Interested Educators Gather at the N. E. A. Department Meetings

A DOZEN DEP'TS AT WORK

A Busy Afternoon Spent by N. E. A. Delegates in the Smaller Gatherings—Deaf Children From Chicago Give a Wonderful Exhibition Before the Department of Special Education.

This was another busy day for the various departments of the N. E. A. General interest naturally centered in the big, general session at the exposition building in the morning, but the real, special value of the week is being found by the educators in the department meetings. Here information along particular lines is disseminated by experts and discussions lead to a most helpful comparison of methods. This afternoon an even dozen departments met. One of the most interesting of to-day's department affairs was the exhibition of the department of special education at the Hennepin Avenue M. E. church. A full account of this program will be found below.

SHORN OF ONE SENSE

Chicago Children Show What They Can Do Without Hearing.

An interesting exhibition of the work done by c hildren of the Chicago day schools for the deaf was given this morning in the parlors of Hennepin M. E. church under the direction of Miss Mary McCowen, supervising principal. Four classes were present, va rying in age from the kindergarten children to those of the upper intermediate grade. No sign language is used, but writing and drawing are helpful aids in explaining difficult words.

The kindergarten children proved of special interest to the spectator because they were acquiring their first ideas of language of any kind. Pictures of objects and objects themselves were used in leading the little people to try to speak their knowledge of familiar articles. All seemed eager to talk and would try again and again to imitate the vocal movements produced by the teachers. The articulation of certain letters seemed very difficult. "H" and "R" were stumbling blocks to the little people, but their efforts were so persistent that they produced intelligible words. At times all talek dat once, but no one could be confused by the noise of the other and the teachers seemed wonderfully expert in hearing all voices at once and pickiug out a mispronunciation her and there.

The kindergarten games were especially enjoyed and amusing imitative gambols gave the little people great delight. A particularly wonderful thing to the spectators was the ease with which the children kept time in marching. The teachers started them in time with the music and so accurate was their counting that the children kept in time. Now and then a child was led to the piano to see and feel just how the piano said one, two,—one, two, three, after which he could more readily keep th e time.

In the intermediate rooms writing, spelling and numeral work were practiced. All instructions were given verbally and by close watching the entire class would grasp the teacher's meaning readily. All wrote well and were quick to notice each other's mistakes in spelling. No answer was allowed to pass until the reply had been clearly enunciated.

The more advanced pupils, a class of bright boys, had a lesson in natural history from a case of silk worms and cocoons. They were greatly interested in the cocoons and readily understood the fact that the worm wrapped itself in a covering, but just how it spun the threads of silk seemed puzzling, as it does to older he ads. Geography seemed of absorbing interest and the har d names were well mastered.

Speech the Great Thing.

The children when in Chicago are kept in boarding schools and make good progress when compared with their hearing brothers. First, last and all the time, they are taught to talk and many of the voices have so few peculiarities that it seems incredible the children do not learn their accent and modulation by ear. A clever kindergarten teacher is entirely deaf but talks readily with the children and has a charming voice.

Miss McCowen said that the beginners were like new comers in any school. They could not at first be made to understand what they were there for. "Sometimes we have a boy come to us who can and will do no thing but turn somersaults, but he soon learns by imitation. Often a child will sit with bent head for a week or more too shy or frightened to notice what goes on about him, but as a rule the children who know how to do anything are very eager to do it, and others learn to try.

Great pains is taken in writing and spelling, as it is upon these accomplishments that the children must often depend to make themselves understood by strangers. The pupils accepted in the Chicago schools very from those absolutely deaf to those who have a little hearing and those who have once had speech but have lost hearing, or hearing and the memory of speech through disease. Through the constant mental development afforded the children they grow up without the look peculiar to many deaf persons who have been long shut out from sound and speech. Those congenitally deaf have more of this waiting and listening look than do those who have ever experienced hearing or speech.

The Opening Session.

The first session of the department of special education was held yesterday afternoon in Hennepin Avenue Methodist church. Dr. Alexander Graham Bell presided over the meeting, which was first addressed by Dr. C. M. Jordan, who extended a welcome to the special teachers and told them of the interest felt in this state in their work and the pride the citizens take in their successful state institutions.

Dr. Bell then introduced W. T. Harris, United States commissioner of education, who spoke of the help which the special teachers should be able to give general educational workers who have many pupils to deal with less defective than those in special schools but still needing unusual care.

Dr. Bell, president of the association, then told of the difficulties which institutional teachers have experienced in becoming affiliated with the general teachers' associations and the great benefit the workers may derive from hearing educators of national reputation and skill He also spoke of the large number of pupils in public schools who are partially defective in sight, hearing or mental capacity, and whose needs should be specially cared for.

Mr. Harris of Boston told of the effort Boston is making for these children by establishing special schools and the success attending the work.

Minnesota Superintendents Report.

F. W. Booth, Philadelphia, spoke of "Lessons to be Learned by the General Teacher from Teaching the Deaf," after which reports of special educational work in Minnesota were most interestingly given. President Tait of the Faribault school for the deaf explained the work of his students, the great industrial progress made and the mental and social training given.

Benjamin C. Chappel spoke at length upon the work and play of pupils in the school for the blind, referring especially to the comfort and inspiration given to those who become blind after having once possessed sight.

Dr. Rogers told of the work for the feeble minded of the state under the three departments, training, custodial and epileptic. As the feeble-minded can never be trained to be wholly self-reliant the pupils of the school can never be permanently dismissed so that the number of applicants for admission always exceeds the capacity of the school. The pupils work well under training and fine examples of sewing, lace work, carving and brush-making were shown.

A small class of deaf children from the Chicago day schools for the deaf gave a pretty exhibition of their abilities to talk, sing and dance. The paper by Dr. J. C. Gordon, superintendent of the Illinois institute for the deaf, was postponed until the second session.

NORMAL SCHOOL DEFECTS

Shortcomings of Institutions of To-day Are Pointed Out.

Defects in normal schools were discussed at this afternoon's meeting of the department of normal schools. H. H. Seerley, president of the state normal school of Cedar Falls, Iowa, outlined the following as the defects that are most criticized by the public.

Normal schools make too little of scholarship. The courses often narrow the career and limit the efficiency of the student.

Normal schools make too little of the practical and too much of theory and doctrine.

They are usually conducted on too small a scale and are meagerly equipped and cheaply maintained.

They are conducted on the one-man idea instead of the faculty idea.

They exaggerate the training school results beyond the possibility of accomplishment.

Levi Seeley, professor of pedagogy in the state normal school of Trenton, N. J., called attention to the lack of scholarship in normal graduates. He criticized also the lack of close relationship between the normal school and its clientage, and the lack of specific aim.

SCHOOLS WERE PLENTY

Dr. Perrin Tells of Education in New England Colonies.

Visitors at this afternoon's session of the department of secondary education were entertained by a scholarly and instructive paper upon "Education in New England During the Seventeenth and Eighteenth Centuries." The topic was handled by Dr. John W. Perrin of Western Reserve university, Cleveland, Ohio. Dr. Perrin said in part:

The Puritans of New England belonged to that middle class in the home country that has made England what it is to-day. They were not ignorant men; on the contrary, many of the earliest settlers had been trained in the universities of England. They were men of lofty character and of a high order of intelligence. They were pre-eminently religious and had an abiding faith in the Calvanistic doctrines they had espoused. They gave up home, kindred and native land to come to a region uninhabited save by savages. Even here, amidst physical dangers, they regarded ignorance as their worst enemy. Accordingly, as early as July 20, 1629, a school was established. In 1635 Boston took a more advanced step and made provision for a public school. By 1647 a school system had been created that required the establishment of schools in all towns and the attendance of the children upon them.

Before the union with Massachusetts Colony, in 1691, very little had been done by Plymouth Colony. Schools were not wholly wanting, however. After the union the Massachusetts system applied to the province.

The laws of Connecticut during these centuries were much like those of Massachusetts. Schools were required in all towns and attendance was made obligatory. In Rhode Island little was done in the way of establishing schools for the people. Here the idea prevailed, as it always has in England until very recently, that public elementary schools are charitable institutions. The same idea prevailed in the south, and to some extent in Pennsylvania.

Of the other New England states little need be said. From 1641 till 1693, New Hampshire was a part of Massachusetts. After its separation its laws, in spirit, were the same as those of Massachusetts. Vermont was not permanently settled until 1724. Prior to the Revolution no attempt was made to establish a school system.

A conference in history was conducted by Superintendent Charles R. Frazier of Little Falls, and one in English by Professor Thomas C. Trueblood of the University of Michigan. A principals' conference was conducted by W. J. S. Bryan, principal of the high schools of St. Louis. The topic was school athletics.

SHOULD CO-OPERATE

Manual Training and Art Complementary of Each Other.

At the joint meeting of the art and manual training department this afternoon, Harold Peyser of New York urged the importance of practical co-operation between art and manual training instruction. He said in part:

Manual training should result in the foundation of good taste which will mean the gradual elimination of the ugliness found in so many homes. It will force our manufacturers to turn out products which are not only useful but beautiful. It does not matter a great deal which form of manual training we use. The same principles apply in all.

We want to make something for a given purpose. We ask what is the best material to use, what should be the general shape of object for given purposes? Then we work out good proportions and form with sounud mechanical construction.

Now we consider what are the beauties of the material we are using, such as plasticity in clay, texture in woven material or grain in wood. The next thing is decoration, conditioned by the form and material; it should be simple, broad and conventional. Our design must be worked out of the given space, not into it.

Ernest E. Fenellosa, the authority upon Japanese art, discussed the possibilities of are education in relation to manual training. The discussion was led by W. H. Hatch, superintendent of schools in Oak Park, Ill., and E. E. Kingsley, superintendent of schools in Evanston, Ill.

MUSIC IN THE SCHOOLS

Proper Function of This Branch of Education Discussed.

High school and primary grade music were considered at this afternoon's session of the department of music. Miss Frances Elliott Clarke, superintendent of music in the schools of Ottumwa, Iowa, read a paper upon the former topic, and a general discussion followed. B. C. Welgarnood of Tiffin, Ohio, was among the speakers. Thomas Tapper of Boston spoke upon the essentials of primary grade music, and the discussion which followed was opened by P. C. Hayden of Des Moines, Iowa, editor of the school music monthly.

A round table discussion and the reports of committees closed the session.

VALUE OF AGRICULTURE

Educators Say It Should Be Studied in Public Schools.

Two topics were treated this afternoon in the department of elementary education. Joseph Carter, superintendent of schools in Champaign, Ill., urged the practical value of teaching agriculture in the public schools. The discussion was led by Jesse D. Burks, assistant in the department of elementary education in the teachers' college of New York city. Mr. Burks dwelt upon the improved methods of agriculture and the broadened intellectual interests of farmers that would be the result of such teaching. He questioned the possibility of extended technical training in agricultural methods in the public schools, but held that agriculture as the largest single industry was one of the most powerful factors in determining human relations and shaping social situations. As such it deserved a place in the public school curriculum.

Miss Corinne Marcellus related some incidents of successful gardening in the Chicago schools.

Miss May H. Prentice of the Cleveland city normal school of Ohio, discussed the use and limits of myth and history in the elementary schools. She admitted the value of history in teaching the child accuracy and reverence for truth. She held, however, that myth deserved a high place in the elementary school. The realm of the myth, she said, was that of free poetic fancy and imagination, and effective in broadening and developing the powers of the child.

Miss Stella L. Wood, superintendent of the kindergarten normal school of Minneapolis, led the discussion upon Miss Prentice's paper.

SUPERINTENDENTS CONFER

Round Table Conference Is Held This Afternoon.

Mrs. Helen L. Grenfell, state superintendent of public instruction in Colorado, led the round table conference of state and county superintendents, which was the feature of this afternoon's meeting of the department of superintendence. Z. X. Snyder, president of the state normal school of Greeley, Col., discussed the value of nature study in the public schools. He was followed by L. D. Bonebrake, state superintendent of public instruction in Ohio, who spoke upon the same topic.

Richard C. Barrett, state superintendent of Iowa, discussed state reciprocity in licensing teachers. Nathan C. Schaeffer, state superintendent of Pennsylvania, spoke upon the introduction of manual training into the rural schools. Charles R. Skinner, state superintendent of New York, treated the subject of the best means for providing for school maintenace. Frank Nelson, state superintennance. Frank Nelson, state superintention of the question, "Should the State Teachers' Reading Circle Work Be Made Compulsory?"

OPEN CONFERENCE

Educators Discuss Methods of Commercial Education.

An open conference meeting of the committee of nine of the department of business education was held this afternoon. Its purpose was to enable the committee to obtain the suggestions and advice of college professors, superintendents and principals of schools, members of school boards, and others interested in the work of education, on questions concerning the work of the committee in preparing a monograph on commercial education. This monograph is designed to formulate an efficient code of procedure for the conduct of such education in American public schools. A number of educators were present at the conference, and many valuable hints were received by the committee.

PHYSICAL TRAINING

Should It Have a Place in the School Curriculum?

At this afternoon's session of the department of physical education, the need of physical education and training in the public schools was discussed. Dr. Henry Hartung of the Chicago board of education, outlined the requirements for physical education in the public schools, and gave a brief general discussion of the proper methods to be employed. Miss Cora McCallum Smith, director of physical education in the state university of Kansas, dwelt upon the necessity of physical training for public school students.

The round table discussion of these topics was led by Miss Jean L. Gowdy, principal of the Washington school of Minneapolis. Henry Suder, director of physical training in the Chicago public schools, Miss Grace Bee Whitridge of St. Paul and Miss Mabel L. Pray of Toledo, took part in the discussion.

WIDE RANGE OF TOPICS

Interesting Discussions in Indian Department.

A wide range of topics was covered this afternoon in the department of Indian education. A. J. Standing of the Carlisle school, spoke in regard to the best methods of effecting transfers of pupils. Thomas W. Potter, superintendent of the Salem Indian school, of Salem, Ore., discussed the extent to which the rules and regulations were read and followed by superintendents and agents.

Dr. J. G. Bullock of Cherokee, N. C., outlined the history of tuberculosis among the Indian tribes, and discussed methods by which it might be brought under control, and further infection prevented so far as possible. Dr. Cyrus R. Dixon, assistant superintendent of Haskell institute, Kansas, treated the question of ventilation, and James J. Duncan, inspector at Pine Ridge, S. D., urged the value of day schools. Claude C. Covey dwelt upon the necessity for books especially adapted to Indian children. Addresses were also given by N. C. Dougherty, superintendent of schools in Peoria, Ill.; A. D. Wright of Washington, D. C., supervisor of Indian schools, and Edwin L. Chalcraft, supervisor of Indian schools.

FUNCTION OF THE LIBRARY

Its Relation to the Public Schools Is Considered.

The library in its relation to the public schools was discussed this afternoon at the session of the library department in the reading room of the university library. W. A. Millis, superintendent of schools in Crawfordsville, Ind., in a scholarly address, treated of the library as an educator. Anderson H. Hopkins, of the John Crerar library of Chicago, delivered the greetings of the American Library association to the department. Miss Emma Fordyce, teacher of physics and chemistry in the high school of Cedar Rapids, Iowa, outlined the proper relation of the library to the school.

ADMINISTRATION OF SCHOOLS

Executive Branch of Education Is Discussed.

The department of school administration met this afternoon in the new city hall building. Israel H. Peres, of Memphis, Tenn., president of the department, delivered an address outlining the general work of the department. John B. Stoll, president of the school board of South Bend, Ind., spoke in regard to women as members of school boards. Miss Anna Doerfler, principal of the eighth district school of Milwaukee, Wis., mentioned a few of the characteristics that make up the ideal teacher. J. W. Olsen, state superintendent of public instruction in Minnesota, spoke upon the progress of centralization in the rural schools.

Unity Outing Club Association To Lake City, July 13th, 1902.

Only one dollar ($1.00) for the round trip via Chicago Great Western Railway and the steamer J. J. Hill and barge. Train leaves St. Paul 8:30 a. m. Boat leaves Red Wing 11:00 a. m. Returning, boat leaves Lake City 5.00 p. m. Minnesota National Guard is encamped at Lake City. For further information apply to J. N. Storr, City Ticket Agent, Cor. 5th and Robert Sts., St. Paul, Minn.

Great Northern Railway Popular Excursions.

Seattle, Tacoma, Everett, Victoria, Vancouver, Portland and return only $45.

Helena, Butte, Great Falls, Spokane and return only $40.

Isle Royale and return, $11.30, includes meals and berth (Steamship "Iroquois") July 11.

Cheap special excursions to most points in Northwest. See Great Northern Railway Agent for details, dates of sale, etc., or F. I. Whitney, Gen. Pass. Agent, St. Paul.

Some N. E. A. Department Officers

WILLIAM GEORGE BRUCE, Editor American School Board Journal, Milwaukee, and Secretary Department of School Administration.

J. REMSEN BISHOP, Cincinnati, President Department of Secondary Education.

H. E. KRATZ, Sioux City, Iowa, President Department of Child Study.

INTERESTING FOLK ATTENDING THE N. E. A.

A COLORADO EDUCATOR

Z. X. Snyder, president of the state normal school at Greeley, Col., is a democrat who favors expansion and high tariff. There are some of these left who are still waiting for the party of many lives to "get out of the dumps" and mark time at least to the music of progress. Mr. Snyder is an old time Randall democrat from Western Pennsylvania. He is one of the big men in education in the Rocky mountain west. He says that Teller will be returned to the senate next winter.

"Beet sugar is a growing industry in Colorado," said Mr. Snyder, "and our people indorse the antagonistic attitude of the Colorado delegation toward the Cuban reciprocity bill.

"Senator Teller's services to the state are appreciated. I believe the western states are learning the lesson of keeping good men in congress as a protection and benefit to local interests. Colorado could not improve on Teller in the senate, taking his acquaintance with affairs in Washington into consideration."

Mr. Snyder is one of the pioneers of the art, industrial and manual training features of public school work. He was the first to introduce the work in normal school courses and has followed its development with interest in all parts of the United States. After critically examining the exhibit of the Minneapolis high schools in the East Side high, he said:

"This exhibit made by the Minneapolis schools is the finest school exhibit I have ever seen in the United States. This is a feature of public school work which will develop rapidly, and Minneapolis people should be proud of the fact that their schools are in the very front rank."

SENATOR STOUT'S LIBRARY WORK

Among those who will attend the meetings of the library section of the N. E. A. and the annual meeting of the Minnesota Library association Friday and Saturday mornings, are Secretary Hutchins of the Wisconsin library committee, James H. Stout of Menominee, state senator and a member of the commission. Senator Stout is a lumberman of large wealth, which he uses with great liberality in the cause of libraries, manual training, good roads and other forms of practical philanthropy. He is the father of the traveling library system of Wisconsin, which is one of the most successful in existence, and was established wholly by private beneficence, but is administered by the state commission. Senator Stout established a complete system for his own county. He has also given to the town of Menomonie the state manual training school and the school of physical training. These, with the Mabel Tainter Memorial library, are known to educators all over the country, and an excursion to Menominie to visit these institutions is being arranged at the Wisconsin headquarters at the West. This is done on account of the large number of inquiries received from all parts of the country.

THE AUTHOR OF SILAS COBB

D. P. Stephens of Fremont, Neb., author of "Silas Cobb," and editor of the County Superintendents' Monthly, is very enthusiastic about the facilities of Minneapolis and the treatment received from the local educators. Mr. Stephens has attended every convention for the past ten years, and says that Minneapolis ranks first as a convention city.

CHICAGO TAX FIGHTERS HERE

Miss Margaret A. Haley and Miss Catherine Goggin, both of the Chicago federation of teachers, came in from that city this morning. They were warmly congratulated by friends and members of the federation for their efficient work in securing an injunction from the court stopping the Chicago board of education from disposing of any of the money recovered in the taxation fight.

THEY ARE "PREXIES" NOW

Minneapolis has given two prominent university presidents from among its citizens in recent years. Both of these men, Dr. George E. MacLean, president of the University of Iowa, and Dr. Charles F. Thwing, president of Western Reserve university, are attending the N. E. A. Dr. MacLean is to remain but a short time, having come to the convention in part to renew old friendships and in part to hold up the hands of President Beardshear. He is at the Nicollet. He is rejoicing in the appropriation of $700,000 to be expended in buildings for the university in the next five years, and an assurance of the doubling of the maintenance fund. One of the great steps in advance in Iowa educational work he considers the unification of educational force now going on; there are fifteen standard colleges in the state, and these have united in a plan for accrediting secondary schools in common. Not only has the university fared well at the hands of the people, but industrial education is favored and liberally dealt with.

Dr. Thwing is at the West hotel.

MISS BRONSON'S SPECIALTY

Miss Minnie Bronson, who is a frequent visitor at New York headquarters, and one of the most keenly attentive members at many of the meetings, has recently received her appointment as superintendent of elementary and secondary education at the Louisiana Purchase exposition in St. Louis. Minnesota is entitled to claim Miss Bronson strongly, for it was from this state that she was first appointed to exposition work, in which she has become an expert. For ten years she taught mathematics in the St. Paul high school, but at the opening of 1899 she entered upon her duties as first assistant to Director Howard J. Rogers, in the department of education and social economy of the United States commission at the Paris exposition.

In the year required for the preparation of the educational exhibit, no small part of Miss Bronson's work was the editing of a series of nineteen monographs on "Education in the United States." These were prepared under the direction of Dr. Nicholas Murray Butler by the ablest educators of the United States, and exhibit every part of the national system of education. After the completion of her work in Paris, Miss Bronson was appointed to arrange for the transfer of the exhibition of the department of social economy to Buffalo for the Pan-American, and became assistant superintendent of the department of liberal arts, with special charge of the educational exhibition.

Miss Bronson is talking to teachers from all parts of the country about her plans for the St. Louis exposition, noting suggestions and absorbing ideas. Her approval of the Minneapolis school exhibition is as cordial as that of any of its admirers, but she expressed her keen regret at seeing that industrial work was carried no farther than the fourth grade.

A Group of N. E. A. Department Secretaries

EDWARD M. LEHNERTS, Winona, Minn., Secretary Department Science Instruction.

J. N. WILKINSON, Emporia, Kan., Secretary Department of Superintendence.

MARY C. MAY, Salt Lake City, Secretary Kindergarten Department.

J. H. TRYBOM, Detroit, Mich., Secretary Department of Manual Training.

Open at 8:30 A. M. **POWERS MERCANTILE CO.** Formerly S. E. OLSON CO. Close at 5:30 P. M.

FRIDAY SPECIALS

49c yd. Peau de Soie, Satin and Twilled Foulards, all pure silk, more than 50 choice patterns and colors, that are worth $1.00 a yard.

$1.50 choice of all our High-grade Outing Hats, that have sold as high as $6.50 each. (Millinery Dept., Second Floor.)

5c each, 4-ply Linen Collars, about 400 dozen, worth 15 cents. (Men's Furnishings.)

1c each, Unframed Pictures, size of mount 10x12 inches, about 10 different subjects, such as The Shepherdess, Water Scene, Madonna of the Streets, Song of the Lark, etc. (Basement.)

10c yard for 15c and 12½c Denims, 12½c Silkolines, figured or plain; 12½c Gold Draperies, 14c Fish Nets and Scrims; large variety of each to select from. (Third Floor, Left.)

69c for $1.25 House Wrappers. About 100 dozen, made of the best 12½c percales, with deep flounce 4 yards wide; waists trimmed with braid. The greatest Wrapper value we have ever offered. You'll find these in the Nicollet Ave. Arcade.

6c each, Women's Summer Vests, white Jersey ribbed, low neck, sleeveless, with drawing tapes.

3½c yd. Cream Domet Flannel, soft finished goods; regular 5c grade.

5c for 6 pairs Tubular Shoe Laces, 6-4 length for women, 4-4 length for men; always sold at 10c. (Notion Dept.)

10c can, Tomatoes, Peaches, Pears, 3-lb. cans, solid pack, and several other fruits. (Grocery Dept.—Basement.)

25c ea., Gibson Waists, about 50 dozen; worth 50c each. Not more than 2 to a buyer. (Second Floor.)

A COMPLETE STOCK OF SPECTACLES AND EYEGLASSES.

Whether you are looking for the best or the cheaper qualities, you will find our prices the lowest and our work the best. Complete appliances for scientific examination of the eyes, for which we make no charge.

Aluminum frames—do not rust or tarnish—fitted with the best crystaline lenses..... $1.50

All work guaranteed. Registered Optician.

Sanitary Meat Departm't.

Under Management of Witt Bros. | Arcade and Fifth Street Entrances.

A large lot of fresh caught FISH for Friday's trade at low prices.

Croppies, nice size, per lb 8½c

Sunfish, lb	8c	Pike, lb	10c
Pickerel, lb	9c	Whitefish, lb	10c
Bullheads, lb	9c	Trout, lb	11c
Halibut Steak, lb	12½c	Salmon Steak, lb	18c

Telephones: N. W. MAIN 1275, 1237 and 1494. TWIN CITY 86, 116 and 467.

Our delivery wagons go to all parts of the city.