, 10 minutes, daily.

Material, same source as for first terms.

Wand exercises, 10 minutes, twice a week.

Material, wand exercises of the first year's work in the gymnasium,

Games, 10 minutes, three times a week.

Continue the class of games used in first term.

Sixth Grade.

Swedish exercises, 10 minutes, daily.

Material, Enebuske's Days Orders.

Indian club exercises, twice a week.

Plain swings, shoulders circles, singly, then opposite, the parallel, follow mill wheel.

Games, 10 minutes, three times a week.

Seventh and Eighth Grade.

Swedish exercises, 20 minutes, once a week.

Material, second year's work in the gymnasium.

Wand exercises, 20 minutes, twice a week.

The St. Louis wand drill.

Games or marching, 20 minutes, twice a week.

COURSE OF STUDY OF THE NINTH GRADE.

FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.
English.	English.	English .
Latin or German.	Latin or German.	Latin or German.
Civics.	Physiology.	Prep. Geography.
Algebra.	Algebra.	Arithmetic.

Names of Students.

PREPARATORY.

Baker, Catherine	.	.	Richmond
Bennett, Wm. C.	.	.	Memphis
Becker, Kate	.	.	Bridgewater
Becker, Albert	.	.	"
Beaumont, Grace	.	.	White Lake
Brockway, Nellie	.	.	Au Sable
Brundage, Lois	.	.	Oakville
Carris, Hettie	.	.	Jerome
Colf, Edith	.	.	Carleton
Dibble, Laurence T.	.	.	Tipton
Dibble, Clarence	.	.	"
Dunn, Stella M.	.	.	Carleton
Durkee, Dillman	.	.	Anderson
Eavey, Kittie	.	.	Ionia
Greene, Marietta D.	.	.	Ypsilanti
Gunn, Thomas J.	.	.	Cherry Hill
Haddrill, Bessie	.	.	Pontiac
Hellmer, Cecelia	.	.	Carleton
Hoxie, Mrs. Effie	.	.	Ypsilanti
Huston, Milton	.	.	Cherry Hill
Kern, Mattie E.	.	.	Reading
Kniffen, Bertha A.	.	.	Britton
Knibloe, Jessie	.	.	Wauseon

Magnee, Amelia	.	.	Redford
Main, Agnes	.	.	Newberry
Manderfield, Cecelia	.	.	Houghton
Maxwell, Katherine	.	.	Olivet, S. D.
Morrand, Elizabeth	.	.	Algonac
Munger, Herbert	.	.	Tipton
Munson, S. Fred	.	.	N. Grove
McKay, Edith J.	.	.	Spring Arbor
Osborne, Sylvia	.	.	Mendon
Paton, Marion	.	.	Goodland
Peppiatt, Bessie	.	.	Willis
Piper, Frank	.	.	Atlantic Mine
Post, Harriet	.	.	Carleton
Riggs, Amy	.	.	French Landing
Rohn, Lena C.	.	.	Brighton
Robeson, E. Della	.	.	Greenville, Ohio
Thomas, John A.	.	.	Ypsilanti
Shaw, Altha M.	.	.	Bath
Shores, Risha J.	.	.	St. Louis, Mo.
Scovel, Fred J.	.	.	Detroit
St. John, Ernest	.	.	Highland Station
Slayton, Katherine	.	.	Luther
Schultz, Wm.	.	.	Dexter
Walls, Norah	.	.	E. Dayton
Whalian, Amy	.	.	Chelsea

FIRST YEAR.

Anderson, Margaret M.	.	.	Martin
Bradley, Alta Dora	.	.	Ypsilanti
Baxter, Elizabeth	.	.	"

Becker, George	.	.	Bridgewater
Broecker, Richard W.	.	.	Hadley
Boldman, Nellie J.	.	.	Canton
Buck, Lucy M.	.	.	Three Rivers
Crawford, S. E.	.	.	North Branch
Chapman, Kate M.	.	.	Delhi Mills
Craig, John A.	.	.	Trufant
Chapman, Gertrude	.	.	Delhi
Crane, Carrie	.	.	Ypsilanti
Cowan, Seiford J.	.	.	Grattan
Day, Fannie	.	.	Willis
Dieterle, Marie	.	.	Saline
Dixon, Jennie Louise	.	.	Milan
Dwyer, Lottie	.	.	Hillsdale
Egeler, Dena	.	.	Wayne
Fisher, Clarence W.	.	.	Tipton
Fletcher, Fannie	.	.	Ypsilanti
French, Sarah Crossen	.	.	"
Fitzgerald, Elizabeth	.	.	Bellevue
Fairbanks, Alice E.	.	.	Morrice
Ford, Mary E.	.	.	Boyne Falls
Fox, Eleita	.	.	Marshall
Grandy, Levett	.	.	Hadley
Gannon, Wm. M.	.	.	Cohoctah
Glass, Ella May	.	.	Denton
Garlock, Cora Belle	.	.	Wacousta
George, Mayme	.	.	Howell
Gibbs, Rita A.	.	.	Tiffin, Ohio
Gilbert, Georgia	.	.	Kalamazoo
Gillespie, Alexander	.	.	Gaines

Heath, Orrie	.	.	Palo
Herkimer, Mary	.	.	Scofield
Hearns, Frances	.	.	Detroit
Hogan, Gertrude	.	.	Clinton
Howe, Raymond	.	.	Leonidas
Hubbard, Ella Mae	.	.	Irving
Kern, L. Gertrude	.	.	Reading
Knight, Jed	.	.	Whitmore Lake
Kinsler, Edward W.	.	.	Morrice
Morris, Wilbert	.	.	Cross Village
Monteith, Blanche	.	.	Martin
Munson, Margaret	.	.	Charlevoix
McCready, Ora Maude	.	.	Ypsilanti
McGillivray, Adah L.	.	.	Muir
McMillan, Jennie	.	.	Decatur
Norris, Julia E.	.	.	Litchfield
O'Neill, Mary C.	.	.	Hubbardston
Pelant, Tillie	.	.	Belleville
Perkins, Anna M.	.	.	Memphis
Pretty, Phea H.	.	.	Chicago
Pickett, Kittie	.	.	Milford
Ray, Edwin F.	.	.	Ypsilanti
Rawdon, Harry S.	.	.	Emery
Rawdon, George B.	.	.	"
Reid, Wilfred	.	.	Lacota
Richfield, Gail	.	.	Ypsilanti
Roper, Vida Belle	.	.	Bedford
Rogner, Christian	.	.	Richville
Roche, Georgia	.	.	Lake City
Rowe, Asa B.	.	.	Wayne

Slayton, Ina J.	.	.	Hart
Savage, Lila Peace	.	.	Frontier
Sprague, Roy E.	.	.	Farmington
Spaller, Martha	.	.	"
Sweetland, Nina L.	.	.	Clinton
Sweetland, Joyce	.	.	"
Stevenson, Anna C.	.	.	Grand Rapids
Smith, Richard A.	.	.	Dewitt
Smitherman, Gertrude	.	.	Southfield
Squires, DeWitt	.	.	Dundee
Tatman, Alina	.	.	Clare
Thomas, Mary E.	.	.	Ypsilanti
Thomas, M. Adelaide	.	.	"
Thomas, Alice M.	.	.	"
Troub, Wm. O.	.	.	"
Thornton Joseph	.	.	Milan
Warner, Mary Luella	.	.	Three Rivers
Waldron, John H.	.	.	Wacousta
Wells, Eloise G.	.	.	Oviatt
Weaver, Maude H.	.	.	Marshall
Weber, Lorne	.	.	Elkton
Wheeler, Effie	.	.	Manton
Wickwire, Mary	.	.	Bandfield
Whitlock, Althea	.	.	St. Johns
Whitney, W. A.	.	.	Jamestown
Witmire, Tony	.	.	Ypsilanti
Wolf, Charles Fred	.	.	Pioneer, Ohio
Zeigen, Myrtle Comer	.	.	Ypsilanti

SECOND YEAR.

Barbour, Williard T.	.	.	Ypsilanti
Bishop, Caroline	.	.	Millington

Bixler, Fleeta M.	.	.	Three Rivers
Brooks, Sarah J.	.	.	Beddow
Brown, Grace H.	.	.	Ypsilanti
Butterfield, Nona	.	.	Denton
Cornish, Herbert R.	.	.	Saline
Churchhill, R. C.	.	.	Burnside
Daniels, Persis	.	.	Gregory
Doxsie, Georgiana	.	.	Grand Ledge
Germaine, Genevieve	.	.	Muir
Gill, Joseph	.	.	Markell
Hardie, Fannie S.	.	.	Detroit
Hathaway, Frank E.	.	.	Clifford
Hartwell, Mabel E.	.	.	Nashville
Herkimer, Carrie Esther	.	.	Exeter
Hinkle, Olive Estelle	.	.	Ypsilanti
Holden, Madge Alice	.	.	Bellevue
Jury, Elizabeth	.	.	St. Johns
Kemster, Carrie	.	.	Coldwater
Kempster, Joseph	.	.	"
Kehoe, Wm. James	.	.	Tawas City
Maxam, Elsie	.	.	Waterford
Miles, Mrs. O. M.	.	.	Ypsilanti
Miller, John	.	.	Flat Rock
Moore, Mrs. Norienne	.	.	Ypsilanti
Moore, Hattie	.	.	Moscow
Myers, Mabel	.	.	Caledonia
MacRae, Jane	.	.	Calumet
Oldfield, Rena	.	.	Ypsilanti
Parent, Anna	.	.	Redford
Parmater, Emma J.	.	.	Ypsilanti

Peer, Ollie	.	.	S. Lyon
Piatt, Lida M.	.	.	Laingsburg
Potter, Delia D.	.	.	Willis
Reincke, John F.	.	.	Marshall
Riggs, Caroline	.	.	French Landing
Sage, Tilla	.	.	Ypsilanti
Sherman, Morgan W.	.	.	Gregory
Sherman, Albert E.	.	.	New Lathrop
Sherman, Helen E.	.	.	Detroit
Sherman, Gertrude	.	.	Ovid
Smith, Harriet	.	.	Grand Rapids
Somers, Minnie	.	.	Vickeryville
Sturgis, Eva	.	.	Ypsilanti
Ten Houten, Kate	.	.	Holland
Tinker, A. D.	.	.	Ann Arbor
Townley, Rena May	.	.	Jackson
Torrey, Lee C.	.	.	Oakville
Thomas, Frank C.	.	.	Ypsilanti
Thon, Edna L.	.	.	Wyandotte
Van Arsdale, Maude	.	.	Lake City
Vowles, Elizabeth	.	.	New Hudson
Walsworth, Adelbert	.	.	Fremont
Withey, Estelle	.	.	Ypsilanti
Witherspoon, Catheryn J.	.	.	"
Wood, Harriet J.	.	.	Luther

THIRD YEAR.

Adams, Emma	.	.	Fowlerville
Adams, Zoe	.	.	Sturgis
Allen, Jennie Ruth	.	.	Homer
Axtell, Eudora	.	.	Walnut, Illinois

Ackley, Ethelyn	.	.	Owosso
Anderson, Bessie	.	.	Plainwell
Agrell, Louise	.	.	Lawrence
Allen, Lyda	.	.	Greenville
Atkins, Mayme	.	.	Vassar
Arbour, Belle	.	.	Delton
Arnold, Erma L.	.	.	Ovid
Armstrong, Lillian	.	.	Ypsilanti
Austin, Olivia S.	.	.	Whitehall
Auschutz, Evangeline	.	.	East Tawas
Ayres, Donna L.	.	.	Ypsilanti
Blanchard, Clarence W.	.	.	Munson
Bacon, Beatrice	.	.	Chelsea
Barlow, Carl J.	.	.	Rawsonville
Blanchard, May	.	.	Epsilon
Bartlett, Carrie	.	.	Harbor Beach
Baker, Martha Phena	.	.	Galien
Balyeat, Orley E.	.	.	Lake Odessa
Ballard, Ethel	.	.	Manton
Ballard, Edna G.	.	.	"
Blackman, May	.	.	Otsego
Blackwood, Jessie	.	.	Owosso
Batchelder, Florence E.	.	.	Ypsilanti
Bacon, Caroline F.	.	.	Pontiac
Ball, Anna	.	.	Grand Haven
Balden, Clara	.	.	Dexter
Benedict, Harriet	.	.	Birmingham
Breene, Margaret J.	.	.	Cadillac
Bearss, Lottie	.	.	Shelby
Betzner, Elfreda M.	.	.	Detroit
Bennett, A. Maude	.	.	Carson City
Bergen, Dollie	.	.	Hartland

Becker, Maude	.	.	Dowagaic
Best, Lila P.	.	.	Grand Rapids
Bellows, Bertha	.	.	Jackson
Benson, R. May	.	.	Elk Rapids
Bishop, Louise	.	.	Galesburg
Brown, Dora	.	.	Middleville
Bowman, Gertrude	.	.	Greenville, Ohio
Bowers, Edna	.	.	Hillsdale
Brown, Bertha	.	.	Locke
Brown, Anna J.	.	.	Milan
Boyle, Genevieve	.	.	Leslie
Bonner, Blanche	.	.	Newaygo
Boden, Jennie M.	.	.	Detroit
Bushee, Emma	.	.	Traverse City
Bush, George	.	.	Akron
Buchanan, Cecelia M.	.	.	Detroit
Buckley, Sadie	.	.	Kalamazoo
Butler, Maude	.	.	Jackson
Blumrosen, Ethel	.	.	Petoskey
Bull, Jennie	.	.	"
Bryce, Vida	.	.	Port Huron
Carson, Clara	.	.	Owosso
Craig, Mattie	.	.	Hancock
Cavanaugh, Catherine	.	.	London
Campbell, Frances	.	.	Lawrence
Carpenter, Nellie	.	.	Owosso
Chapman, Edwin	.	.	Traverse City
Chapman, Ivan Edgar	.	.	Ypsilanti
Carter, Carrie L.	.	.	Newaygo
Clark, Lylla	.	.	Cheboygan
Campbell, Theresa	.	.	Sault Ste Marie
Champlin, Anna	.	.	Jonesville
Carroll, Katherine	.	.	Detroit

Carroll, Effie	.	.	Greenville
Craig, Marion	.	.	Detroit
Chamberlain, Sarah	.	.	Hancock
Cable, Grace H.	.	.	Grand Haven
Chapman, Charles W.	.	.	Cohoctah
Chapin, Leora	.	.	Victor
Cady, Nellie	.	.	Mt. Clemens
Clement, Grace Eloise	.	.	Ypsilanti
Chesnutt, Gracia	.	.	Henrietta
Creagh, Josephine	.	.	Detroit
Chittenden, E. Josephine	.	.	Petersburg
Cross, F. Leonard	.	.	Cherry Hill
Cole, Elsie	.	.	Jackson
Comstock, Mollie O.	.	.	Ypsilanti
Coville, Roy L.	.	.	Galesburg
Cross, Mabel C.	.	.	Ovid
Congdon, Nellie	.	.	Chelsea
Cozier, Martha	.	.	Coldwater
Coulson, Blanche	.	.	Brooklyn
Curtis, Myrtle	.	.	Dundee
Clune, Wm. E.	.	.	Traverse City
Davis, Jennie A.	.	.	Milford
Davis, Grace H.	.	.	Homer
Dann, A. J.	.	.	Big Rapids
Dansard, Josephine	.	.	Monroe
Dawson, Mary	.	.	Jackson
Dealy, Etta R.	.	.	Chelsea
Drennen, Katherine	.	.	Wyandotte
Dewey, Gertrude	.	.	Dowagiac
Drew, Andrew L.	.	.	Howell
De Vries, Margaret	.	.	Holland
Dickie, Mary	.	.	Iron Mountain

Dick, M. Everett	.	.	Saugatuck
Dispennette, May	.	.	Kalamazoo
Dolan, Nellie	.	.	Williamston
Dodge, Alice May	.	.	Republic
Dunstall, Irene	.	.	Ithaca
Dunwell, Grace S.	.	.	Ludington
Dumbrille, Harry R.	.	.	Traverse City
Dukette, Lulu	.	.	Mendon
Dykehouse, Della	.	.	Grand Haven
Edwards, Bertha	.	.	Owosso
Eagon, Stella	.	.	Alma
Evans, Sarah Maude	.	.	Ann Arbor
Eggleston, Maude L.	.	.	Coldwater
Empey, Nora E.	.	.	Ypsilanti
Egeler, Florence	.	.	Wayne
Egeler, Mabel	.	.	Ypsilanti
Ewing, James Andrew	.	.	Sault Ste. Marie
Eglin, Anna	.	.	Harbor Beach
Elgie, Helen	.	.	Muskegon
Ellis, Gertrude	.	.	Sturgis
Edmonds, George	.	.	Wayne
Eddy, Lela	.	.	Belding
Eddy, Lora May	.	.	Burlington
Failor, John W.	.	.	Quincy
Franklin, Ettie	.	.	Wyandotte
Fancher, Denis	.	.	Saginaw
Farnsworth, Inez	.	.	Madelia, Minn.
Flanders, Mabel E.	.	.	Galesburg
Feese, Gertrude	.	.	Three Rivers
Fellows, Lulu	.	.	Hudson
Filkins, Myrtle	.	.	Coldwater
Flint, Allison	.	.	Homer

Flint, Marguerite	.	.	Woodstock
Filley, Edna	.	.	Reed City
Forsythe, Ethel A.	.	.	Detroit
Floeter, Alice E.	.	.	Menominee
Follmer, Frances	.	.	Schoolcraft
Foster, Mabel	.	.	Detroit
Foote, Lydia	.	.	Niles
Fuller, May	.	.	Lansing
Graham, Genevieve	.	.	Lowell
Gannon, Geo. W.	.	.	Cohoctah
Gardner, Margaret E.	.	.	Ypsilanti
Gray, Hettie M.	.	.	Big Rapids
Gaige, Florence I.	.	.	Jonesville.
Gass, Omar M.	.	.	Davis
Graves, Margaret	.	.	Jackson
Green, Lura M.	.	.	Morenci
Gephart, Mae	.	.	Niles
Green, Myrtle	.	.	Albion
Gilmore, Julia	.	.	Ridgeway
Griffith, Mae E.	.	.	Litchfield
Goodrich, Emma May	.	.	Ypsilanti
Goodale, Albert O.	.	.	Petoskey
Goheen, Edna	.	.	Anrelius
Goodfellow, Theodore	.	.	Ypsilanti
Goodrich, Bessie Bacon	.	.	Kalamazoo
Gould, Mamie	.	.	Lawrence
Hale, Hazel	.	.	Shelby
Harper, Gertrude	.	.	Vicksburg
Hawthorne, Matie	.	.	Bay City
Hall, Edna L.	.	.	Marcellus
Harner, Elden C.	.	.	Ypsilanti
Haberman, Anna	.	.	Holland

Harwood, Lillian A.	.	.	Plainwell
Hathaway, Leon	.	.	Ypsilanti
Harrington, Jerry	.	.	Ishpeming
Hampton, Blanche	.	.	Ypsilanti
Hall, Juno A.	.	.	Bellevue
Hawken, Lillian	.	.	Carson City
Hall, Lena E.	.	.	Benton Harbor
Hall, Grace Lee	.	.	Ypsilanti
Hammond, Grace	.	.	Meadville, Pa.
Hepfer, Helen	.	.	Chelsea
Hennes, Agatha	.	.	Houghton
Hemmstreet, Minnie C.	.	.	Bay City
Henderson, Mabel	.	.	Detroit
Henrie, Mabel	.	.	Three Rivers
Herr, Gertrude M.	.	.	Menominee
Hess, Majorie	.	.	Lawrence
Hough, Elsie Lucretia	.	.	Nashville
Howland, Emma	.	.	Breckenridge
Howard, Alice	.	.	Plainwell
Howe, Ethel N.	.	.	Ypsilanti
Howard, Nina	.	.	"
Hoppe, L. Dorritt	.	.	Chelsea
Howell, Nellie A.	.	.	East Tawas
Huyck, Bertha	.	.	Butternut
Huber, Jessie	.	.	Charlotte
Humphrey, Ethel	.	.	Adrian
Hurd, Edith M.	.	.	Traverse City
Hunter, Alice	.	.	Adrian
Hutchinson, Sina	.	.	Parkville
Hurst, Gertrude	.	.	Dearborn
Hurt, Helena G.	.	.	Grand Rapids
Jacobs, Fanny	.	.	Leonidas
Jacobs, Grace	.	.	Owosso

Janney, Almeda May	.	.	Lambertsville
Jeness, Laura S.	.	.	Ypsilanti
Jones, Nellie E.	.	.	Cassopolis
Johnson, Vina Grace	.	.	Vassar
Jochim, Edith Helena	.	.	Ishpeming
Jones, Nellie Ethelyn	.	.	Kinderhook
Johnson, Grace	.	.	Kalamazoo
Jones, Austin	.	.	London
Juistema, Alberta L.	.	.	Grand Haven
Kahler, Anna	.	.	Plainwell
Kahler, Cloe M.	.	.	"
Kahn, Rosa	.	.	Grand Rapids
Knapp, Lena	.	.	Ypsilanti
Knapp, Mary A.	.	.	Greenville
Keal, Harry	.	.	Dexter
Kern, Katie Lillian	.	.	Decatur
Kessler, Maude W.	.	.	Milton, O.
Kelly, Mae	.	.	Woodstock
Kleyn, Anna	.	.	Holland
Kelly, Grace	.	.	Cadillac
Kebler, Fred S.	.	.	Grand Ledge
Kisinger, Susie	.	.	Adrian
Kilmer, Alfred	.	.	Reed City
Kittell, Eugene C.	.	.	White Pigeon
King, Chas. H.	.	.	Newaygo
King, Mabel Clare	.	.	Lawrence
King, Evert	.	.	Bloomington
Kilmartin, Anna M.	.	.	Portland
Kimmell, Lloyd R.	.	.	Ypsilanti
Laird, Stella J.	.	.	Mendon
Laird, Jessie	.	.	Ypsilanti
Lang, Katherine V.	.	.	Calumet

Lee, H. L.	.	.	Decatur
Lewis, Bernice T.	.	.	Pentwater
Lewis, Katherine V.	.	.	West Leroy
LeFurge, Chas. E.	.	.	Ypsilanti
Lewis, Jessie M.	.	.	Benton Harbor
Lepper, Nora Curtis	.	.	Hickory Corners
LeBar, Maude K.	.	.	Kalamazoo
Little, Flora	.	.	Delray
Lister, Florence D.	.	.	Trenton
Lindstrom, Clara M.	.	.	Muskegon
Loughborough, Elizabeth	.	.	Kalamazoo
Lull, Homer	.	.	Ypsilanti
Lull, Una Marva,	.	.	South Haven
Lumley, Lena	.	.	Detroit
Lyle, Gertrude	.	.	Paw Paw
Lyon, Laura	.	.	Dexter
Maier, Pauline	.	.	Ypsilanti
Marshall, Mabel	.	.	Gaylord
Mange, Edith M.	.	.	Lowell
Matlock, Cora C.	.	.	Greenville
Maddock, Sarah	.	.	Wyandotte
Marstellar, J. B.	.	.	Clinton
Mason, Mamie L.	.	.	Owosso
Maier, Ida C.	.	.	Ypsilanti
Martin, Florence	.	.	Chelsea
Marx, Harriet	.	.	Port Huron
Marker, Bertha Clyde	.	.	Wayne
Meade, Anna	.	.	Danville, Ill.
Mercer, Frances	.	.	St. Clair
Meade, Blanche	.	.	Saline
Medaris, Carlotta	.	.	Ann Arbor
Mitchell, Maude M.	.	.	Opechee

Miller, Beryl	.	.	Detroit
Monk, Lizzie A.	.	.	Plainfield
Moon, Carrie E.	.	.	Houghton
Moore, Katherine	.	.	Traverse City
Morrison, Agnes	.	.	Paw Paw
Morse, Kate	.	.	Carson City
Mosher, Ada	.	.	Grand Rapids
Mullenhagen, Louise A.	.	.	Petoskey
Mulligan, Mary F.	.	.	Calumet
Mullens, Catherine	.	.	Ishpeming
Munger, Ella	.	.	Ypsilanti
Murdock, Mabel J.	.	.	Pigeon
McMannis, Nona	.	.	Ithaca
McLaren, Susie	.	.	Port Huron
McCartney, Catherine	.	.	Benton Harbor
McClave, Harry	.	.	Gorton
McMaster, Mame	.	.	Vicksburg
McKay, Christina	.	.	Midland
McLean, Jennie	.	.	Hancock
McNeil, Mabel Linda	.	.	Grand Blanc
McKenzie, Burto	.	.	Petoskey
McCleish, Jessie	.	.	Goodland
McCredie, Helen S.	.	.	Crosswell
McWhinney, G. Percy	.	.	Fremont
McKinnon, Agnes	.	.	Saline
McIntyre, Edith	.	.	Kankanlin
McGillivray, Minnie	.	.	Muir
MacInnis, Ella	.	.	Ishpeming
MacInnis, Sarah	.	.	"
McDonald, Jessie	.	.	Detroit
McCormick, Ella	.	.	Charlotte
McDonald, Christina	.	.	Lake Linden
McDonald, Grace L.	.	.	St. Johns

Narrin, John	.	.	Ortonville
Nevins, Josephine	.	.	Otsego
Nichols, Marie	.	.	Lansing
Oakes, Tillie	.	.	Wayne
O'Keefe, Eva C.	.	.	Port Huron
Oleson, Anna C.	.	.	Ludington
Olney, Laura	.	.	Sturgis
Oloff, Minnie	.	.	Clio
O'Donnell, Margaret E.	.	.	Detroit
Osborn, Florence	.	.	Houghton
Orcutt, Anna Belle	.	.	South Butler
Parker, Lena M.	.	.	Munger
Parsons, Myra	.	.	Delray
Paxton, Clyde S.	.	.	Marshall
Parkhurst, May	.	.	Greenville
Pratt, Anna F.	.	.	Galesburg
Partch, Hoyt C.	.	.	Armada
Pakes, Nellie Beatrice	.	.	Stanton
Paine, Clyde L.	.	.	Sparta
Parks, Calvin M.	.	.	Lawrence
Pelton, La Verne	.	.	Grand Rapids
Peters, Stella	.	.	Petersburg
Peckham, Carrie J.	.	.	Casnovia
Person, Myrtie	.	.	Howell
Phelps, Hattie B.	.	.	Decatur
Pennell, W. Earl	.	.	Berrien Springs
Pearson, Carolyn	.	.	Howell
Perkins, Minnie	.	.	Niles
Pittwood, Wm. H.	.	.	Newaygo
Price, Nellie K.	.	.	Mason
Phillipi, Charlotte A.	.	.	Three Oaks
Pope, F. Alberta	.	.	Vermontville

Porter, Carrie	Howell
Poncher, Florence	Manchester
Plunkett, Kate E.	Ovid
Pryor, Nellie M.	Hastings
Rauch, Edith G.	Ovid
Raub, Jessie M.	Albion
Randall, Ethel	Reed City
Reed, Bertha	Lapeer
Reid, Adelia	Grand Rapids
Reis, Harriet	Houghton
Rice, E. R.	Ypsilanti
Righter, Leonard B.	Hartford
Riggs, Mabel G.	Grand Rapids
Roger, Ada	Albion
Rodger, Margaretha	Ypsilanti
Robertson, Cora	St. Clair
Robe, May	Kalamazoo
Root, Eileen	"
Roach, Jennie	Central Lake
Rodger, Mary	Ypsilanti
Robson, Helen	Lansing
Ross, Lucile	Ypsilanti
Ronan, Marjorie	Ann Arbor
Ruesink, William	Tipton
Ryan, Dessalee	Midland
Stanton, Edith D.	Ludington
Scanlon, Jennie M.	Sault Ste. Marie
Spaulding, Ada	Portland
Shaw, Lola	Litchfield
Spaulding, Vera	Howardsville
Sanford, Mary D.	Orehill, Conn.
Sheppard, Chester Arthur	Fremont

Shepard, Edith	.	.	Burr Oak
Shepard, Jessie	.	.	Detroit
Stellwagen, Elizabeth	.	.	Wayne
Stein, Carrie	.	.	St. Clair
Secor, Loa	.	.	Bronson
Sleezer, Margaret	.	.	Ewart
Shepard, Edith	.	.	Otsego
Searle, Daisy R.	.	.	Mason
Schneider, Estella L.	.	.	Cadillac
Streator, Mabel E.	.	.	Galesburg
Stebbins, Leon	.	.	Lawrence
Stewart, May	.	.	Williamston
Springman, John C.	.	.	Stockbridge
Skinner, Edna	.	.	Cooper
Sincock, Gertrude	.	.	Calumet
Smith, Iza	.	.	Benzonia
Smith, Lulu N.	.	.	"
Smith, Edna B.	.	.	St. Joseph
Smith, J. Hale	.	.	Milan
Smith, Callie	.	.	Saline
Smith, Lillian B.	.	.	Belle River
Smith, Ardelia	.	.	White Pigeon
Scoville, Esther	.	.	Manistee
Shoemaker, Anna	.	.	Spring Lake
Schoenhols, Kate M	.	.	Howell
Somers, Mabel	.	.	Dearborn
Scott, Laura M.	.	.	Ironwood
Stover, Lillian	.	.	Benton Harbor
Sullivan, Catherine	.	.	Negaunee
Thayer, Lottie M.	.	.	Buchanan
Taylor, Agnes M.	.	.	Greenville
Traphagen, I. A.	.	.	Fenton

Trask, Anna	.	.	Alpena
Taylor, A. Florence	.	.	Marcellus
Theiler, Marie A.	.	.	Grand Haven
Threadgold, Maybell	.	.	Albion
Terpenning, Christie	.	.	Reading
Temple, Helen	.	.	Hersey
Tillotson, Lloyd	.	.	Shelby
Tice, Ethel	.	.	Cushing
Trotter, Ida	.	.	Spring Lake
Thompson, Lenna	.	.	Lawrence
Thompson, Ethelind	.	.	Ann Arbor
Thomas, Edith	.	.	Alden
Torrans, Hannah	.	.	Manistee
Van Riper, Bertha	.	.	Cassopolis
Van Bendegon, Cora	.	.	Grand Haven
Van Buren, Elsie	.	.	Ypsilanti
Vowles, Mabel	.	.	New Hudson
Wackenhut, Lettie	.	.	Chelsea
Watson, Fay H.	.	.	Lacota
Watson, Alice	.	.	Sault Ste. Marie
Wagar, Jessie M.	.	.	Okemos
Watson, Dwight G.	.	.	Lacota
Warner, Harry	.	.	Saline
Wallin, Maraquita	.	.	Ypsilanti
Wallin, Alice R.	.	.	"
Waring, Bernice	.	.	Kalamazoo
Wagner, Cora M.	.	.	Ann Arbor
Watson, Mae	.	.	Otsego
Ward, Frauces	.	.	Ypsilanti
Wallace, Margaret F.	.	.	Pontiac
Webster, Susie	.	.	Romulus
Werscham, Josie	.	.	Iron Mountain

West, Phoebe	.	.	Ypsilanti
Winn, Bertha	.	.	Kalamazoo
White, Frank N.	.	.	Ypsilanti
Wise, Cora M.	.	.	Ann Arbor
Wilson, Mittie	.	.	Bangor
Wilson, Ida	.	.	Mt. Clemens
Wood, George L.	.	.	Frankfort
Woodbury, Esther Max	.	.	Ypsilanti
Wood, Lena	.	.	"
Young, Gertrude	.	.	Allegan
Yutz, Carrie Louise	.	.	Hastings
Zacharias, Stella	.	.	Portland
Zeigen, Frederic	.	.	Ypsilanti

FOURTH YEAR.

Adams, Leona Mallisson	.	.	Shelby
Angstman, Clydia	.	.	Beddon
Allen, Mary Ethel	.	.	Charlotte
Akwell, Bessie L.	.	.	Muskegon
Agnew, Mary Ruey	.	.	Hillsdale
Averill, Mollie	.	.	Benton Harbor
Arney, Beulah	.	.	Ypsilanti
Atkins, Ina	.	.	Petoskey
Aikine, Alice B.	.	.	Traverse City
Arnold, Amy	.	.	Ovid
Andrus, Margaret	.	.	Petoskey
Austin, Mabel W.	.	.	Milford
Allyn, Minnie C.	.	.	Chelsea
Barley, Edith M.	.	.	Detroit
Ballou, Cora	.	.	Ypsilanti
Blandford, Daisy	.	.	Grand Rapids

Bauerle, Martha M.	.	.	Petoskey
Bradish, Edith	.	.	Lime Creek
Black, Elmer J.	.	.	Pittsford
Brems, Olive	.	.	Ypsilanti
Berger, Helen	.	.	Grand Rapids
Bright, Cora E.	.	.	Ypsilanti
Bright, Alma A.	.	.	Port Austin
Bishop, Orra O.	.	.	Galesburg
Boston, Flora R.	.	.	Northville
Brockway, Benj. W.	.	.	Allen
Bower, Mathilda	.	.	Manton
Brophy, Frances	.	.	Columbus
Bourns, Marcella	.	.	Leonidas
Butler, Leslie A.	.	.	Centerville
Burgess, Lucy	.	.	Schoolcraft
Clark, Genevieve	.	.	Willow
Carmichael, Kittie	.	.	Hudson
Crandall, Georgia	.	.	Flint
Carr, Bessie S.	.	.	Cassopolis
Caster, Mary	.	.	Flint
Chapman Lizzie B.	.	.	Utica
Chapman, Wm. B.	.	.	Holt
Carver, Gail	.	.	Climax
Crandall, Clayton	.	.	Union City
Clark, Agnes	.	.	Wyandotte
Cameron, Ernest T.	.	.	Sherman City
Chattaway, Edith M.	.	.	Petoskey
Catton, Martha L.	.	.	White Pigeon
Cecil, Callie M.	.	.	Ypsilanti
Clement, Aurora W.	.	.	"
Clement, H. H.	.	.	"
Clippinger, Erle E.	.	.	Benton Harbor

Childs, Mabel	.	.	Fowlerville
Cole, Inez	.	.	"
Cole, Ada E.	.	.	"
Cronk, Carrie W.	.	.	Flint
Conklin, Hugh W.	.	.	New Lothrop
Conrad, Frances	.	.	Otsego
Coles, Emma C.	.	.	Marquette
Coffey, Abbie Evelyn	.	.	Negaunee
Cole, Ira	.	.	Berlin
Cook, Anna Estes	.	.	Buchanan
Covert, Ida Martha	.	.	Ypsilanti
Cutler, Lillian S.	.	.	Riley
Churchill, Helen	.	.	Portland
Culver, Fred	.	.	Clyde
Currier, Mabel	.	.	Dayton
Cryderman, Mae	.	.	Armada
Crysler, Rose W.	.	.	Sumpter
Davis, George Leverne	.	.	Clinton
Dake, Nora F.	.	.	Milford
Dean, Carlotta	.	.	Ypsilanti
Dennis, Mary	.	.	Williamston
Dell, Marie W.	.	.	Lansing
DeVoe, Una	.	.	Ypsilanti
Donovan, Kate H.	.	.	Marquette
Doud, Maude	.	.	Ypsilanti
Dorrance, Susan J.	.	.	Ann Arbor
Dye, A. Gordon,	.	.	Ypsilanti
Earl, Mabel	.	.	Bronson
Edwards, Merrick K.	.	.	Adrian
Earl, Edith	.	.	Traverse City
Eldred, Laura	.	.	Quincy
Eccles, Mary	.	.	Harbor Beach

Emendorfer, Eva	.	.	Saginaw (W. S.)
Escher, Mabel	.	.	Albion
Elliott, Elva	.	.	Ypsilanti
Ellsworth, Ella	.	.	Armada
Embury, Irving W.	.	.	Grand Blanc
Ferguson, Laurette	.	.	Manistee
Ferguson, Wm. A.	.	.	"
Feather, Cora C.	.	.	Nashville
Fisher, Raymond N.	.	.	Flint
Fisher, C. Bernice	.	.	Banfield
Fox, Edward J.	.	.	Williamston
Foley, Marie C.	.	.	Ypsilanti
Foley, Mabelle Agnes	.	.	Calumet
Fuller, Eva	.	.	Butternut
Gaw, Grace	.	.	Union City
Groff, Arthur O.	.	.	Grand Rapids
Gano, Jennie	.	.	Benton Harbor
Garrison, Edith Blanche	.	.	Ypsilanti
Glaspie, Cora A.	.	.	Oxford
Gaffney, Rose C.	.	.	Lake Linden
Green, Clarence E.	.	.	Ypsilanti
Grenier, Libbie	.	.	Calumet
Greer, Irene	.	.	Northville
Gibson, Mamie	.	.	Ypsilanti
Gilbert, Ella	.	.	Arcadia
Gilding, Helen	.	.	Custer
Gillespie, Andrew J.	.	.	Minard
Gibbs, Lottie M.	.	.	Three Rivers
Gillespie, Sarah	.	.	Gaines
Gross, Katheryn J.	.	.	Benton Harbor
Grove, Selbie D.	.	.	Pewamo
Goller, Mary	.	.	Englishville

Goodell, Marinetta	.	.	Grand Rapids
Grozinger, Emma	.	.	Woodland
Gorton, Fred Q.	.	.	Ypsilanti
Gow, Mary	.	.	Cadillac
Hauser, Louise V.	.	.	Vulcan
Hableton, E. C.	.	.	Elsie
Haynes, Fannie	.	.	Grass Lake
Hand, Gilbert W.	.	.	Emmet
Haynor, Herbert O.	.	.	Union City
Harper, Edith	.	.	Ypsilanti
Harrison, Lillian	.	.	Monroe
Hamilton, Elizabeth	.	.	Bravo
Harper, Laurel M.	.	.	Milford
Haddrill, M. Leona	.	.	Pontiac
Harter, Nellie	.	.	Reed City
Heintz, Adah	.	.	Petoskey
Henning, Mary E.	.	.	Wyandotte
Hixson, Alice Mae	.	.	Ypsilanti
Hipp, L. Mathilda	.	.	Jackson
Hough, Bertha J.	.	.	Lapeer
Hoyt, Cheever	.	.	Walled Lake
Hornsby, Lee	.	.	Traverse City
Hogue, Roy	.	.	Sodus
Hobart, Edith A.	.	.	Grass Lake
Holmes, Leo Beatrice	.	.	Albion
Horton, Howard	.	.	Bronson
Hoxie, Lyman W.	.	.	Ypsilanti
Husted, Laura S.	.	.	Vassar
Hull, Melissa M.	.	.	Saline
Isbell, W. N.	.	.	Ypsilanti
Johnson, Jeannette	.	.	Wyandotte
Johnson, Jessie M.	.	.	Kalamazoo

Kendall, Herbert A.	Emmet
Keveney, Ella	Detroit
Kelly, Marion	Cadillac
Knight, Agnes A.	Utica
Knights, Edith	Decatur
Kirker, Martha	Owosso
King, Bertha	Parma
Kingsbury, Jessie	Cassopolis
Kingsbury, May	"
King, Marion Adelia	Big Rapids
Knooihuizen, Marguerite	New Holland
Knoll, Vesta	Dundee
Kopp, Edna	Asbland
Langford, Mabel	Williamston
Lawrenz, Helene	Dayton, Ohio
La Rue, Flora E.	Stockton, Cal.
La Rowe, Pina	Webberville
Lamborn, Edith Brown	Ypsilanti
Leinbach, Madge	Centerville
Lee, William Lester	Harbor Beach
Leach, Lucy	Chelsea
Leary, Daniel P.	Hancock
Leinbach, Maude	Centeroille
Lent, Harry	Ypsilanti
Little, Lou	Mt. Clemens
Lockard, Lulu G.	Carson City
Lownsbury, Nellie	Ypsilanti
Luttenton, Harry M.	Jackson
Lynch, Helen Florence	Mt. Clemens
Marsh, Winetta	Oswosso
Mason, Alla	Ypsilanti
Mason, P. P.	"

Merritt, Julia	.	.	Albion
Mead, Florence	.	.	Mason
Mette, Adeline	.	.	Detroit
Miller, George J.	.	.	Centerville
Miles, O. M.	.	.	Ypsilanti
Mitchell, John W.	.	.	Ida
Middlemiss, Grace H.	.	.	S. Lake Linden
Moore, Ira M.	.	.	Sparta
Morgan, Kate	.	.	Ypsilanti
Morey, Lena	.	.	Battle Creek
Moore, Lena	.	.	Ypsilanti
Moore, Alice E.	.	.	"
Murray, Edwin S.	.	.	"
Myhrs, Julia E.	.	.	Pike's Peak
McCausey, Daisy	.	.	Portland
McHenry, Gertrude L.	.	.	Ypsilanti
McCrickett, Elizabeth	.	.	Bay City
McBride, Marguerite	.	.	Schoolcraft
McCrimmon, Wm. R.	.	.	Ypsilanti
McDonald, Rose	.	.	Acme
McDonough, Margaret	.	.	Hartland
McGuinnis, Mae	.	.	"
Nash, Edna L.	.	.	Sparta
Needham, Wm. P.	.	.	Traverse City
Nesbitt, Beatrice H.	.	.	Schoolcraft
Noble, Arthur	.	.	Quincy
Norris, Orland O.	.	.	Three Oaks
Paine, Ada M.	.	.	Ypsilanti
Palmer, Una	.	.	Big Rapids
Palmer, Cyrus A.	.	.	Ridgeway
Paton, Florence	.	.	Lake Linden
Pett, Samuel U.	.	.	South Lyon

Pellegram, Angie K.	Grand Haven
Pemberton, C. L.	Ypsilanti
Perry, Lee Roy	Grand Blanc
Pedersen, Ida O.	Cadillac
Preston, Wm. Knowlton	Grass Lake
Pixley, Van Neattia	Hudson
Phinney, Elise A.	Monroe
Phillips, Minnie S.	Nashville
Phillips, A. L.	Montpellier, Ohio
Potter, Una	Grand Rapids
Potter, Mary L.	Willis
Quello, Lizzie	Calumet
Raymond, Lucy H.	Houghton
Rees, Anna	Harber Beach
Reese, John A.	Eau Claire
Reese, Emerson A.	Bloomington
Reed, Carrie E.	Richland
Reavy, Thomss J.	Caro
Reid, Earl	Alpine
Reil, Sylvia M.	Bessemer
Richmond, Nellie	Paw Paw
Rieman, Ella H.	Hadley
Riley, Bertha	Battle Creek
Rice, Helene	Moscow
Root, Charles C.	Breedsville
Rockafellow, Donna	Carson City
Ross, Julia Aletta	Ypsilanti
Robinson, E. Faith	Mt. Pleasant
Rohn, Emma A.	Brighton
Ronan, Bertha Maude	Middleville
Root, Mabel	Gier
Rose, Leora	Grand Rapids

Russell, Allie	.	.	Ann Arbor
Russell, Frances	.	.	Lansing
Sprang, Loresta	.	.	White Pigeon
Strang, Carrie M.	.	.	Ypsilanti
Swartz, Eva	.	.	"
Stafford, Ethel	.	.	Cadillac
Sanford, Carrie B.	.	.	Clifford
Sanborn, Winifred C.	.	.	Decatur
Sallisbury, Harry A.	.	.	Dayton
Swanson, Clara G.	.	.	Hudson, Wis.
Spalding, May L.	.	.	Portland
Salisbury, Maude	.	.	Ann Arbor
Small, Wm. H.	.	.	Ypsilanti
Spencer, Roy Everett	.	.	"
Stevens, Roy W.	.	.	Oxford
Steves, George H.	.	.	Brooklyn
Schlegel, Louise	.	.	Sturgis
Stillman, Resi G.	.	.	St. Louis
Sinclair, Audie Belle	.	.	Grand Rapids
Smith, Nellie M.	.	.	Eagle Harbor
Smith, Julia	.	.	Grand Rapids
Smith, Mattie A.	.	.	Bath
Switzer, Flora	.	.	Howell
Sincock, Jennie	.	.	Calumet
Somers, Edith	.	.	Traverse
Stoddard, Edith	.	.	New Haven
Stowell, Brainard D.	.	.	Petoskey
Stocoum, Clara	.	.	Ionia
Sullivan, Mary G.	.	.	Hadley
Shunk, May Ella	.	.	Grawn
Stumpenhuisen, Alma V.	.	.	Rawsonville
Stump, Carl C.	.	.	Armada

Tallman, Carrie D.	Belding
Taylor, Seth M.	Napoleon
Tripp, Clarence S.	Adrian
Timmons, Gertrude	Niles
Torrey, Frank A.	Lake City
Thomas, Eleanor	Ypsilanti
Thorburn, Rose B.	Holt
Tooker, Herbert Carmi	Bath
Thomson, Mary	Cadillac
Tuttle, Mollie	Ypsilanti
Turner, Arthur	Jackson
Turner, Lottie B.	Saginaw (E. S.)
True, Mabel	Armada
Tyler, Mrs. Minnie	Ann Arbor
Van Sice, Nellie	Wayne
Van Sice, Lizzie	"
Van Buren, Lorena	Ypsilanti
Van Riper, Margaret	"
Vandervort, Claribel	Hudson
Vestling, Esther M.	Ludington
Wattles, Inez	Kalamazoo
Ward, Shirley	Ypsilanti
Ward, C. P.	Port Huron
Waldron, N. Mildred	Midland
Waterman, Olney A.	Ypsilanti
Watkins, Emma Sophia	Elk Rapids
Werkman, Jennie	Holland
Weidemann, Mary	Ypsilanti
Webb, Bessie Lansing	Mason
Wentworth, Wm. H.	Hart
Wiggins, Helen	Bloomington
Whitaker, Goldia	Eaton Rapids

Wilson, Elmer J.	.	.	Union City
Wood, G. Ward	.	.	Bangor
Wood, Rose Louise	.	.	Ypsilanti
Woodford, Jennie	.	.	Niles
Wolf, Mabel	.	.	Lansing
Worts, Sarah P.	.	.	Ypsilanti
Woodman, Emma	.	.	Paw Paw
Wortley, Myrtelle D.	.	.	Ypsilanti
Woodman, Isabel	.	.	Grand Rapids
Wyman, Alice	.	.	Nunica
Wye, Theodora	.	.	East Tawas
Yarrington, Ida	.	.	Ann Arbor
Yarrington, Nellie	.	.	"
Youngs, Bertha	.	.	Ewart
Young, Margaret I.	.	.	Menominee

COLLEGE GRADUATES.

Austin, Mary H.	.	.	Albion
Cady, Mary V.	.	.	Ypsilanti
Douglas, E. A.	.	.	Newberry
Helter, C. N.	.	.	Gnadenhutten, O.

POST GRADUATES.

Cross, Irving	.	.	Ypsilanti
Carpenter, Mary B.	.	.	Kalamazoo
Downing, Estelle	.	.	
Dougherty, Charlotte	.	.	Elk Rapids
Edwards, Anna B.	.	.	Newago
Goodrich, Frances L. D.	.	.	Ypsilanti
Harris, Wm.	.	.	Traverse City

Johnson, Alice E.	.	.	Ypsilanti
Kilgour, Bertha F.	.	.	Mariette
Krenerick, H. Clyde	.	.	Albion
Klotz, Jay B.	.	.	Constantine
Lappeus, Anna L.	.	.	Ypsilanti
Lawrence, Mary Fanson	.	.	"
Manley, M. Maude	.	.	Caro
Maegle, Minnie	.	.	Ypsilanti
Reed, Ernest	.	.	"
Robinson, Margaret Bertha	.	.	Hanover, Illinois
Smith, Ada Belle	.	.	
Stitt, Albert C.	.	.	Ypsilanti
Sloan, Nettie D.	.	.	"
Treiber, Minnie	.	.	Charlotte
Towner, Carrie	.	.	Ypsilanti
Warner, George Gill	.	.	"
Woodruff, Eleanor	.	.	Ypsilanti

Conservatory Students.

Allmendinger, Helen	Music and Drawing	Ann Arbor
Adamson, Estelle	Piano	Cassopolis
Ballard, Ethelyn	Vocal	Manton
Batchelder, Florence	Piano	Ypsilanti
Blackwood, Jessie	Violin	Owosso
Bradshaw, Mary	Piano and Vocal	Ann Arbor
Bergy, Margaret	Music and Drawing	Alto
Beardsley, Clara F.	Vocal	Hersey
Benson, Lulu	Piano	Ypsilanti
Benton, Sue M.	Music and Drawing	East Tawas
Bingham, Elizabeth	Public School	Farwell
Bishop, Mrs. O. O.	Piano	Galesburg
Boylan, Burr L.	Public School	Meridian
Blodgett, Herbert C.	Vocal	Ludington
Brown, Howard	Organ	Ypsilanti
Brown, Grace M.	Vocal	"
Bostwick, Arthur L.	Piano and Vocal	Millington
Butterfield, Nona	Vocal	Delton
Buck, Elizabeth	Public School	Three Rivers
Buell, Roy J.	Vocal	Union City
Buell, Rex	Organ	"
Carr, Bessie	Vocal	Cassopolis
Carson, Bessie	Vocal	Ann Arbor
Cawley, Susie	Vocal	Morenci
Craft, Mattie	Vocal	Grass Lake
Chase, Mabel	Vocal	Greenville
Clemens, Mrs. A. C.	Public School	Ann Arbor

Colvan, Barry	Violin	Ypsilanti
Colvan, Ellen	Piano	"
Cowell, Helen	Piano	"
Cook, Alma	Piano and Organ	Hanover
Cobb, Nina	Piano	Belleville
Cross, Alice C.	Piano	Cherry Hill
Cook, Abbie W.	Music and Drawing	Grand Blanc
Curtis, Florence	Vocal	Ypsilanti
Churchill, Helen	Vocal	Portland
Dawson, Florence	Vocal	East Dayton
Devereaux, E. L.	Piano and Organ	Detroit
Dorrance, Susan	Vocal	Ann Arbor
Dunning, Edna	Public School	Detroit
Dutcher, Ruth L.	Piano	Stillwater, Minn.
Ellis, Fred G.	Vocal	Ypsilanti
Farlin, L. H.	Vocal	Ann Arbor
French, Mrs.	Vocal	Ypsilanti
French, Jean	Piano	
Fletcher, Mildred	Vocal	Ypsilanti
Fisher, Raymond	Vocal	Flint
Fitch, Edna	Piano	Howell
Fryer, Rosa O.	Public School	Ypsilanti
Gareissen, Isabella	Public School	"
Grawn, Carl	Piano	"
Gass, Mabel	Piano	"
Gass, Clyde	Piano	"
Gleason, Margaret A.	Piano	Gladstone
Green, Harriet	Vocal	Ann Arbor
George, May O.	Piano	Ypsilanti
Gibson, Mamie	Vocal	"
Gillespie, Retta Anna	Public School	"

Gilbert, Elsie	Piano	Onekama
Gilbert, Evelyn	Piano	Wauwatosa, Wis.
Godfrey, Emily	Piano and Vocal	Jonesville
Guerin, Grace L.	Piano	Ypsilanti
Hepfer, Helene	Piano	Milfred
Hawks, Mrs. S. J.	Vocal and Piano	Ypsilanti
Halladay, Nella	Piano	"
Halladay, Marta M.	Piano	"
Hoyt, Walter	Piano	"
Hoyt, Lucile	Piano	"
Hoxie, Florian	Piano	"
Holzheimer, Mrs. N. M.	Vocal	Spokane, Wash.
Howe, Leone	Piano	Ypsilanti
Hunter, Lura	Music and Drawing	"
James, Della	Piano	Lowell
James, Maude	Piano	Onekama
Johnson, Marta V.	Vocal	Ypsilanti
Jochim, Edith	Piano	Ishpeming
Kahler, Cloe	Vocal	Plainwell
Kelly, Grace	Piano	Cadillac
Kelly, Mae Lydia	Vocal	Woodstock
Kelly, D. W.	Vocal	
Kingsley, Clara	Vocal	Ann Arbor
King, Jennie	Music and Drawing	Lawrence
Laird, Jessie	Piano	Ypsilanti
Langford, Maude	Music and Drawing	Williamston
Lawton, Belle	Public School	Ypsilanti
LaFurge, Cora	Piano	"
Manderfield, Cecelia	Piano	Houghton
Merritt, Julia	Vocal	Albion
Miller, Ada	Piano	Rockwood

Miller, Nellie	Piano	Stockbridge
Moore, Beulah	Vocal	
Mundweiler, Josie		Ypsilanti
Murray, Mildred	Organ	"
Mundweiler, Haidie		"
Muir, Margaret	Vocal	
Mulbach, Mary		Worden
McNeil, Myrtie	Piano	East Dayton
McDermott, Mary	Piano	Ypsilanti
McKenzie, Ella	Pub.School&Drawing	Ann Arbor
McKenna, Raye	Vocal	Ypsilanti
McFetridge,	Vocal	
McCrimmon, William	Vocal	Ypsilanti
Oliff, Mabel M.	Piano and Vocal	Clio
Nelson, Eleanor	Music and Drawing	Calumet
Nesbitt, Beatrice	Piano	Schoolcraft
Norris, Mrs. T.	Vocal	Frankfort
Parmall, C. H.	Vocal	
Powers, Mrs. C. A.	Vocal	Ann Arbor
Porter, Eleanor B	Piano	Hillside, Ill.
Powers, Cecile	Vocal	Ypsilanti
Parmelee, Edward H.	Vocal	"
Pratt, Ruby	Piano	"
Pease, Helen	Piano	"
Peckman, Carrie	Vocal	Cushovia
Preston, Josephine	Piano	Grass Lake
Peet, Gertrude	Piano	Iosco
Peet, Max M.	Piano	"
Penniman, Florence	Vocal	Ypsilanti
Ramsdell, Lena	Piano	Moscow
Rieman, Elizabeth	Piano	Hadley
Rice, N. Adriance	Vocal	Moscow

Ronan, Bertha	Piano	Middleville
Ross, Lucile	Piano	Ypsilanti
Root, Dot B.	Piano	"
Shaw, Marion	Music and Drawing	Ewart
Strang, Claribel	Piano	Ypsilanti
Spencer, Harold	Vocal	"
Spence, Florence	Public School	Ann Arbor
Smith, Geneva	Piano	Ypsilanti
Smith, Lou	Piano	"
Shier, Marjorie	Piano	"
Smith, Beatrice M.	Piano	Fenton
Smith, Bernice	Piano	Ypsilanti
Stoffer, Nettie	Piano	Williamston
Sutherland, Bessie	Piano	Ypsilanti
Tracy, Mary E.	Piano	"
Towner, Caroline	Public School	"
Tupper, Inez	Music and Drawing	"
Van Cleve, Antoinnette	Violin	"
Van Every, Matie	Vocal	Grand Rapids
Vought, Abby	Vocal	Ypsilanti
Wadsworth, L. O.	Music and Drawing	Petersburg
Warren, Fay	Piano	Union City
Wasson, Margaret	Vocal	Plainfield
Wadsworth, F. E.	Vocal	Ypsilanti
Watters, Laura	Vocal	Marlette
Wheeler, Mary	Vocal	Plainwell
Welch, Mabel	Piano	Ypsilanti
Wilson, Sara	Piano	Almont
Winnie, Mabel	Vocal	Grand Ledge
Wiard, Helen	Public School	Ypsilanti
Winn, Bertha	Vocal	Kalamazoo
Wolf, Ella	Piano	Pioneer, Ohio

POST GRADUATES.

Brems, Olive	Vocal	Ypsilanti
Beardslee, Bell	Piano	"
Deubel, DeLynn	Vocal	"
White, Minor E.	Piano	"

Summer Quarter, 1899.

PREPARATORY.

Frisbie, Clara	.	.	Leonidas
LeBarr, Ethel	.	.	Ypsilanti
Thomas, John A.	.	.	"
Wiltse, Emma	.	.	Allen

FIRST YEAR.

Alban, Stella	.	.	Ypsilanti
Axtell, Eudora	.	.	Evanston, Ill.
Baker, Mrs. M. Elizabeth	.	.	Caledonia
Bepple, Blanche	;	.	St. Louis
Brown, Anna	.	.	Milan
Brown, Mrs. Grace H.	.	.	Hillsdale
Crane, Carrie E.	.	.	Ypsilanti
Coulson, Blanche M.	.	.	Brooklyn
Cross, Mabel L.	.	.	Ypsilanti
Doxsie, Georgia	.	.	Grand Ledge
Ewing, J. Andrew	.	.	Bay Mills
Fletcher, Fannie	.	.	Ypsilanti
French, Sarah Crossen	.	.	Jackson
Graves, C. A.	.	.	Addison
Gambell, Anna L.	.	.	Tecumseh
Gill, Joseph	.	.	Fostoria
Goodale, F. Maude	.	.	Manchester

Hamison, Florence	.	.	Greenville, Ohio
Hughes, E. Elliott	.	.	Greenfield
Itsell, May	.	.	Howell
Jones, Mattie	.	.	Carson City
Kebler, F. S.	.	.	Grand Ledge
Kehoe, W. J.	.	.	Traverse City
Kehoe, Anna M.	.	.	"
Leddy, Dora	.	.	Ypsilanti
Lorenz, Mary	.	.	Iron River
Miles, Mary	.	.	Ypsilanti
Newton, Nellie	.	.	Detroit
O'Connor, Julia	.	.	"
Payne, Louise	.	.	Manchester
Parsons, Sudie	.	.	Lima, Ohio
Pierce, Ada	.	.	Springport
Pierce, Ida	.	.	Ceresco
Richfield, Gail	.	.	Ypsilanti
Rice, Edna S.	.	.	Ann Arbor
Root, Ida Alice	.	.	Vassar
Root, Erwin A.	.	.	Fairport
Sage, Tilla M.	.	.	Ypsilanti
Sargent, Bernice	.	.	Sherwood
Shaver, Frances W.	.	.	Milo
Shepard, Edith	.	.	Burr Oak
Stevenson, Anna	.	.	Grand Rapids
Smith, Clara M.	.	.	Freeland
Smith, George A.	.	.	"
Sturgis, Eva	.	.	Chicago
Terpening, Christie	.	.	Reading
Thomas, Mary E.	.	.	Ypsilanti

Thomas, M. Adelaide	.	.	"
Taylor, George W.	.	.	Leaton
Wallbrecht, Minna,	.	.	Douglas
White, Mary	.	.	Memphis
Winch, Bertha	.	.	Dayton, Ohio
Wylie, Lettie	.	.	Anderson

Summer 1900.

SECOND YEAR.

Ash, May	.	.	East Tawas
Baker, Elizabeth	.	.	Allen
Bartlett, Grace A.	.	.	Emery
Beeton, Bernice	.	.	Greenville
Buck, Lucy	.	.	Three Rivers
Clinton, Sylvester O.	.	.	Greenfield
Crittenden, Nettie L.	.	.	Rawsonville
Churchill, Ralph C.	.	.	Burnside
Hampton, Blanche	.	.	Ypsilanti
Hearns, Frances	.	.	Detroit
Hoag, Burtis M.	.	.	Ypsilanti
Kirby, Joseph	.	.	Volinia
Little, Flora	.	.	Delray
Maier, Pauline	.	.	Ypsilanti
McDonough, Margaret J.	.	.	Osceola
McDonald, Grace A.	.	.	St. Johns
Oldfield, Rena Mae	.	.	Ypsilanti
Parsons, Myra	.	.	Delray
Smith, Linnie A.	.	.	Butler

Smith, Harriet E.	.	.	Grand Rapids
Squires, DeWitt	.	.	Dundee
Thoms, Alice M.	.	.	Ypsilanti
Trumbull, Walter J.	.	.	St. Clair
Watson, F. H.	.	.	Lacota
Ward, Frances	.	.	Ypsilanti
Williams, Martha	.	.	Plymouth
Van Arsdale, Maude	.	.	Lota City
Zeigen, Frederic	.	.	Saginaw

THIRD YEAR.

Ackerman, Martha	.	.	Flint
Allen, Winifred	.	.	Sault Ste. Marie
Arnold, Elizabeth	.	.	Saginaw W. S.
Baldwin, Mabel	.	.	Royal Oak
Becker, Marie	.	.	Ypsilanti
Beckendorf, F.	.	.	Port Huron
Bidelman, Anna	.	.	Schoolcraft
Bignell, Lillian	.	.	Quincy
Bright, Cora E.	.	.	Pt. Austin
Butler, Martha A.	.	.	Detroit
Burnett, Phoebe	.	.	Cheboygan
Bryce, Lulu	.	.	Lapeer
Carmichael, Kittie	.	.	Hudson
Cavanaugh, Catherine	.	.	London
Cady, Blanch C.	.	.	Napoleon
Chapman, Charles	.	.	Cohoctah
Clement, Mrs. Aurora W.	.	.	Boyer City
Clement, H. H.	.	.	"

Coville, Gervasse	.	.	Galesburg
Culp, Gertrude	.	.	Constantine
Davis, Lucy	.	.	Clio
Davey, Mary	.	.	Constantine
Davis, Florence H.	.	.	Milford
Davis, Jennie A.	.	.	"
Douglas, Grace F.	.	.	Bronson
Douglas, Frank W.	.	.	"
Dobbins, Anna	.	.	Ionia
Doud, Maude	.	.	Ypsilanti
Evans, Maude	.	.	Hillsboro, Ohio
Eccles, Mary	.	.	Harbor Beach
Ermiss, Sarah	.	.	Birmingham
Flatt, Ella M.	.	.	Hudson
Fisher, Raymond N.	.	.	Flint
Foley, Marie G.	.	.	Ypsilanti
Fullington, Frances	.	.	"
Garrison, Edith Blanche	.	.	"
Gilding, Helen	.	.	Custer
Gibbs, Lottie	.	.	Three Rivers
Goodwin, Edith Gertrude	.	.	Grand Rapids
Hixson, Alice Mae	.	.	Ypsilanti
Hoyt, Cheever	.	.	Walled Lake
Horton, Howard	.	.	Bronson
Jacobs, Fannie	.	.	Leonidas
Johnson, Jessie M.	.	.	Kalamazoo
Knapp, F. E.	.	.	White Pigeon
Kinne, Ida	.	.	Detroit
Langley, Bernice	.	.	St. Joseph
Lawson, Lottie	.	.	Sault Ste. Marie

Leach, Lucy	Chelsea
Lockwood, Jessie	Hillsdale
Lowden, Nellie	Springville
Maier, Ida	Ypsilanti
Madden, Julia	Hillsdale
Merritt, Carrie E.	Redwing, Minn.
Morse, Grace	Allegan
Murdock, Mabel	Pigeon
McCartney, Catheryn	Benton Harbor
McHenry, Gertrude I.	Ypsilanti
McCredie, Helen S.	Crosswell
McWhinney, Percy	Fremont
Orcutt, Anna Belle	South Butler
Pessell, Lucy	Quincy
Perkins, Rose	Norway
Phillips, A. L.	Montpelier, Ohio
Potter, Mary L.	Willis
Reese, E. A.	Bangor
Richards, Jennie	Benton Harbor
Roth, Elizabeth	Ionia
Ryan, Ethel E.	Midland
St. John, Florence	Milford
Strang, Grace	Ypsilanti
Schafer, Lenna	"
Shepard, Arthur	Fremont
Stewart, Mae	Williamston
Stevens, Roy W.	Oxford
Smith, Mattie A.	Bath
Stocoum, Clara	Ionia
Sullivan, Katherine	Detroit

Tripp, C. L.	.	.	Adrian
Trites, Ida M.	.	.	Wyandotte
Torry, F. A.	.	.	Lake City
Tuttle, Mary E.	.	.	Ypsilanti
Van Buren, Lorena	.	.	"
Walton, Mattie	.	.	Plainwell
Waterman, O. A.	.	.	Ypsilanti
Ward, Shirley	.	.	"
Watkins, Emma	.	.	Elk Rapids
Williams, Bertha O.	.	.	Homer
Wright, Lettie	.	.	Ypsilanti
Wood, Rose Louise	.	.	"
Wood, Allen F.	.	.	"
Yarrington, Ida	.	.	Ann Arbor

FOURTH YEAR.

Ballou, Cora	.	.	Ypsilanti
Baker, Clara A.	.	.	Allen
Black, E. J.	.	.	Pittsford
Bright, Alma	.	.	Port Austin
Bierkamp, Mary A.	.	.	Wyandotte
Brown, Catherine M.	.	.	Ypsilanti
Campbell, Mrs. L. A.	.	.	East Tawas
Cook, Anna Estes	.	.	Buchanan
Coddington, R. W.	.	.	Union City
Dohany, Emmet E.	.	.	Southfield
Dugas, Byrnina	.	.	Atlanta, Ga.
Evans, Frank I.	.	.	Laingsburg
Everett, Henry	.	.	Chelsea

Fowler, Bertha	.	.	Owosso
Fox, John L.	.	.	Riverton
Fulton, Leona	.	.	Volinia
Gano, Jennie	.	.	Benton Harbor
Goller, Mary	.	.	Englishville
Gorton, Fred Q.	.	.	Ypsilanti
Gordon, Donald C.	.	.	Detroit
Hathaway, Leon D.	.	.	Ypsilanti
Hauser, Louise V.	.	.	Vulcan
Hoxie, L. W.	.	.	Ypsilanti
Howard, Olive	.	.	Cherokee, Ok. T.
Howard, B. F.	.	.	Ypsilanti
Keating, Rose	.	.	Allen
King, Bertha	.	.	Parma
La Bounty, Orvice	.	.	Blissfield
Lawrenz, Helene	.	.	Dayton, Ohio
Leary, Daniel F.	.	.	Hancock
Mead, Grace	.	.	Reading
Miller, J. G.	.	.	Constantine
Morgan, Kate	.	.	Ypsilanti
McAdams, Minnie	.	.	Clinton
McCrimmon, Wm.	.	.	Ypsilanti
Nash, Edna L.	.	.	Sparta
Nichols, Arthur S.	.	.	Northville
Pearce, Webster H.	.	.	Springport
Pemberton, Claude L.	.	.	Ypsilanti
Peckham, Carrie J.	.	.	Casnovia
Powers, Carrie	.	.	Albion
Quirk, Florence	.	.	Flint
Reil, Sylvia M.	.	.	Bessemer

Reavy, T. J.	.	.	Caro
Reed, Ernest	.	.	Ypsilanti
Robertson, Lydian	.	.	Grand Haven
Root, Charles C.	.	.	Breedsville
Salisbury, H. A.	.	.	Dayton
Swartz, Frank G.	.	.	Croswell
Spencer, Evelyn	.	.	Lake City
Stephens, Mary	.	.	Iron Mountain
Steves, George H.	.	.	Brooklyn
Smith, Grace L.	.	.	Union City
Smith, Edith	.	.	Wyandotte
Snowdon, A. A.	.	.	Harbor Beach
Thorne, L. E. C.	.	.	Ypsilanti
Thomas, Eleanor	.	.	"
Tuttle, L. J.	.	.	"
Weir, Margaret H.	.	.	Calumet
Welsh, Mary H.	.	.	Grand Rapids
Wentworth, Wm. H.	.	.	Hart
White, Jennie B.	.	.	Ypsilanti
Wilson, Kathleen	.	.	Port Huron
Wortley, Myrtelle	.	.	Ypsilanti
Warts, Sarah	.	.	"
Ulrich, Mary	.	.	Ceresco
Van Sice, Nellie	.	.	Wayne
Van Sice, Lizzie	.	.	"
Vleet, Clarence	.	.	Clarkston

UNCLASSIFIED.

Alexsander, Marjorie	.	.	Cleveland, O.
Allen, Clara	.	.	Greenville, O.
Bates, Nellie	.	.	Hillsdale

Baxter, J. H.	.	.	Camden
Braden, Jennie	.	.	Lake Odessa
Beckendorf, C.	.	.	Elmhurst, Ill.
Bosinger, Rhoda	.	.	Lima, O.
Brown, Ralph M.	.	.	Troy, O.
Botsford, Clara E.	.	.	Plainwell
Bunker, Mary E.	.	.	Topeka, Kansas
Brunger, Mattie	.	.	Grand Ledge
Bryant, Lovia	.	.	Plymouth
Clark, D. L.	.	.	Allen
Cavanaugh, Etta	.	.	London
Clark, Leola E.	.	.	Dayton, O.
Caveness, A. L.	.	.	McCook, Neb.
Coney, M. Stella	.	.	Albion
Copeland, Ellen	.	.	Colon
Comins, Alice L.	.	.	Portsmouth, O.
Culp, Edith	.	.	Constantine
Damon, Pearl	.	.	Dundee
Dean, Jeannette	.	.	Girard
Deming, Anna	.	.	Wayne
Denewith, Catherine	.	.	Mt. Clemens
Dodge, Anna E.	.	.	Marlette
Eastman, Bessie	.	.	Lima, O.
Edgeter, Helen	.	.	Dayton, O.
Eller, Nannie	.	.	Readville, O.
Elder, Mary	.	.	Lima, O.
Frappier, M.	.	.	Pinconning
Fulford, Chas. E.	.	.	Romulus
Graves, Carl W.	.	.	Burr Oak
Gardner, Carrie	.	.	Pinckney
Garbutt, G.	.	.	Colon

Gilbert, Mrs. Harriett S.	.	.	New Lyon, O.
Goulden, Ethel	.	.	Port Huron
Harris, Maude	.	.	Casnovia
Hackman, Evelyn M.	.	.	Burr Oak
Harnack, August	.	.	Linden
Heraed, Rosa	.	.	Canada, Conn.
Hicks, Jennie	.	.	Dollar Bay
Hicks, Katie	.	.	" "
Hickel, Elizabeth	.	.	Ronboro, O.
Houghtaling, Nellie	.	.	Marcellus
Johnston, Bertha	.	.	"
Kalen, Isabella	.	.	Greenville
Knickerbocker, Nina L.	.	.	Carson City
Mead, Minnie A.	.	.	Hastings
Miles, O. M.	.	.	Ypsilanti
McKay, Fred B.	.	.	Croswell
McCarthy, Julia	.	.	Detroit
McPherson, Bell	.	.	Marengo
McGillivray, Margaret	.	.	Oscoda
McGillivray, Effie	.	.	"
McDonald, Mamie	.	.	Ontonagon
Oliver, Edna	.	.	Lima, Ind.
Perott, Lizzie	.	.	Chesaning
Piatt, Lyda M.	.	.	Laingsburg
Rankin, W. J.	.	.	Dundee
Rabyjohns, May	.	.	Manistee
Riley, Mary E.	.	.	Lima, O.
Robinson, Lillian	.	.	"
Sandall, Lila	.	.	Au Sable
Smith, Carl H.	.	.	Lansing

Simpson, Carrie A.	.	.	Mt. Pleasant
Stoddard, Edith	.	.	New Haven
Sonntag, Minnie	.	.	Lima, O.
Schofield, Mary	.	.	Gregory
Sullivan, Minnie	.	.	Owosso
Tait, Anna C.	.	.	East Tawas
Travis, J. W.	.	.	Milford
Thomson, Elizabeth	.	.	McCook, Neb.
Ullery, Maude	.	.	Greenville, O.
Ward, Wm. F.	.	.	Parowan, Utah
Weiserberger, Elizabeth	.	.	Ionia
Welch, Elizabeth	.	.	Milford
Williams, Carrie E.	.	.	Detroit
Wilson, Kittle S.	.	.	Milan
Woodard, Mabel	.	.	Milo

Summer 1899.

POST-GRADUATES.

Begole, Fannie	.	.	Belleville
Biesky, Augusta	.	.	Detroit
Bole, S. J.	.	.	Union City
Broesamle, Fred	.	.	Carson City
Brown, Frances	.	.	Ypsilanti
Brown, May	.	.	"
Boutell, Horace	.	.	"
Calkins, Glenadine	.	.	Kalamazoo
Cross, Irving	.	.	Ypsilanti
Dicus, Italy	.	.	"
Downing, Lillian	.	.	Traverse City
Everett, J. P.	.	.	Ypsilanti

Farmer, Arthur E.	.	.	Pontiac
Gareissen, Marie	.	.	Ypsilanti
Glover, Elizabeth	.	.	"
Holmes, John T.	.	.	Hudson
Holmes, Mary Edith	.	.	"
Howard, Jerome	.	.	Lansing
Johnson, Alice E.	.	.	Ypsilanti
Kelly, Jas. E.	.	.	Detroit
Krenerick, H. Clyde	.	.	Albion
Krell, Carrie	.	.	Grass Lake
Leonard, Carjotta	.	.	Detroit
Leland, J. G.	.	.	Manchester
Lull, Herbert G.	.	.	Ypsilanti
Marble, Allie E.	.	.	"
Magle, Wilhemina	.	.	"
McCormick, Julia	.	.	Calumet
McGuinnis, Margaret	.	.	Dexter
Parsons, Gertrude	.	.	Ypsilanti
Powers, Cecile	.	.	"
Riggs, W. D.	.	.	"
Shaw, Edith	.	.	"
Snedicor, Fred G.	.	.	"
Smith, Ada B.	.	.	Mosherville
Sloan, Lida	.	.	Ypsilanti
Tripp, Frances E.	.	.	Commerce
Tooze, F. J.	.	.	Aun Arbor
Thompson, Mary	.	.	Birmingham
Wilber, Laura H.	.	.	Ypsilanti
Wilber, Austin E.	.	.	"

Whipple, F. E.	.	.	Detroit
Woodruff, Eleanor	.	.	Ypsilanti
Worts, Edith C.	.	.	"

WASHTENAW COUNTY TEACHERS' INSTITUTE.

Avery, Nellie	.	.	Stony Creek
Ampoker, Edith	.	.	Manchester
Baly, Minnie	.	.	Saline
Bemiss, Lutie A.	.	.	Ypsilanti
Beissel, Anna	.	.	Chelsea
Beardsley, A. Zella	.	.	Ypsilanti
Bliss, Mathilda	.	.	Saline
Brokaw, Nellie	.	.	Salem
Chalmer, Anna	.	.	Ypsilanti
Chatterton, Jennie L.	.	.	"
Cox, S. Louise	.	.	"
Corwin, Alice G.	.	.	"
Dawson, Millie B.	.	.	Willis
Devine, Alice Marie	.	.	Dexter
Friis, Fannie	.	.	Saline
Glaiser, Isabella	.	.	Ann Arbor
Gilbert, Mary A.	.	.	Manchester
Goodrich, Ambrosia M.	.	.	Dexter
Hillman, Lillian	.	.	Ann Arbor
Hoppe, Josephine	.	.	Chelsea
Hogan, Gertrude L.	.	.	Clinton
Hutzel, Melita	.	.	Ann Arbor
Kraft, Robert A.	.	.	Manchester
Klager, Pauline	.	.	Ann Arbor
Klager, Sophie	.	.	"

Kelly, Sarah	Hudson
Klingman, Frederica	Ann Arbor
Latson, Charlotte	Webster
Minard, Elizabeth	Rawsonville
Miller, Gertrude R.	Saline
Minard, Eleanor	Rawsonville
Moore, Jennette	Saline
McGuinnis, Clara	Dexter
McGuinnis, Elizabeth	"
Packard, Tena	Salem
Quackenbush, Zada	Dixboro
Reade, Esther	Chelsea
Reid, Nora	"
Richardson, Maude	Tecumseh
Rushton, Maude	Manchester
Ryder, Jessie	Salem
Schaible, Emma	Manchester
Schaeffer, Lilla	Saline
Sherwood, Louise M.	Ypsilanti
Spencer, Martha	Manchester
Seaman, Hannah T.	Sault St. Marie
Sears, Aileen	Saline
Swift, Blenn S.	
Stoitzsteiner, Lydia	Ann Arbor
Sutton, Lulu M.	"
Schultz, Wm.	Dexter
Sturm, Clara	Saline
Tucker, Hattie	"
Waters, Belvia M.	Manchester
Wallace, Jessie L.	Willis
Weeks, Walter	Ann Arbor

COLLEGE GRADUATES.

Morgan, Lillian B.	.	.	Saginaw, W. S.
Plannette, Louise	.	.	Centerville

CONSERVATORY.

Bergy, Margaret	.	.	Alta
Bingham, Elizabeth	.	.	Farwell
Buck, Elizabeth	.	.	Three Rivers
Corning, Mildred	.	.	Hillsdale
Fletcher, Mildred	.	.	Ypsilanti
Gibson, Mamie	.	.	"
Pratt, Howard	.	.	"
Pickett, Grace	.	.	Leslie
Spencer, Harold	.	.	Ypsilanti
Smith, Bernice	.	.	"
Swift, Delia Grace	.	.	Greenville
Tupper, Inez	.	.	Ypsilanti
Williams, Mabel	.	.	Parkersburg, W. Va.

List of Graduates.

DIPLOMA COURSES, LIFE CERTIFICATES.

Adams, Gertrude	.	.	Saugatuck
Ash, Ethel M.	.	.	Duplain
Allen, Maude E.	.	.	Ypsilanti
Agnew, Claudia L.	.	.	Hillsdale
Allison, Jessie M	.	.	Yale
Armstrong, Vesta E.	.	.	Owosso
Austin, Edith E.	.	.	Jackson
Barnard, Donna L.	.	.	Mancelona
Barber, Louesa C.	.	.	Ypsilanti
Bandfield, Edna J.	.	.	Portland
Baley, Anna Isabel	.	.	Benton Harbor
Bacon, Nellie J.	.	.	Chelsea
Batt, Katherine	.	.	Tekonsha
Baxter, Gertrude	.	.	Bronson
Bailey, Minnie	.	.	Jackson
Bay, Marion E.	.	.	Blissfield
Berry, Cora M.	.	.	Osborn
Benjamin, Maude	.	.	Fowlerville
Bliss, Clara A.	.	.	Jonesville
Briggs, Nettie B.	.	.	Iron Mountain
Borchardt, Elizabeth I.	.	.	Menominee
Boutell, Horace S.	.	.	Ypsilanti
Brown, Frances	.	.	"
Borer, Carrie L.	.	.	Pontiac
Butterfield, Frances M.	.	.	Owosso
Burhans, Levi A.	.	.	Portland

Cawley, Anna C.	.	.	Morenci
Campbell, Lois E.	.	.	Hillsdale
Champlin, Cora G.	.	.	Jonesville
Chase, Lulu B.	.	.	Bay City
Chase, Martha I.	.	.	Chicago
Clark, Arthur Pierson	.	.	Dearborn
Chapin, Mary C.	.	.	Ypsilanti
Cady, Mabel Pearl	.	.	Napoleon
Cavanaugh, Alphonso W.	.	.	London
Clarkson, Margaret L.	.	.	Tecumseh
Creech, Mary E.	.	.	Ypsilanti
Cross, Genevieve	.	.	"
Covert, Inez F.	.	.	Bay City
Coates, Elizabeth	.	.	Flint
Cook, Florence	.	.	Clarendon
Cooper, Cora B.	.	.	White Pigeon
Culver, Ida A.	.	.	Brooklyn
Churchill, Fred M.	.	.	Almont
Cummings, Edna D.	.	.	Coldwater
Culbertson, Stella E.	.	.	Centreville
Day, Allie	.	.	Quincy
Davis, Bertha E.	.	.	Homer
Davis, Mary M.	.	.	Milford
DeFeyter, Carrie C.	.	.	Holland
Delaforce, Allie E.	.	.	Milan
Deal, Lillian	.	.	Owosso
Defendorf, Neva Gertrude	.	.	Fowlerville
Dicus, Alice Italy	.	.	Ypsilanti
Doerr, Emery	.	.	Coldwater
Dodds, Alice M.	.	.	North Branch
Doane, Anna L.	.	.	Dexter
Dunnigan, Agnes	.	.	Williamston
Dunn, Ethelyn	.	.	Traverse City

Eastwood, Florence A.	.	.	Escanaba
Edwards, Mabel E.	.	.	Lake Linden
Engle, Emma J.	.	.	Colon
Ellis, Mamie E.	.	.	Lansing
Elliott, Ina Chloe	.	.	Ypsilanti
Eddy, Pearle	.	.	Owosso
Faling, Lulu R.	.	.	Kalamazoo
Flaherty, Mattie J.	.	.	Eaton Rapids
Fleming, Joseph E.	.	.	Ypsilanti
Ferguson, Bae	.	.	Big Rapids
Freeman, Emma E.	.	.	Inkster
Friis, Lena L.	.	.	Saline
Fritz, Minnie M.	.	.	Grand Haven
Fisher, Lovisa A.	.	.	Tipton
Follmer, Laura M.	.	.	Schoolcraft
Frost, Andrew J	.	.	Armada
Galloway, Kalista	.	.	Adrian
Gano, Harriet E.	.	.	Benton Harbor
Gates, Alma A.	.	.	Galesburg
Gilson, Christine A.	.	.	Owosso
Gilbert, Grace V.	.	.	Howell
Grosvenor, Lou G.	.	.	Mt. Clemens
Goldsworthy, Josie	.	.	Hancock
Godfrey, Melanie C.	.	.	Ypsilanti
Hampton, Gertrude L.	.	.	Ovid
Haskins, Carrie A.	.	.	Bronson
Harris, John B.	.	.	Stony Creek
Harris, William	.	.	Traverse City
Hanford, Mary B.	.	.	Plymouth
Harris, Mary L.	.	.	Pontiac
Hansen, Sigrid A.	.	.	Hancock
Haggart, Laura J.	.	.	Clinton

Hathaway, Blanche L.	Jackson
Hesse, Nina M.	Napoleon
Hinsliff, Minnie J.	Calumet
Howard, Bertha M.	Plainwell
Holmes, John T.	Hudson
Hoppe, Nerissa	Chelsea
Hutchins, Lou R.	Casnovia
Hyde, Martha	Findlay
Irwin, Edith C.	Saugatuck
Joy, Lydia O.	Nankin
Johnson, Thomas F.	Columbus, Ohio
Juttner, Marian F.	Menominee
Knapp, Cora L.	Thomas
Kelley, Deane W.	Ewart
Kelley, Margaret J.	Detroit
Krenerick, H. Clyde	Albion
Kellgren, Nellie W.	Ishpeming
Kellgren, Jennie C.	"
Kennedy, Mary Josephine	Hancock
Kimball, Wm. Daniel	Ypsilanti
Kinnicutt, Grace	"
King, Sarah Edith	Howard City
Klotz, Jay B.	Constantine
Lancaster, Rachel	Northville
Lander, Bessie	Opechee
Lawler, Tim A.	Williamston
Lawrence Harriet K.	Ypsilanti
Lister, Wm, Sherman	Rome
Loupee, Sherman L.	Ypsilanti
Mc Cartney, Cloe R.	Charlevoix
Mc Mahon, Bridget	Hancock

Mac Rae, Isabell	.	.	Central Mine
Mc Ginnis, Daisy J.	.	.	Calumet
Mc Guinnis, Margaret L.	.	.	Dexter
Mc Cullough, Cyrus L.	.	.	Duplain
Marvin, Metta	.	.	Hartland
Magauran, Josie	.	.	Merrill
Mason, John F.	.	.	Nashville
Marble, Allie E.	.	.	Webberville
Maegle, Wilhelmina	.	.	Ypsilanti
Martin, E. Jay	.	.	Ypsilanti
Metras, Louis H.	.	.	"
Miller, Laura L.	.	.	Hillsdale
Mills, Mabel L.	.	.	Leoni
Mitchell, Ida	.	.	Ypsilanti
Miller, Lana Stella	.	.	Chelsea
Mines, Grace E.	.	.	Nunica
Moore, Florence Lenore	.	.	Richmond
Moses, Vanchie P.	.	.	Coldwater
Newcombe, Jennie	.	.	Negaunee
Newton, Bertha L.	.	.	North Adams
Nichols, Lizzie G.	.	.	Bronson
Parke, Cleantha	.	.	Pontiac
Pascoe, Clara	.	.	Republic
Parker, Ivis S.	.	.	Ithaca
Parham, Effie M.	.	.	Bronson
Pepper, Margaret	.	.	Holly
Perkins, Emma	.	.	Norway
Phillips, Ethel L.	.	.	Brighton
Pierce, Harriet L.	.	.	Sand Beach
Priest, Irma	.	.	Evart
Powers, Cecile	.	.	Ypsilanti

Rapplee, Mollie S.	Ypsilanti
Ray, Emma L.	"
Reed, Jessie M.	"
Redlin, Marie	Deerfield
Riopelle, Nellie	Champion
Riggs, Walter D.	Ypsilanti
Rockwell, Ethel	Kalamazoo
Roper, Gertrude L.	Albion
Roberts, Mabel V.	Flint
Robinson, Margaret B.	Salem
Roosa, Agnes	Marshall
Rorabeck, Linna	Eaton Rapids
Rorabeck, Euna L.	"
Rohn, Emma A.	Brighton
Root, Florence E.	Owosso
Rose, Bessie D.	Galien
Russell, Minnie	Tecumseh
Shaw, Edith E.	Ypsilanti
Sanford, Mary E.	York
Shafer, Lenna P.	Mason
Stewart, Manson A.	Hadley
Selleck, Judson F.	Ypsilanti
Spencer, Katherine E.	Cadillac
Stewart, Clara B.	Pontiac
Sheldon, Alice M.	Kalamazoo
Sweet, Lillian M.	Owosso
Steinbach, Charlotte A.	Chelsea
Seagraves, John F.	Eaton Rapids
Stitt, Albert C.	Ypsilanti
Smith, Winifred	Niles
Smith, Jeannette E.	Traverse City
Smith, Mildred S.	Ypsilanti

Sturgis, Margaret G.	.	.	Chicago
Shupe, Katharon M.	.	.	Albion
Snyder, Morris K.	.	.	Hillsdale
Thayer, Marion A.	.	.	Farmington
Thayer, Herbert B.	.	.	"
Thomas, Lillian I.	.	.	Grand Rapids
Thompson, Iva L.	.	.	Lester
Turner, Lottie M.	.	.	Cassopolis
Van Zanten, Jacoba	.	.	Grand Haven
Van Orden, Agnes	.	.	Houghton
Vyn, Clara	.	.	Grand Haven
Walker, Maude	.	.	Ypsilanti
Wallace, Lucile A.	.	.	Marquette
Waterbury, Charles B.	.	.	Quincy
Weippert, Minnie	.	.	Munith
Weaver, Theodore	.	.	Burnside
Westgren, Amy	.	.	Ishpeming
Wilkinson, Charlotte J.	.	.	Corning, N. Y.
Whitcomb, Lemley P.	.	.	Ypsilanti
Wilson, Laura N.	.	.	Shelby
Wright, Blanche	.	.	Elk Rapids
Wilcox, Hattie M.	.	.	Bad Axe
Worts, Edith C.	.	.	Ypsilanti
Woodruff, Jay A.	.	.	Owosso

DEGREE B. Pd.

George, Grace Annette	.	.	Ypsilanti
George, Harriet Louise Ph. B.	.	.	"
Gorton, Frederick R.	.	.	"
Jackson, Lambert L.	.	.	"

McCutcheon, Herbert	.	.	Midland
Müller, John F. C.	.	.	Wayne
Tripp, Frances Ethel	.	.	Commerce

DEGREE OF M. Pd.

Brooks, Stratton D., A. B. B. Pd.	.	.	La Salle, Ill.
Wilson, Eugene A.,	.	.	Benton Harbor

FIVE YEAR CERTIFICATE.

Alderman, Ida Mae	.	.	Milan
Boulger, Martha L.	.	.	Sault Ste. Marie
Bennett, M. Antoinette	.	.	Eloise
Briggs, Margaret E.	.	.	Palatte
Burhans, Levi A.	.	.	Portland
Crook, Ernest E.	.	.	South Rockwell
Crawford, Florence	.	.	Milford
Cowan, Edith L.	.	.	Grattan
Doud, Maud N.	.	.	Ypsilanti
Dunham, Mary A.	.	.	Petersburg
Dunstall, Agatha	.	.	Maple Rapids
DuBois, Ella L.	.	.	Shepherd
Fairchild, Hattie M.	.	.	Frankfort
Fisher, Lillian	.	.	Caseville
Hutchins, Abbie A.	.	.	Casnovia
Harter, Nellie A.	.	.	Reed City
Jones, Mary E.	.	.	Detroit
Junker, Anna	.	.	Houghton

Kelly, Margaret A.	.	.	St. Johns
LaMunion, Minnie Maude	.	.	Webberville
Lent, Mary L.	.	.	Cadillac
Lyon, Alma	.	.	Dexter
Malcolm, Harriet J.	.	.	Commerce
Malcolm, Frank J.	.	.	"
McDonald, Ora	.	.	Benton Harbor
McDonald, Kate M.	.	.	Lake Linden
Moseley, Nellie A.	.	.	Ann Arbor
Mann, Jessie E.	.	.	Concord
Nesbitt, H. Beatrice	.	.	Schoolcraft
Newfang, Myrtle M.	.	.	Reading
Palmer, Darwin H.	.	.	Lawton
Reeve, Cora A.	.	.	Dexter
Ryder, Georgia	.	.	Kalamazoo
Root, Mabel	.	.	Geer
Riopelle, Mertie M.	.	.	Delray
Ross, Charles Robert	.	.	Worden
Salliotte, Gertrude E.	.	.	Ecorse
Salisbury, Maude	.	.	Ann Arbor

Statistics 1899-1900.

Enrollment for the year in Normal College, men,	296
Enrollment for the year in Normal College, women,	1,125
Total enrollment in residence,	1,421
Number entering this year,	590
Number received on diploma,	389
Number received on examination,	92
Number of candidates for the degree B. Pd. in residence,	4
Number of post graduates,	52
Number of college graduates,	3
Number of preparatory students,	78
Number of Conservatory students,	151
Number of Conservatory students also in Normal classes,	48
Number of counties sending students,	67
Number of counties not represented,	18
Number of students attending on appointments,	118
Number who have taught,	522
Average time in months of teaching,	29.3
Number present summer quarter,	444
Number present three quarters,	892
Number present second quarter only,	67
Number present third quarter only,	11
Number present fourth quarter only,	24
Number enrolled in the training school:—	
Kindergarten	53
First Grade,	38
Second Grade,	36
Third Grade,	30

Fourth Grade,	.	.	.	.	.	42
Fifth Grade,	.	.	.	.	.	41
Sixth Grade,	.	.	.	.	.	31
Seventh Grade,	.	.	.	.	.	36
Eight Grade,	.	.	.	.	.	9

List of Approved High Schools,

With Date of Expiration of Approval.

Adrian, 1900	Cheboygan, 1900
Albion, 1900	Chelsea, 1901
Alma, 1901	Clinton, 1900
Ann Arbor, 1899	Coldwater, 1902
Armada, 1902	Constantine, 1901
Bad Axe, 1900	Corunna, 1902
Bangor, 1901	Detroit Central High School, 1901
Battle Creek, 1901	Detroit West Side High School, 1901
Bay City, 1901	Detroit East Side High School, 1902
Beacon, 1900	Detroit Home and Day School, 1902
Belding, 1900	Dexter, 1902
Benton Harbor { High School, 1901	Dowagiac, 1902
{ Collegiate Insti- tute, 1901	Dundee, 1902
Bessemer, 1899	East Tawas, 1900
Big Rapids { High School, 1902	Eaton Rapids, 1900
{ Ferris Institute, 1902	
Birmingham, 1902	Elk Rapids, 1900
Buchanan, 1902	Escanaba, 1900
Burr Oak, 1899	Ewart, 1901
Cadillac, 1900	Frankfort, 1899
Calumet, 1900	Fenton, 1902
Caro, 1901	Flint, 1900
Cass City, 1899	Gladstone, 1900
Cassopolis, 1901	Grand Haven, 1901
Charlotte, 1901	Grand Rapids, 1901
Champion, 1899	Grass Lake, 1901
Centerville, 1901	Greenville, 1902

Homer, 1901	Menominee, 1900
Holly, 1901	Mendon, 1900
Holland, 1902	Michigamme, 1900
Hillsdale, 1902	Midland, 1900
Hastings, 1899	Milan, 1900
Harbor Beach, 1900	Monroe { High School, 1900
Hart, 1902	{ St. Mary's Academy, 1902
Hancock, 1899	Mt. Clemens, 1902
Houghton, 1900	Mt. Pleasant, 1900
Howard City, 1900	Nashville, 1902
Howell, 1901	Negaunee, 1900
Hudson, West Side, 1901	Niles, 1900
Ithaca, 1899	Northville, 1900
Ionia, 1901	Norway, 1900
Iron Mountain, 1900	Oscoda, 1900
Ironwood, 1899	Otsego, 1901
Ishpeming, 1900	Ovid, 1902
Jackson, 1901	Owosso, 1901
Jonesville, 1900	Oxford, 1900
Kalamazoo, 1900	Paw Paw, 1902
Lake Linden, 1900	Plainwell, 1902
Lansing, 1900	Pentwater, 1902
Lapeer, 1900	Petoskey, 1900
Lawrence, 1900	Pinckney, 1900
Lowell, 1899	Pontiac, 1902
Ludington, 1900	Portland, 1900
Manchester, 1902	Reed City, 1901
Manistee, 1900	Republic, 1899
Manistique, 1900	Romeo, 1900
Marshall, 1902	Saginaw West Side High School
Marcellus, 1901	1901
Marine City, 1900	Saginaw East Side High School
Mason, 1901	1901

Saline, 1900	Tecumseh, 1902
Sault Ste. Marie, 1900	Three Rivers, 1902
Shelby, 1902	Union City, 1902
Schoolcraft, 1902	Vassar, 1900
South Haven, 1902	Vicksburg, 1902
Sturgis, 1900	Wayne, 1902
St. Clair, 1900	Whitehall, 1901
St. John, 1902	White Pigeon, 1901
St. Joseph, 1901	Williamston, 1900
St. Louis, 1901	Wyandotte, 1902
Traverse City, 1900	Ypsilanti, 1901

Sturgis, 1900

1900

St. Clair, 1900

1900

St. Clair, 1900

St. Clair, 1900

St. Clair, 1900

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