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NORMAL COLLEGE NEWS.

Vol. 17. DECEMBER 22, 1897. No. 8.

READING IN THE HIGH SCHOOL AND UPPER GRADES.

F. L. INGRAHAM.

For many years past there have been two forces at work upon the courses of our schools, the one operating to crowd the course with new studies or new phases of old studies, and the other to condense and prune the course so that our boys and girls may leave the schools earlier and take up the more directly productive employments of life. Between these two forces the study of reading has been ground as between the upper and nether millstones. Many attacks have been made upon this study.

In 1888, Superintendent George Howland, of Chicago, said: "Above the primary grades supplemental reading should be of such a character as to make reading a means and not an end. Reading should now be for culture, for information, for broadening and for deepening the thought and the knowledge of the pupil, rather than for cultivating oratory, one of the most useless, as well as most pernicious exercises of the schoolroom." *

J. M. Rice, in the Forum for January 1897, writes: "By economizing only a little here and there, by the exclusion of merely a part of the disciplinary measures of minor or doubtful importance—such as drill in arithmetical puzzles, in superfine penmanship, in parsing and analysis beyond what is actually needed,—it might be possible to save as much as the equivalent of two school years, which might be utilized toward enriching the course of study without in any way neglecting the essentials. When the time wasted in reading aloud, merely with a view to the development of oratorical power is taken into consideration, the estimate of two years is probably too conservative.*"

The italics are mine. I suppose they mean by "oratory," the power of expressing the thought and feeling of what is read. The policy of which these are only two of many advocates has had for many years almost unopposed sway over the courses of our schools. The change produced was described by the Commissioner of Education, in 1889, when he said, speaking of the trend of affairs throughout the United States: "Prominent among the changes that recent years have brought in the educational field is the development of reading. From the partly mechanical exercise involving only the oral interpretation of the printed or written word, the subject has grown until it embraces instruction in almost every subject within the range of the child's understanding. To the design for teaching merely how to read is now added the broad purpose of what to read and how to utilize the fruits of reading. With a few exceptions, like Macon, Ga., where the statement is made that 'the average teacher cannot do more than teach the children to get the thought from the printed page' and where a special teacher is wanted to train the children to read entertainingly, the oratorical feature is held as of but secondary importance at most." No doubt this information has produced much good, but I question whether it has not, like most reformations, gone too far and sacrificed something valuable in the zeal for change.

The effect of the movement is strikingly shown in our own state. The writer recently had occasion to examine the courses of the high schools of Michigan with reference to the amount of time devoted to reading. Among twenty-eight representative high schools selected at random there were just four that presented any work at all; of these, two offered sixteen week's of work and two twelve. A few of the best high schools, such as Ann Arbor and Grand Rapids, have courses in oral expression under special teachers, but the great mass of schools pay apparently no attention to
work of this kind. The schools generally devote a large proportion of time to what is termed 'English Classics,' but no mention is made in the school catalogues of any attempt to teach the art of oral expression to the thought and spirit of these classics. It is therefore probable that no very valuable work is done along this line.

There is much similarity between oral reading and vocal music. Both are arts through which we interpret the thoughts and feelings of masters of composition. The task presented by each is that of translating a few lifeless, arbitrary symbols upon the printed page into voice, effusive or abrupt, modified to suit the demands of melody or rhythm, and burdened with thought, or pulsating with the deepest feelings of the human soul. Indeed, I believe that much pedagogical light will be thrown upon this question, if the similarity between music and reading be kept in view. If the art of expressing the thoughts and feelings of the great literary composers is so useless as to be banished as a study from the courses, what defense can be given for the almost universal retention and extension of the study of the art expressing the thoughts and feelings of the great musical composers? If the one can be taught, why cannot the other? If the manner of expressing thought and feeling gives development of intellect and emotions, why not the other? The burden of answering rests with those who have taken or desire to take oral reading from the course.

Let us continue this comparison. As we have said, most Michigan high schools study English masterpieces, but no claim is made of any attempt at instruction in reading. Evidently literature is studied without being read aloud. Now, suppose a visitor should go into one of these schools; and, seeing music in the curriculum, should be present at a recitation in music; and finding the class engaged in the study of some simple work of a master, should say to the teacher, "Where is your instrument, don't you use a piano?" "No, we have no piano." "But then you use violins?" "No." "O, then you sing?" "No, we read the music. We believe that time devoted to the art of expressing it is wasted." What would the visitor think. Now, may not the schools of our state and other states be making a mistake when, as they apparently do, they study English masterpieces for the entire four years of the high school course without ever opening their mouths? If our present method of studying music is right then our method of studying literature is wrong.

Literature is intended to be read aloud. This applies not only to all dramas, poems, orations, and to the finest parts of our novels, the conversations, all of which are made especially to be spoken, but to all other literature as well. I question whether the man who reads the rhythmic grandeur of Milton's lines, or the ponderous yet flowing periods of Webster, and feels no impulse to speak forth their beauty, ever catches a glimpse of a certain great region of literary merit, a region to the exploration of which all able authors have given a vast amount of effort. Such a person cannot comprehend fully, at least, all the nice fitting of sound to sense, of vocal quantity to weight of thought, all the art displayed in the choice of words with consonants, stopt or tilting, clash ing or gliding or murmuring. All these literary beauties, and all the beauties of rhythm, rhyme and movement must then fall upon ears useless or quite dead. Such a man could never comprehend why Shakespeare and Milton wrote in verse.

The power to read well is an elegant accomplishment, too rarely met with in these days. It certainly occupies as wide a field of usefulness as music, and an amount of study sufficient to produce a skillful musician would probably make a reader of equal rank. What might be accomplished in our high and grammar schools, if the study of literature and oral reading went hand in hand, as they should. A good reader has a thousand opportunities for administrating to the pleasure and instruction of others, in the home circle, beside the sick bed, in the nursery, in the hospital, in the drawing room, as well as in public gatherings. There is nothing like good reading to arouse
an interest in literature. That family in which the mother is a good reader is sure to grow up a family of literary tastes. One of the dearest memories of my childhood is of the winter evenings when the family grouped about the crackling fire, and listened to the rendering of some masterpiece by one who lent to the rhyme of the poet the beauty of her voice.

A man of some literary ability said to me recently, "I remember well the first glimpse I ever had into the beauty and grandeur of poetry. It was at a country lyceum. A recitation was given of a part of Byron's Mazeppa. The reading was crude enough, no doubt, but strong, and to this day that passage is one of my favorites. That was the first time I ever felt a desire to study a poem." "A good reading is the most effective of all commentaries upon the works of a genius." There is no power that can make up for its absence in a teacher of literature; in fact, I really do not know how a teacher could awaken an interest in literature unless possessed of at least some ability as a reader, the more the better.

But reading is valuable, not merely because it is an accomplishment or because it enables one to arouse an interest in literature. There is a culture value in the mere process of reading. There is a reflex action between thought and emotion on the one hand, and the expression of thought and emotion on the other. The human race use language because they are thinking beings, but they never would have become the thinking beings they are had it not been for language. Sympathy with the thought and feeling of a selection is necessary to good reading, and perhaps the best way for one to get into full sympathy with a masterpiece is to read it, rendering all the thought and feeling that one has. New light and inspiration will break upon the reader from every line. The power of putting one's self into sympathy with a selection is a work of the imagination. The reader must conjure up about him concepts similar to those which were in the writer's mind. The feeling then follows as a natural effect. The attempt to read a passage well compels the clearest comprehension of the thoughts and the most vivid realization possible of the emotive concepts which surged through the author's soul. Reading, then, will strengthen the imagination, and this will result in a keener appreciation of the beauties of literature.

The complete reading lesson should have three objects: (1) Drill in gathering the thought and feeling of the author from the text. (2) Drill in the expression of thought and feeling. (3) Drill in utterance; this will aim to give a scholarly pronunciation and a clear and strong articulation. If the second is neglected, the incentive and opportunity for the third is gone. This is proved in Michigan. The Normal receives many of the graduates of the high schools where, as has been stated, no work is done in reading. The experience of our English Department is that to attempt to have these pupils read a selection in class is to ruin the recitation. The reading is what may be justly called hideous. Not only does the average pupil trample awkwardly upon all the finer thought and emotion of the selection, but he mispronounces and miskalls words, stammers, hesitates, or mumbles, in a way that is extremely annoying. We may expect no change so long as the present method of studying literature continues.

Then, if the second object above be neglected, we may expect the third to be slighted. But the first also must suffer. It is doubtful if there is any way so brief and at the same time so accurate of testing whether the pupil has really gathered the thought and emotion of the text as to have him read it aloud. In fact, the very reason why training in reading seems so hopeless a task is that the teacher often detects an overwhelming legion of mistakes in the thought and emotion gathering of the pupil. When the pupil attempts to read, these mistakes become as evident as flaws in glass. By far the greatest obstruction in the way of correct expression is not lack of control of voice but failure to comprehend the thought and feeling. Prof. Clarke of Chicago University says that monotone in delivery is often the result of monotone in the mind; and he
How many persons can read even an easy passage, and emphasize the proper words? Yet emphasis depends almost entirely upon the thought. Whether a word shall be emphasized depends, in almost all cases, upon the answer to the following questions: 1) Is the concept it represents important? 2) Has the concept been sufficiently enforced previously? 3) Is the concept in antithesis? 4) Is it in climax? Now, every one of these questions represents a thought relation, and the pupil who cannot emphasize correctly has, almost always, simply failed to grasp the thought in all its relations. Reading, then, is a careful studying of the thought, and whether delving after the exact thought of great writers is an exercise worth spending time upon, I leave to the reader.

If, then, the power to read well is, like singing, an accomplishment worth the effort required to master it, if the study of reading stimulates the imagination and the appreciation for the beauties of literature, and cultivates a closer analysis of its master thoughts, have not the reformers who have forced the study from the course, and separated literature from her handmaid committed an error? If they have, in their haste to save time for other things, shut before any child the entrance to the domain of literature, with all its pleasures and inspirations, they have caused him an irreparable injury, a loss for which it would take a vast amount of information along other lines to compensate him. Perhaps, after all, there is some truth in Carlyle’s statement, that the most a school can do for a man is to teach him how to read.

**TWO NEW TEXT BOOKS.**

**H. B. M.**

It was a preacher of olden times who said, "Of making many books there is no end." What would this same preacher say if he were living now? This thought comes to the mind as we learn of the many books upon many subjects that come fresh from the press daily. Two new Greek books were found on my desk in one day. How persistent those old Greeks have shown themselves! They even yet insist upon being heard! Their voice is like Banquo’s ghost: it will not down. What right has anyone to make a new text-book for the schools? Are there not already myriads of text-books? Now if the whole body of text-book makers should, by any fortune either good or bad, learn of what I am about to say, they would raise the finger with a gesture of warning. Nevertheless I shall venture to assert that no text-book has any right to be, unless it is superior to all other books of its kind in, at least, some of its features. What then are the features of the two new Greek text-books?

These two books are the First Four Books of Homer’s Odyssey by Bernadotte Perrin and Thomas Day Seymour, both professors of Greek in Yale University, and Exercises in Greek Composition by Edwin H. Higley, Master at Groton School. The first thing to be said of these books is that they are both published by Ginn and Company. This fact in itself establishes their right to be. They both have sober colored covers, another sensible feature of a text-book that is necessarily handled a great deal. The print is clear and the paper is a dull white. These make the page restful to the eyes.

The illustrations in the first of these books is a feature of especial interest. The frontispiece is a representation of Homer himself taken from a bust in the National Museum at Naples. This picture makes the reader feel that the "old blind bard" actually lived and sang the delightful epics that bear his name. I have always felt a grudge toward those critics, who, for some inexplicable reason, felt it their duty to question the authenticity of the authorship of these grand old songs. Of the other eleven full page illustrations two are from photographs taken by Professor Perrin, Ithaca, the home of "Crafty Ulysses", and Mycenæ, the rich capitol of "Wide-ruling Agamemnon." These two illustrations by
ENELLOPE (long so-called).
(Vatican, Rome)
one of the editors, a real, live man, are sufficient in themselves to dispel from the mind of the boy or girl who may read this book, the half thought that this old story took place long ago in the land of Nowhere. One page is devoted to a map of Homeric Greece. I wish there might have been also a map of the Homeric World.

The Introduction of sixty-four pages by Professor Seymour is comprehensive, and is serviceable to the beginner who would acquaint himself with this old poem. There is in it all that is needful in regard to Homeric syntax and dialect for a good reading knowledge of Homer. I agree with Mr. Seymour’s judgment as expressed in the following quotation: “The beginner need not (and should not) be disturbed by questions as to the diverse authorship of different parts of the Odyssey. The subject is exceedingly complicated, and cannot be studied profitably until the student is perfectly familiar with the entire poem, and with similar literature in other languages. The student should strive to enjoy and appreciate the Homeric Poems,—not to analyze them.”

The Commentary by Professor Perrin is sufficiently full without being overburdened with grammatical references. In this Mr. Perrin has tried to adapt the commentary of the German Ameis-Hentze edition to what he believed to be the requirements of American college classes. While there is in it considerable material furnished for the higher criticism of the poem, there is also enough assistance of an elementary sort provided to enable a good teacher to use it in introducing students to the study of Homer.

Another feature worthy of mention is the Vocabulary prepared by Professor Seymour. Every text-book in a foreign language should have a sufficiently large vocabulary to enable the reader to make a correct translation of the subject matter. The ancient languages would never seem uninteresting task-work to anyone with a literary taste, if he were never in the beginning of the study made obliged to bend over a ponderous lexicon.

On the whole, I consider this new text-book of sufficient merit to warrant me in looking forward to the publication of the complete poem under the editorship of Professors Perrin and Seymour.

I believe that the feeling of dread that used to be manifested in the Latin and Greek classes when a lesson in composition was assigned, scarcely exists now in the better schools. The change is due in large measure to the difference in method employed now in the teaching of Latin and Greek composition. It is not necessary to state here what the old method was, since all are sufficiently well acquainted with it. With all who have to acquire a foreign language through books, the literary composition in that language can only be gained by translation from the mother tongue into the foreign language. Such translation does not consist in a transfer of words, phrases, and clauses, but of a transfer of thought. Hence it is that the idioms of a language must be mastered in order to make a correct translation. It is with this thought that the modern books of exercises in composition into a foreign language have been made. It seems rational therefore that these exercises should have as their foundation and model the *ipsissima verba* of some text or portion of text in the foreign language. Nearly all teachers of the languages now are one in this belief. All seem to agree in saying that for beginners the best results in composition will be obtained by taking for its foundation and model the work of some author whose style is clear and plain. It is not, therefore, surprising that so many books for beginners in Greek composition are based upon the writings of Xenophon, of whom another has written,—

“0 rich in all the blendid gifts that grace
Minerva’s darling sous of Attic race!
The Sage’s olive, the Historian’s palm,
The Victor’s laurel, all thy name embalm!
Thy simple diction, free from glaring art,
With sweet allurement steals upon the heart;
Pure as the rill, that Nature’s hand refines,
A cloudless mirror of thy soul it shines.”

On the title-page of Mr. Higley’s Exercises in Greek Composition is a quotation from
Plato, which, when translated into ordinary every-day English, reads, “For gaining ability in discourse diligent study is itself everything.” He begins his preface with the following: “For the student of Greek it is of prime and essential importance to know the Attic forms of inflection, the regular constructions of syntax, and the meanings of common words. A thorough knowledge of these three things can be best acquired by considerable work in Greek composition.” The question then is, shall this “considerable work” be applied to and accompany a large amount of text, or shall it rest in elementary stage upon a limited portion of an author? Collar and Daniell, in their book of exercises, have thought that the latter method is the better. They have based eighty-five lessons upon the text of the first book of the Anabasis. These lessons are so arranged that there shall be a lesson in composition for every recitation in

Mr. Higley evidently thinks that the lessons in composition should be based upon a large amount of text. His book contains seventy-six lessons. These have their themes in passages of the Anabasis taken from all the seven books and in passages taken from six books of the Hellenica. The question in my mind is, Can any class of beginners do that amount of text in the limited time given to a single author?
THE NORMAL COLLEGE NEWS.

There are two parts to the book. The first ten lessons in each part cover all the regular constructions of verbs and nouns. Three lessons have their themes in the first two books of the Anabasis and the first chapter of the third book. With the average class this amount of text would require at least a half year's time, and it includes only twenty lessons in composition. Is this 'considerable work in Greek composition'?

In the Introduction there are some helpful suggestions in regard to the arrangement of words in a Greek sentence and in regard to the meaning and use of the conjunctions and other particles, subjects not treated at sufficient length in the usual school grammars. The lessons are all in the form of connected discourse, and are of considerable length. I can readily see how the more advanced classes in Greek might make use of these lessons to advantage, but for beginners it seems to me a too difficult book.

EDITORIALS.

The world moves on, so do the interests of oratory at the Normal. The success of the competitive system leading up to the final debates has led the Oratorical Association to believe that a similar system used in selecting The News contestants would raise the standard of oratory. With this in view the management of The News in conference with Prof. Ingraham, acting as representative of the Oratorical Association, together with Pres. Boone and Prof. Barbour, representing the Council, decided to have the contestants for The News contest chosen as follows: Six contestants, three ladies and three gentlemen, will participate. One preliminary contest will take place between the societies in a manner similar to that of the intermediate debates, except that in each case one lady and one gentleman must be chosen.

The first preliminary contest, with the second and third following, will be held the first Friday in February, and the The News contest on the second Friday in March.

One of the winners will be entitled to represent the Normal in the Michigan Oratorical League contest, the other a delegate to the League convention. The expenses of both the contestant and delegate to the contest and convention will be borne by the Oratorical Association. It is hoped that the students will take advantage of the opportunities offered by this system, whereas heretofore they were debarred by the elective system.

For particulars concerning the contest enquire of the business manager, Mr. Agnew.

Genuine applause evincing a hearty appreciation of a singer's effort is usually acceptable, but discrimination should be used. The tendency to applaud the sacred solos given at Chapel has been much criticized.

We would call attention to the change of address in Lee Fuller's advertisement. Through a mistake of the business end of the staff it has been wrong heretofore.

The leading article of the next issue will be given by Prof. William H. Sherzer on "Toxins and Antitoxins; Diluted for School Use."
In the death of General Charles E. Hovey, at Washington, Nov. 17, Illinois loses one of her most distinguished educators.

The Department of Superintendents, N. E. A., will meet at Chattanooga, February 22-24. Dr. N. C. Schaeffer, of Pennsylvania, will act as president.

Mr. John P. Ashley, Ph. D., has been elected president of Albion College, succeeding Dr. Lewis R. Fiske, who has resigned, owing to advanced age, after twenty years of faithful service.

Professor Jacob Reighard, of the zoological department of the University of Michigan, has been appointed by Governor Pingree a State delegate to the National Fishery Congress to be held at Tampa, Fla., January 19, 1898.

The next annual meeting of the International Kindergarten Union will be held in Philadelphia on February 18 and 19, 1898. Dr. Lyman Abbott and Dr. Nicholas Murray Butler will give addresses.

After a protracted illness, Supt. W. S. Perry, passed away at his home in Ann Arbor, Michigan, Wednesday, Dec. 15, 1897. Mr. Perry graduated from the Normal School in 1856, going out with the third class. He will be remembered with great respect and genuine affection and his death is mourned by many who were students and friends of the school in that early day and by hundreds of younger teachers and others who have been his pupils and who are scattered throughout the state. He held responsible educational positions in the systems of Ohio and Wisconsin besides his long and efficient and honorable service in our own State. The memory of his noble life will be cherished by the Normal College as a wholesome guide and invitation to better living.

Germans objecting to the habit of holding the hands in the pocket have formed a society, the Antihandindenhosentaschenhaltenverein. —The Manhattan Herald.
The Senior class met, Dec. 18, and adopted the colors of the Junior class of '97 and a class yell as follows:

"Boom-a-lack-a, boom-a-lack-a, Bow, wow, wow,
Ching-a-lack-a, ching-a-lack-a, Chow, chow, chow,
Boom-a-lack-a, ching-a-lack-a, Rah, rah, re.
Ninety-eight, ninety-eight, M. N. C."

During the song recital given by Wm. H. Rieger on the evening of Dec. 14, the tones of the organ began to grow fainter and fainter. Prof. Pease began to get uneasy, and finally was seen to slide to the north end of the organ bench, when with coat tails rising vigorously toward the zenith, he flew to the side of the organ, where Elhin Wilson, the conservator of the missing wind, sat complacently inhibiting the raptures of song.

As our readers are interested in the coming of Booker T. Washington, the colored orator, they will be interested in an anecdote given by him in a recent speech. He told a story of an old negro who wanted a Christmas dinner and prayed night after night: "Lord, please send a turkey to this darkey." But none came to him. Finally he prayed: "Oh Lord, please send this darkey to a turkey." And he got one that same night.

The Senior class of '98 was organized, Dec. 12. After adopting the constitution drawn up by the committee, the officers elected were: President, Earl N. Rhedes; Vice-President, Miss Kate R. Thompson; Secretary, Miss Grace Mc Gillis; Treasurer, Earl B. Hawkes; Executive Committee, Miss Estella Downing, G. G. Warner, Fred Broesamle, Miss Gertrude Mitchell, and A. B. Glaspie. Committees on class yell, class colors, and class motto, were appointed by the President.

Prof. Barbour will give a paper, on the afternoon of Dec. 29, in the High School Department of the M. S. T. A., on "The Teaching of English Composition"; Prof. Hoyt will take part in the discussions carried on in the Primary Department; Dr. Smith will give a paper in the Mathematical Department on "Report of Committee on Teachers' Examinations in Mathematics"; Prof. Bowen and Mrs. Burton will give a paper in the Physical Culture Department on "How Far Should Physical Training Tend to the Formation of Habits?"

**THE TRAINING SCHOOL FAIR.**

The "Training School Fair," What was it and why?

All last week a beautiful poster hung in the corridors of the Normal announcing that on December seventeenth the Training School would have a fair.

Over in that building for two or three weeks many little fingers had been busy fashioning dainty bonbon boxes, calendars, blotters, pen, wipers, jewel cases, picture frames, baskets, etc.

These were the result of skill acquired by the work they had been doing during the year, in sewing, weaving, folding, cutting, pasting, painting, and drawing.

Not one grade but all from the kindergarten to the eighth grade inclusive had its share in the work.

Accordingly, on December seventeenth beautiful booths, in the office, corridors and grade rooms on the first floor of the Training School, were filled with the results of the labor.

The salesmen were chosen by the children from their own grades, and most successfully did they coax the dimes and nickles from the visitors.

"Why this fair?" That in each of our beautiful new rooms we may add to the collection of pictures of real art.

Right generously did faculty, students and citizens, assist us and a goodly sum was realized which will soon be exchanged for madonas, portraits, statuary, busts, and casts.

**SUPT. GRAY'S ADDRESS.**

The S. C. A. was most fortunate in securing Supt. George W. Gray, of the Forward Movement in Chicago, for a Sunday afternoon address, Dec. 12.

Supt. Gray gave a vivid description of what he preferred to call the social precipitant rather than the slums of Chicago. To bring his statistics home to us in Ypsilanti, imagine 70,000 people living in the section of our little city
bounded on the north by Forest avenue, on the east by Prospect street, on the south by Congress street, and on the west by Summit street. Put into this section of one-half of a square mile 307 saloons, and 300 other places such as opium joints and wine parlors, and the reader may have some slight conception of the surroundings of wickedness and vice to which these people, not all of them degraded, are subjected, and in which they are born, live their allotted lives and die.

The headquarters of the Forward Movement are at 219 Sangamon street, Chicago. Its object is to “investigate and improve the physical, social, intellectual and spiritual condition of the people in the congested districts of Chicago and other cities. It is non-sectarian and non-partisan. Its members and workers are concerned with the Kindergarten, Medical Mission, Mother’s Meeting, Industrial Classes, Circulating Library, Summer outing, and Employment and Home Finding Branches. One can scarcely understand the situation without going and seeing for himself ‘how the other half lives.’”

The Normal College Lyceum.

All our good Crescent members are showing an unusual interest in society work. Is this an indication that election is near at hand? Let the good work go on.

After listening to an eloquent appeal for athletics by Mr. Thorn, of the Olympic Society, the society voted to adjourn the Friday evening following vacation, in favor of the athletic mass meeting.

December 10, the Olympics gave a Harriet Beecher Stowe program. The time before recess was taken up by solid, literary work. After recess negro melodies were sung, and a tableau scene of the death bed of little Eva made the days of Uncle Tom seem more real.

December 17, the Olympics showed their taste in having a Christmas tree. Every member was made happy with a present.

Each succeeding meeting of the Adelphics seems to be more interesting than the one preceding. The fare of a week ago Friday night deserves special mention as do many other numbers of the same program. But the society seemed to reach a climax in the Shakespearian program of our last meeting. We can only say that the literary part was as artistic as the elegantly executed program containing a portrait of Shakespeare.

The J. P. N’s.

The J. P. N’s have now reached their limit in number and on last Saturday evening entertained their honorary member, Mrs. F. C. Burton, at the Waldorf Hotel. The evening was spent most enjoyably; a tempting spread having been served, Miss Penglase, the toastmistress of the evening, assigned the following toasts which were responded to in a worthy manner:

Music........................................... Miss Loughrey
Modern Invention............................ Miss Bird
Sorority Life.................................... Miss Eddy
A Current Event............................... Miss Kopp
A Lake Trip................................... Miss Perkins
College Life in Ypsilanti..................... Miss Roman
Society Influences............................. Mrs. Burton
Basket Ball................................. Miss Hungerford
Reminiscences of Initiation.................. Miss Cosper
The J. P. N............................... Miss Dunstall
Our New Member......................... Miss Bowen
Christmas Vacation......................... Miss Mitchell
The Normal Boy.............................. Miss Westland

S. C. A.

A devotional meeting will be held Wednesday evening, Dec. 22, at the usual hour for the benefit of those who do not leave until Thursday or later.

After the Christmas vacation, there will be placed at the Normal a Christmas box, in which any who may wish to make contributions to the S. C. A. library may place their gifts. It is announced now in order that those who have books at home which they are willing to give may bring them on their return after the recess.
On the evening of Dec. 18, occurred the final debate. The six speakers, who took part, showed that they had armed for the struggle in a way which reflected credit upon themselves and shows that interest and ability in debate is steadily increasing at the Normal.

The Olympic Society won the cup, which was won by the Crescent Society last year. Mr. Arthur Nichols, of the Olympic Society, won first place and thirty dollars in gold, Mr. N. H. Bowen, of the Adelphic Society, second place and twenty dollars in gold, and Mr. William Bolger, of the Olympic, third place and ten dollars in gold.

These men will represent the Normal at Albion this year.

In this debate the Oratorical Association were particularly fortunate in securing the services of Rev. Wm. Gardam, Prof. Austin George, and Pres. R. G. Boone as judges.

The following is a summary of the points gained in both the intermediates and final debate:

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Total Points: 5 25 20 3 0 31

R = Rank.

P = Points.

Bertha Crosby, '96, primary teacher at Sand Beach, contributes the following list of Normal graduates teaching at Sand Beach:

Miss Horn, '96, fifth and sixth grades.

Alta Chase, '97, seventh and eighth grades.

Edith Holmes, '96, teaching in the High School.

H. T. Blodgett, '91, Supt. of the Ludington public schools, sends in the following list of Normal Alumni:

T. M. Milner, '97, Prin. at Holt.

Kate Witley, '96, primary work at Benton Harbor.

Grace Ford, '96, resides with her parents in Ludington.

Nellie Aldrich, '97, high school work at Marine City.

Mary McKenzie, '95, is commissioner of the Mason County schools.

Ada Prudence, '96, teaches science in the Ludington High School.

W. R. Moss, '91, graduates from the law course at the U. of M. this year.

H. A. Sprague, '91, post office address at Coldwater, is an impersonator, etc.

Belle H. Hardy, year of graduation not known, primary teacher at Ludington.

G. V. L. Cady, '93, mathematics and bookkeeping in the Ludington High School.

WHAT WAS HER MISSION?

KATE R. THOMPSON.

"I THINK, sometimes, that I can not wait until tomorrow, we have talked of that trip for so long, and yet it seems again as if we would not go at all."

"O, you foolish girl, I thought I had completely won you from those meditative moods you had when you first came north."

"You have," said Helen, trying not to show she had noticed what Alice said, "and I know
I should not reveal my feelings, but'—Alice again interrupted by saying, 'I have often longed to tell you that I would not have believed when I first saw you that we could have had such an influence over you; don't think it is a weakness in your character—far from it—you are stronger according to my idea, you are entirely too good to give up your life for those colored people, and you have chosen the most pleasant way in coming out into the world and letting yourself be known. If you really want to work, live for us.'

"But you do not need me," was Helen's only reply, as Alice, after putting away her books for the night, left her alone. She was busy at her desk and seemed almost unwilling to talk of the anticipated pleasure.

'I wonder what Helen is pondering over to-night,' said Alice to herself, as she left the room. She is more like her old self than I have seen her for over a year. It is such a puzzle to me how any girl, as popular as she has become, could think for a moment of giving up her life for those ungrateful creatures. I wonder if that is what she is thinking of. I supposed she had forgotten it. If she hasn't now, she will by the time we get back from Europe.

* * * * *

"There, girls, I have decided at last.'"

"Decided what,' exclaimed the surprised group.

"Well, you know nothing about it, and you haven't known, but I shall tell you now. First of all I am going home today.'"

"Home! What about Europe? We were to start for New York today,'" so surprised she could not find words to express herself. But Helen's decision was a final one.

"Let me tell you, girls, how it is. In the morning mail was a letter from father, saying he would meet us in New York, Saturday, but in a postscript he wrote that my poor old aunty, who has loved and cared for me all these years, is very ill and calls for me continually. The moment I read that sentence my course was decided for me. Do you suppose I could go and have a fine trip and leave her so ill? Father also said the little colored children had not given up hope that I would sometime be back. He never thought for a moment that I would come home now, but I am going, and what is more, I am going to live the rest of my life for them, and not be as selfish as I have been. All night I seemed to hear them pleading for me to come and live as I did before, asking for nothing more, but I half turned from them and thought only of myself. But now I am going to them.'"

Words cannot express the admiration Helen's friends had for her as she stood there a very queen among them, and told so grandly what she had chosen for her life work. Could they tell her now, as they had before, that it would never pay to do it and that she would never be appreciated? How happy she seemed to be, how forgetful of self and thoughtful of those who needed her. Little did she realize what an example of unselfishness she was teaching to her friends who stood about her. So she parted from them, perhaps never to meet again, knowing that she had tasted the joys of their life, but when the time came for a choice, she had preferred going back home to help uplift the boys and girls who needed her.

* * * * *

Several years later, at the close of a large public meeting in one of the well-known Northern cities, a young colored man, one of the speakers of the evening, stood at the door of the hall, eagerly watching for an aged man and his daughter whom he had seen in the audience. As they approached, he worked his way through the crowd, fearing they might escape him, for they were none other than his beloved master, Mr. Bogardus, and his teacher, Miss Helen, who had been her father's constant companion ever since she had closed her school. They had traveled a great deal, but nowhere had they met anyone who had caused them to rejoice as much as did Mr. Johnson, the young orator. As they turned to go after a few moments talk with him, Mr. Bogardus said to his daughter 'did it pay,' and she replied quickly, 'Yes, father, it paid.'

THE END.
The Normal
Lecture and Music Course.

Feb. 22. The Normal Choir.—and is it not America's greatest Normal Choir?

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dictionary
It will be for your interest to see
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Ice Cream Soda served cold and clean. Ice Cream. Fresh Cream and Milk.

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SECOND FLOOR.—The finest Millinery Parlors in the city; we are now showing our new Fall Hats; Hats trimmed to order on short notice.

Cloak department on same floor. New Capes and Jackets now on sale.

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Flato says, "An education is that which gives to the body and to the soul, all the beauty and all the perfection of which they are capable." Now while you are here attending the needs of the mind, complete your education of "beautifying" the body at the

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Gives All Important Local News,
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Well Sewed. Cut very full.

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of cheapness is not how little you
have paid, but what you have got-
ten—how much of quality and
how much of quantity. Our prices
are low for the quality.

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The Oldest Normal School in the West.
Has a Faculty of 44 Professors and Assistants.
Twelve Distinct Departments.
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2. A Five Year Certificate Course—three years.
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4. A Life Certificate Course (for H. S. Graduates)—two years.
5. A Degree Course (for H. S. Graduates)—four years.

In the first the work is all prescribed. Of the Second the elective work is one-sixth of the whole; of the third 25% of the fourth 33% of the fifth 50%.

The School has Excellent Equipments in Chemical, Physical and Biological Laboratories.

It has a separate and well equipped Gymnasium.
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The Musical Conservatory occupies a separate building, has a faculty of a dozen members, pianos, the use of an excellent organ and a large and increasing attendance.
The Training School comprises the eight Elementary Grades and the Kindergarten.

Expenses are Moderate.

The registration fee is $5.00 per term; $10.00 per year.
Board may be had for $7.50 to $3.00 per week.
Rooms rent for $5.00 to $10.00 each.

One hundred thirty-six (136) High Schools are on its approved list. Seventy-five per cent of the students come from High Schools. More than fifty per cent of them are H. S. Graduates.

Three Hundred, Graduates and Undergraduates, go into the schools of the State annually, as teachers, from the Kindergarten through the High School.

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WISH THE STUDENTS AND FACULTY

A Merry Christmas

---AND A---

Happy New Year.