Whence comes this rush of wings afar,
Following straight the Noel star?
Birds from the woods in wondrous flight,
Bethlehem seek this Holy Night.

"Tell us, ye birds, why come ye here
Into this stable poor and drear?"

"Hast'ning we seek the new-born King,
And all our sweetest music bring."

Angels and shepherds, birds of the sky,
Come where the Son of God doth lie;
Christ on the earth with man doth dwell,
Join in the shout, Noel, Noel!
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ALUMNI NOTES.

Miss Bessie Ashton of the class of 1905, the first class to graduate from the Normal, is teaching in the Normal School at Valley City, North Dakota.

Miss Pearl Ashton, '08, is attending the University of Illinois at Champaign, and will complete her course in Domestic Science this year.

Miss Edith Klose, '08, is teaching in Huntington, Indiana, this year.

Miss Bonnie Avery, 1909, is in California.

Miss Frances Duncombe, 1909, is continuing her voice work in Chicago this year.

Miss Vera Smith returned to Ashland, Wisconsin, this fall as director of the work in domestic science and art.

Mr. and Mrs. Hal Conrad, the latter formerly Lucille Rood, both students in the Normal, are in Medford, Oregon, where Mr. Conrad is secretary of the Commercial Club and otherwise actively identified with the interests of the city.

A number of Normal graduates are teaching in the public schools of Detroit, this year, among these being the Misses Virginia Forrest, Lillian and Ella Grable, Lydia Dennis, Charlotte Bobb and Cornelia Brinkerhoff.

Miss Mabel White, of the class of 1909, is teaching this year in Kimberly, Idaho.

Miss Dorathea Brinkerhoff, 1910, is teaching in Plymouth, Michigan.

Miss Blanche Mann, '10, has a position in the Grand Rapids schools this year.

Miss Ada Lohr, '11, domestic art, is associated with Mrs. Wheeler, who has charge of the children's department in Gilmore's store.

W. Pollard Vanderhoof, rural '10, is teaching a large rural school near Jackson.

The president of the rural class of 1910, Miss Sherman, has a position near Schoolcraft.

The following members of the class of 1910, rural course, are teaching in the schools of Kalamazoo county: Lewis Milliman, Richland township; Nellie Hutchinson, Kalamazoo township; Lucile Sanders, Climax township.
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SCHOOL LIFE ELSEWHERE.
As Reflected by an Exchange.
"He maketh me to lie down by distilled water," is the way a small Ypsilanti boy
recited the twenty-third Psalm, according to the Western Journal of Education.
Ypsilanti water is very hard and some find difficulty in accustoming themselves
to drinking it. The family had found it necessary to use distilled water and the
children had evidently come to regard it as a superior and desirable kind. Another
gen in the same number is the case of a lady who went to a shop to buy some hose
and who was assured by the clerk as he held up a single article that "This hose
wears well."
The Lutheran Normal School Mirror, of Sioux City, S. D., is enterprising
enough to require the use of two lan-
guages to fill its readers' needs.
The Normal Bulletin, of the Milwaukee State Normal School, refutes completely the argument that successful liter-
ary and study clubs are not possible in a two year normal school.
Its last page of a recent number contains the announcement of no less than fourteen student literary societies. To
indicate the range of activities represented there are mentioned among others
two story-telling and dramatizing, an opera study, two current events, a his-
tory, an English and a German, societies.
One, the Athena, under the motto, "A Thing of beauty, which is well made and
for a useful purpose, is a joy," endeavors to study handicraft and aims to produce
useful and artistic products in basket-
weaving, stenciling, block printing, art
embroidery, leather work and some prob-
lems in bookbinding. The school has a
two year course and "consists of some
sixty boys and six hundred girls."
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The Advance, another State Normal school publication, from Oshkosh, Wisconsin, lists ten student study societies, all apparently in a flourishing condition. The names and programs here too indicate a wide range of activities. Membership seems to be at a premium and in the nature of a privilege, admission being based upon definite standards with plenty of names on waiting lists.

The Key from Battle Creek high school is far above the average high school publication. It is neat, tasty, well proportioned, literary and alive. It has tone. If space permitted the Record would reprint its editorial of the November number, for they would do credit to many a college publication. In view of the favorable comment made by a recent visitor at our own institution, the following opening sentence from the Key's editorial page is timely for us: "When anyone visits a school he notices a great many different things—but the one thing that he remembers is the tone." And what follows is equal to this in sense and style.

The November Beacon, Detroit Western High School, is a play number. It is very interestingly written, and contains really valuable material tending to show what can be done in utilizing the educative value of dramatization in a secondary school. The unifying influence of the student activity in healthy, efficient "school spirit" is very evident throughout its pages. The illustrations are carefully selected, well printed and helpful.

At the Colorado Teachers' College, Greeley, Col., a plan has been worked out whereby limited college credit is given to students who attend regularly Sunday Bible classes conducted in the various churches of the city. The courses of study, texts, teacher and full particulars about the work are decided upon by a central committee and must meet the approval of the college faculty. Both Catholic and Protestant churches are giving the work and two hundred fifty women students are enrolled. The scheme is claimed to have passed the experimental stage.

R. M. REINHOLD.
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THE THANKSGIVING FESTIVAL AT THE TRAINING SCHOOL

In planning this festival, a desire to make it the outgrowth of the regular school work, guided the selection of material. This was possible in most cases in connection with the history and language work. One of the phases of history-teaching in the grades which makes the most successful appeal to children’s interests is the daily-life side of a given people. The problems concerned in food-getting, shelter and clothing, the occupations and customs of peoples of other times, are of absorbing interest. In this attempt to make peoples of the past real, it is natural to study their merry-makings.

It was decided, therefore, to enrich our own Thanksgiving celebration by representations of some of the harvest festivals of the past, selecting from possible ones, such as have most directly influenced, or come closest to, our own lives. Five grades only contributed to the program, it being the intention of the festival committee to divide the responsibility between the fall and spring festivals. Thus the four other grades will do the major part of the spring festival work.

The program progresses from the present day, to holidays more primitive, or remote in time, yet close to us in point of sympathy or influence. The Feast of Tabernacles, which closes the program seems a fitting climax to the series, being very similar to our own Thanksgiving, and yet more splendid and impressive in its picturesqueness of present costume, and its pageantry of oriental magnificence.

The program follows:

THANKSGIVING FESTIVAL
of the
WESTERN STATE NORMAL TRAINING SCHOOL.
Normal Gymnasium, Nov. 29, 1911.
1. Song—Thanksgiving is Here,
   Heigh-O .................. School
2. Thanksgiving of Today ....
   The Farm.........Rural School
   The Home.........Kindergarten
3. Ye Old English Customs ......
4. Song—Harvest...Grades V. and VII
5. Violin Solo—Snake Dance...Burleigh
   Mrs. Hacking and Miss Cobb.
6. An Indian Harvest Feast. Grade IV
7. Violin Solo. . . . . . . . . . . . . . Selected
   Mrs. Hacking and Miss Cobb.
8. Feast of the Tabernacles. . . . . . . . . . (Our earliest historical Thanksgiving)
   The Sabbath Processional.
   The Week-day Festivities.
9. Doxology. . . . . . . . . . . . . . School and Guests
   A description of each small festival
   written by the critic in charge follows:
   The Kindergarten and Rural School
   combined in showing the farm and home
   phase of the present day Thanksgiving.
   The children of the rural school chose one
   of their number to be the farmer, who in
   looking over his fields, gardens, orchards
   and groves, finds the season's yield to be
   one of great plenty. He then calls to
   them to bring him of their bounty. Each
   in turn brings his offering and lays it
   before the farmer, who, seeing the har-
   vest to be one far beyond his own needs,
   expresses a wish to share it with his
   brothers in the town. Messengers are
   then sent to tell the townspeople of this.
   At this point the kindergarten children
   come on the stage and form themselves
   in groups representing home. From
   these homes the fathers go forth to ac-
   cept the offering of the farm and bring it
   to the mothers who prepare the Thanks-
   giving feast.

   By means of games, dialogues and
   pantomime, the Eighth Grade showed
   some of the old English customs in-
   dulged in by these people during their
   harvest season, called at that time the
   "Ingathering."

   First, the group, clad in old English
   costumes, carrying sickles and rakes,
   give a Harvest Dance. After the dance
   a bit of dialogue ensues, culminating in
   the game of "Crying the Mare." This
   is played by the boys, who, armed with
   sickles, endeavor by their skillful throw-
   ing to cut down the one remaining sheaf
   of wheat. When this is accomplished,
   much merriment is evinced, and the
   party breaks up, announcing the coming
   of the "Hock Cart." This is a cart
   loaded with the season's crops, on top
   of which sits one of the girls of the
   grade. In front of the cart are lads and
   lassies tooting horns and beating tabors,
   while encircling the cart is a jolly group
   singing "Harvest Home, Harvest
   Home." As a fitting ending to this little
   scene, the entire grade sings a good
   health song to the master and mistress
   who have made it possible for them to
   enjoy this harvest season. The explana-
   tion of these customs formed the basis of
   the grade's composition work for a few
   lessons.

   The history work of the Fourth Grade
   in the Training School has centered in a
   study of the early settlers of New Eng-
   land and their neighbors, the Indians.
   They have learned that not only did the
   Pilgrims and the Puritans give thanks
   to God for the blessings which lightened
   their hardships, but that the savages, in
   their primitive way, worshiped The
   Great Spirit who had given good gifts
   to them. It was decided that this latter
   phase of the Thanksgiving idea should
   be worked out in a dramatization for the
   school festival.

   "The Blessing of the Corn Fields" in
   "Hiawatha" suggested to the children a
   setting for their play, and their own
   ideas were organized and unified
   through class discussion under the direc-
   tion of the teacher. The different pic-
   tures of Indian life presented in this
   dramatization were as follows:

   1. Evening scene. (Indian Home Life)
   Old men are smoking about campfire
   in front of wigwam. Squaws with
   papooses sit by wigwam door singing an
   Indian lullaby. Papooses are put into
   wigwam when asleep.

   2. Camp-fire scene.
   Young braves join old men at fire.
   The old story-teller of the tribe is asked
   for a story. He tells the old legend of
   how the Great Spirit sent Mondamin, or
   maize, to be a gift to the Natives; thus
   explaining to the youths of the tribe the
   origin and meaning of The Feast of
   Mondamin, which they are to celebrate
   that night.

   3. Husking the Corn.
   The young squaws and maidens begin
   the husking of the corn, and are joined
   in a great frolic by some of the young
   men. They tease one another, telling
   fortunes by the kinds of ears of corn
   they find. The old men watch their
   merriment in silence from their places by
   the fire.

   4. Thanking the Great Spirit.
   The corn is brought to the camp-fire
   circle and piled up by the chief of the
   tribe with great ceremony. The squaws
and maidens retire to the background to watch the young braves perform the feast dance,—their chief form of religious worship.

A representation in a two-act pantomime was worked out by the Sixth and Third Grades of the Ancient Jewish Thanksgiving called the Feast of the Tabernacles.

The first act illustrated the public worship in which all the people, led by the High Priest, march in solemn procession to the temple chanting psalms of praise. High Priests and Levites clad in their gorgeous robes of office carry the great golden candelabra and ewers of oil and water for the morning sacrifice in the great central Tabernacle. These are followed by the Hebrew patriarchs and their families in their gala Sabbath attire of bright colored oriental turbans, sashes and flowing drapery. They come carrying the goodly fruits of the orchards for a thank offering, some waving the stately palm branches while the poorer folk carry the humble willows from the brook. When they reach the great central Tabernacle priest and people chant a psalm of thanks for the bountiful harvest. This first act showing forth the public worship on the first and last days, is followed by an act showing how the people lived in their booths and made merry during the festal season.

The second act is representative of the work and play of the people during the six week-days which follow the holy Sabbath. The tent-like booths covered with greens from native hills are the temporary homes before which the family groups ply the household industries of an eastern village.

Before the first tent to the right, we see two gaily turbaned women grinding the grain for tomorrow's baking. There are the stones which Judean house-wives have used for centuries. Two children hold branches of golden grain to add to the meagre supply.

At another tent door weavers are at work making beautiful rugs which are greatly sought by foreign traders. Two Egyptian merchants are already bartering for a richly-colored one.

The silversmith and the iron-monger display their wares and many pilgrims wish to buy. We watch the potter at his wheel making a beautiful water-jar. Before another booth a group of shepherds sit telling tales of their adventures with the wild bears of Judea. Fisherman stand near and hear or tell tales of danger faced on stormy Galilee.

But the pantomime shows more than the life centered before its tents. The narrow Judean streets are full of merry, busy people. A big grey donkey only stands at rest. The eyes of the audience are soon caught by a group of rough-clad shepherds who come forward with crooks, wallets, and sling-shots. They join in a dance which at first expresses their anxiety over a lamb which is lost. They next show the long hard search up the mountain side until he is pulled from the pit. Then with joy he is restored to the flock. The observer realizes the children's keen appreciation of the story they are thus telling so expressive are their movements.

This group has scarcely retired before the band of oriental dancing girls appears. They are clad in gay robes, floating scarfs, and bright ornaments. Their bodies sway with the graceful movements which express the eastern conception of joy and beauty in rhythm.

The dance is finished but before the girls leave the throng, a bugle sounds from the Holy Tabernacle. Fathers, mothers, children and strangers hasten to obey its summons. They move from the stage chanting a psalm of praise. The orchestra adds its volume to the sweet-tuned chorus. When the last of the pilgrims have passed from sight, the spirit of praise is taken up by the audience and our own universal anthem bursts from many scores of voices—"Praise God From Whom all Blessings Flow."
I was making a trip alone through romantic mediaeval Spain, and the delights of this strange country caused me to desire others of a still more unusual kind. Accordingly, I wrote ahead to the office of Cook's agency in Gibraltar, saying that I should reach there on a certain date, and requested that the best guide in their employ should be engaged to take me over to Tangier, on the northwest coast of Morocco, in Africa.

As it was on the edge of the "tourist season," I did not doubt that a party would be going over. However, when I went down to the office ready for the trip, I found that I was the only person to go that time, and that the guide engaged for me was, to be sure, the best guide in North Africa, but that he was a Moor, Mustafa, by name.

I drew back in considerable dismay, not to say alarm, but the agent assured me that there is not the least danger in a lady's taking the trip alone, and that it is frequently done.

"Moreover," he said, "if Mustafa suggests a visit to any place whatever, even though it might be in the middle of the night, don't you fail to go, for you will be quite as safe with him as with your own brother in your own home town, in the middle of the day."

After some reflection and more assurances from the agent, I decided to go, for I do like adventure when responsible people convince me that I shall be perfectly safe.

Mustafa was now called and introduced to me. Moor though he was, his courteous greeting and handshake, and his deferential bearing, together with the consideration toward him, I observed on the part of all in the office, gave me, after the exchange of a few words, all the confidence in him the agent assured me he deserved. He was a tall swarthy fellow, dressed in a long white, looseflowing robe or burnous, open at the neck and falling below the knee. On his head he wore a red fez wrapped round and round with yards of a thin white material to form a turban. He wore no stockings, but on his feet a pair of yellow Morocco heelless slippers clung. With this most interesting figure leading the way, I set out for my first visit to a strange, new continent.

The Strait of Gibraltar is thirty-six miles wide at that point, hence the trip across took two hours and a half. As we neared the city of Tangier, I could see that it stretched for a considerable distance along the shore and that it was built on the side of a steep hill. We were obliged to anchor about a mile out from the pier, as the sea was rough and the harbor is very poor. I noticed before we stopped that a large number of small boats were putting out from the pier and coming swiftly toward us. In answer to my question, Mustafa told me that we should have to descend a stairway on the outside of our steamer and get into one of these boats and be rowed in. While waiting for the transfer I looked with much interest at the city, now near at hand. It looked like one vast building, an irregular white mass rising above a wall at the foot, and terminating in another walled structure on the crest of the hill. This, my guide told me, was the Kasaba, or the Sultan's palace. Here and there were patches of red roofs, and from different parts of the city, rose tall,
slender minarets, marking the sites of the mosque. The Kasaba or Royal stronghold is no more imposing, on the outside, than is the most humble dwelling in the city, excepting that its parts are larger and higher and that it is surrounded by a wall of its own. This plain undecorated exterior is one of the principal characteristics of Moorish architecture. The buildings are of stucco,—almost without exception, white, and mostly devoid of windows. All ornament is expended on the interior, and there the Moors make the most lavish use of color, ornament, and luxurious furnishings of all kinds. From my place on the steamer, I could see, here and there, bits of green. This, Mustafa told me was from trees grown in the courts of the larger houses; for all Moorish buildings are constructed with courts in the center, open to the sky, and these are the real living rooms of the owners, where all social and family gatherings are held.

But the foremost boats were nearing our steamer side, and I could see that they were all manned by Moorish sailors. Mustafa led me to the stairway and with the advent of the first passenger on the downward climb, began below, the worst shrieking and yelling I have ever heard. I quickly found that this is the way all business is transacted between these people. Often I thought they would surely come to blows the next moment, but my dusky guide, in answer to a query from me, said very calmly, and, as I thought, with slight satire, "No, Moors never strike, that European way."

On gaining a shaky foothold in the small craft waiting for me, I found myself in a boat with but one other white person, a man whom Cook had sent over, as is always done with every party of tourists; the rest were all Moors. But with my guide sitting on the floor, near me, I felt as safe as I should in a row boat on an American lake.

We reached the pier and again came the wild yells and shrieks incident to bargaining. Though I heard this day and night, during the three days I spent in that country, I did not learn to enjoy it. I had to climb a steep ladder to the top of the pier, where a yelling black reached down, eager to seize hold of my hand as if he were needed to help land me. I fancy, from the amount of my final score, that each such helper was rewarded with a coin.

We now walked along the pier toward the city but before leaving it, I stopped to take in the strange details and to ask questions about them. Between me and the city ran the high wall, then bristling with cannon very close together, for it was the year of the war with Spain. Sentry in strange uniform passed slowly along the top. Above the wall, rose that irregular mass of white stucco, constituting the city. The whiteness was broken in only three or four places, by buildings painted light blue or yellow.

Outside, and beneath the walls on the sandy beach many tents of varying sizes were pitched. I asked my guide if some of his countrymen lived in tents, and he answered me that these people were pilgrims on their way to Mecca. I realized sharply that, for the first time in my life, I was in a non-Christian land, a heathen country, and that all around me were worshippers of the Prophet Mohammed; and, as I came to believe, a more devout people, in their way, would be difficult to find. The people in the tents, I was told, were waiting there for boats which might stop at Tangier and take them on for another stage in their pilgrimage. I decided to keep watch of these pilgrims, and twice, while I was in the city, we rode out on the beach, near them. Once, I saw a band taken on board a small boat about like one of our tugs, and Mustafa looked with awe, as his brethren left for the distant shrine, which all true Mohammedans hope, at some time, to visit.

My hotel, the Continental, was quite near the city gates. It was a surprisingly good one, under British management, consequently the food was mostly familiar. The servants were all good looking Moorish men. In the house, the burnous is laid aside, and the servants were dressed in a uniform of rich red brown tight-fitting waist coat and full Turkish-like trousers, with broad, red, soft silk sash and red fez, (some with the white turban), black hose and yellow shoes.

After luncheon, Mustafa came to inform me that everything was ready for the tour into the city. At the door I
found in waiting two mules held by a young, dark-eyed Moor, Abdul, as handsome a young fellow as I have ever seen. I constantly had occasion to see that the young people of this land are usually very handsome; but that, at about thirty years of age, they begin to grow plain and often become ugly in appearance. Both Mustafa and the little groom, anxiously assisted me to my seat, a curious box of a saddle, placed sidewise on my steed and then, my guide mounted his donkey. Abdul was provided for the purpose of leading my mule at all times. This left me free to use my camera, and I made constant use of it.

Some of the most interesting scenes I could not get on account of the narrow streets which prevented a sufficient light. The streets are crooked and exceedingly narrow, so much so that as I rode through, I frequently stretched out my hands and touched the buildings on both sides. On this account, there is not a cab; not a wheeled vehicle, except a few handcarts, in this city of 50,000 inhabitants; the visitor, therefore, must either ride on mule-back or walk.

I had not gone far with my retinue before a funny looking object in the shape of a fat, black human being dressed in togs of every color bobbed up before me, dancing around in front of my donkey, clapping something like castanets in his hands and shouting in a shrill voice, “How do, Miss Americano, glad to see you, Miss Americano, I like Americanoes: I been to America, I been to New York, Chicago, Omaha,” etc., till he had rattled off the names of several of our largest cities. I whipped out my camera and photographed him, which pleased him so much that he held out his palm for the penny he knew the Americano would be likely to have. Mustafa knew nothing about him except that he is a beggar, but I concluded that he had been one of the natives exhibited in the African villages at our “World’s Fair” at Chicago.

Beggars are omnipresent in all oriental countries and Tangier is said to be the one city in the north of Africa which retains most of the characteristics of the Orient. Sometimes a beggar will take up his station at the door of a house, standing perfectly still and uttering the most discordant cries, till some one opens the door and throws something at him to get rid of him. One evening, a woman closely veiled, sat on the ground in the open square called the “Little Sacco” or market and with a shrill, mournful wail begged for something, anything; no one paid any attention to her, but still she wailed for an hour at least, while I sat with Mustafa watching the strange scenes passing before me.

On this first afternoon ride, we passed several mosques with beautiful portals formed of their horseshoe arches, one of the most distinctive characteristics of Moorish architecture. I was intensely disappointed when my guide told me that Europeans are not allowed to enter their places of worship. He was respectfully reticent about his religious faith and I wondered if these two things did not indicate a delicacy of feeling about their sacred things. Of all other customs he talked most freely, even urging me to ask him questions concerning his people and their ways, that might occur to me; but of his religion, he had nothing to say. The minarets or towers to the mosques are often very beautiful, this being the one structure on whose outside lavish decoration is used. Twice each day, the priest comes out upon an elevated balcony about it and in a loud voice, calls the faithful to prayer.

But their praying is often done by these people outside. One old man whom I took to be a beggar, sat a long time one afternoon on his heels on the ground (they do not use benches, chairs or seats of any kind) in a very conspicuous place, making a loud noise and fingering something which looked like a string of wooden disks, nearly an inch in diameter. I asked Mustafa what the man was doing, and was told that he was praying. It brought most forcibly to mind the Bible picture of the one that loved to pray standing on the corners of the street, that he might have glory of men.

The dress of these people interested me much. All women on the street, of whatever rank, are in white, a part of the outer garment being made to form a heavy veil covering the head and all the face except the eyes; one hand being always necessary to hold the veil up over the lower part of the face. The young
men dress in beautiful colors and always use a combination of several. It is a common sight to see a group of five or six gay young fellows probably of the wealthier class cantering leisurely along one wearing a pale blue burnous, another a beautiful rose color, others pale green, violet or wisteria—the two latter being favorite shades. All wear the red fez and yellow shoes, and such ones as these are sure to wear white hose. The burnous is always open at the throat, showing the borders of at least two garments, including the waistcoat (weskit as Mustafa pronounced it) and these again are in different but harmonious colors. While the dress of a well-to-do young man consists of so many colors, they are all the soft oriental shades, and never did I see an inharmonious combination. After a man is married he dons the white turban and exchanges his gay burnous for the sober white. Though much white is worn by both men and women, never did see, excepting in the case of beggars of the poorest class, anything like soiled garments. The Moors are exceptionally clean people.

We rode on through the streets, everything new and intensely interesting to me. I happened to ask my guide at one time early in the ride, what the buildings we were passing then were used for. The walls were plain and unbroken by windows or open doors and the street was very narrow.

"This," he said, striking with his whip, "is one of the shops in Tangier."

I said I should like to go in, that I wished to make a few small purchases in the city. A guide in North Africa is even more eager than his brother in the European cities to assist the tourist in making purchases; so Mustafa struck several times on the tightly closed door with fist and whip stock, before any response was made. At last, after I had begun to think that some mistake had been made, the door was cautiously opened a few inches. Words were exchanged earnestly between the inmate and my guide and then, after I had been lifted from my saddle, the door opened wide enough for us to enter, and then immediately closed tightly. A single swinging lamp dimly lit a large room literally heaped and crowded on shelves, benches and floor with all kinds of merchandise. We were ushered later into a second room, filled with metal wares of all kinds, in brass, copper, silver and gold. This was perfectly dark with the exception of the light from a single candle. After making a few small purchases, we left the place, and my reader will easily understand that I was relieved. In this and other adventures even more nervous, if I may call an adventure nervous, I had but to look at the strong, kindly face of Mustafa to feel that I was safe; as the agency which provided him for me told me I should be.

In the evening we went to the coffee house for the famous sweet coffee of that country. I found myself following my dusky guide up a dark and winding stair, which he told me led to the finest cafe in Tangier. The room was richly furnished with oriental rugs and hanging lamps of curious design with beautiful colored glass globes. Some nineteen Moors were on the rugs, sitting or reclining in various postures. All were smoking a drug of that country, whose effect, I was told, is stronger than that of tobacco, but not so injurious as is the effect of opium. Some were engaged in playing games; one group with cards, another with figures like our chess men, and nine had musical instruments. A waiter came in as Mustafa rang a bell and received our order for coffee. At about this time, the musicians began to play most wierd, shrill music. We drank our sweet coffee quickly and then left, for I could neither enjoy nor endure the music longer.

We next went to the "Little Sacco," where, in the evening, all the life of Tangier gathers; but my paper is already too long, and I have not told you of the splendid Sunday market or the "Grand Sacco" to which caravans of loaded camels bring the fruits and other products even from across the desert, and to which the numerous tribes from the country round come on muleback or afoot with their curious wares, and in which great purchases are made for the European markets. This is the most interesting market I have seen in the course of travels through many foreign countries. Neither have I told of the tea...
party at Mustafa's own home, where I was introduced to his wife and children, nor have I told of the Sultan's palace. The story is long and I must stop, but this I must say that although two years have passed since my visit there it has lost none of its fascination.

FLORA E. HILL.
Professor of English, Northern State Normal, Marquette, Michigan.

MAN'S PILGRIMAGE

A pudgy toy,
And yet a boy,
With winsome cooing murmur,
Wild wonder-eyed,
As worlds are spied
By apt and busy learner.

Rebellious look
At chart or book,
And halting tread to school;
Defiant mien,
For pleasures keen—
An enemy of rule.

A heart "for rent"
A head intent
On leaping all barriers;
A mate is sought,
Love's battle fought
The first of mature years.

Now in the strife,
Of 'gressive life,
With sinews strained and torn;
He seeks to clutch,
And covets much,
The rose without the thorn.

Sedate and gray,
Removed from fray
And turmoil born of greed,
He views serene,
His home and queen,
And bids the world Godspeed.

With vision dim,
And tottering limb,
With sands of life near run,
He strives to gaze,
Thro' the misty haze
Of life's fast setting sun.

The soul within
All washed of sin
Seeks out it's God. And soon
His face and eye
Turn toward the sky
To the Garden beyond the moon.

Harry de Percial Holt.
ROBIN HOOD AND THE TINKER

(Dramatized for Grade VI from the version of Howard Pyle in connection with the course in English Literature for the Grades).

Persons of the Play.
Robin Hood and His Merry Men.
Tinker Landlord of the Blue Boar
Sheriff Group of citizens of Nottingham Town
Messenger Foresters

Property plot. Sheriff and citizens in mediaeval costume, the Sheriff with a somewhat official robe to show his rank. Two benches.

Act I, scene 1. Scene in Nottingham Town.

(The Sheriff and a group of citizens discovered sitting in front of an inn discussing Robin Hood).

FIRST CITIZEN. Hast thou heard of this bold outlaw Robin Hood?
SECOND CITIZEN. That have I.
Folks say he is a right jolly good fellow for all his faults. No one ever went to jolly Robin Hood for help in time of need and came away empty-handed.

THIRD CITIZEN. He has a large force gathered about him now and it will be hard for the king to get him in his power.
SECOND CITIZEN. Yes, and a right loyal band they are, too. Some of them were outlawed because they shot the king's deer in winter when they were hungry, and others have been turned out of home so that their lands might be given over to the king; but they all have a friend in Robin Hood.

SECOND CITIZEN. Indeed a fortnight has already passed during which time no one in Nottingham has dared to serve my warrant upon this bold villain.
SECOND CITIZEN. But you do not realize the risk that we would have to take. All we should get for our services to you would be cracked crowns and broken bones. It is useless to try to serve a warrant on such a man.

SHERIFF. (Excitedly). Then I hold all Nottingham men as cowards, and let me but see the man in all Nottingham that dares to disobey the warrant of our sovereign lord—I will hang him forty cubits high! But, if no man here will dare to attempt this service for me, I will send elsewhere. Come (turning to a messenger standing in the group) make ready to go to Lincoln Town at once and find out if there is one there who will do my bidding. (Exit messenger R. 3. E. Sheriff speaking to the rest of the group as he moves slowly to L. 2. E.) Somewhere in this broad land there must be men of mettle, and I will not rest till I have this bold Robin Hood in my power. (Citizens wink slyly one to another, but appear to be respectful to Sheriff. After Sheriff exits L. 2. E. Citizens all join in chorus).

And mony ane sings o'grass, o'grass,
Any mony ane sings o'corn
And mony ane sings o'Robin Hood
But kens not where he's gane.

CURTAIN.

Act I, Scene II.

Property Plot: Costumes same as above, pots of ale, hammer, bag, cudgel. (Scene before the Blue Boar Inn. As the curtain rises the Messenger is seen approaching a party of jovial fellows seated beneath a tree in front of the inn).

FORESTER. (Seeing the Messenger). Come! come join us. (Turning to the landlord). Ho, landlord! bring a fresh pot of ale for each man. (Messenger advances and seats himself with the rest of the company). Now what news bearest thou so fast, and whither art thou going today?)
MESSENGER (after drinking from the pots of ale which the landlord distributed to each, and settling himself in an easy corner). I am in search of a man who dares to serve a warrant on the bold outlaw Robin Hood. But perhaps you have not heard of him. (They shake their heads and he continues). This Robin Hood not long ago slew a forester, who was a kinsman of the Sheriff of Nottingham, and for this he has taken shelter in the Greenwood. The Sheriff wishes a warrant served on him; but thus far he has been unable to find one brave enough to attempt it, for Robin Hood has a large force with him and he is by no means a law abiding citizen. (The company listen with open mouths and eyes).

TINKER. This Robin Hood of whom I never heard before is a right merry blade, but if he is strong am I not stronger? I, even I, will meet this same sturdy rogue, and if he minds not I will so bruise and beat him that he will never move on toe again! Do you hear that, boys? Come, let us have another bout. (All drink).

MESSENGER (rising and approaching the Tinker). Now art thou my man, and back thou goest with me to Nottingham Town.

TINKER (shaking his head slowly from side to side). Nay, go I with no man if it be not of my own free will.

MESSENGER. Ay, thou art a brave lad, but our good Sheriff hath offered four score angels of bright gold to whomsoever will serve the warrant upon Robin Hood (aside) though little good will it do.

TINKER (rising). Then I will go with thee. Do but wait till I get my bag and hammer and my cudgel. Ay, (threateningly) let me but meet this bold Robin Hood and let me see whether he will not mind the king's warrant. (Exit R. 3. E.).

CURTAIN.

Act 2, Scene I.

Property plot: Two stafis, bugle, bow and arrows, hammer, warrant, pouch, jugs of ale.

Scene on road leading to Nottingham Town.

(Robin Hood is discovered sitting by the roadside not far from the Blue Boar Inn. His bugle horn hangs at his hip, his bow and arrows at his back, and at his side a stout staff. Tinker approaches from the rear singing)—

“In peascod time, when hound to horn,
Gives ear till buck be killed,
And little lads with pipes of corn
Sit keeping beasts afield,”—

ROBIN. Halloa, good friend!

TINKER (continues). “I went to gather strawberries”—

ROBIN. Halloa!

TINKER. “By woods and groves full fair”—

ROBIN. Halloa! art thou deaf, man? Good friend say?

TINKER. And who art thou that dost so boldly check a fair song?

ROBIN. Let us be friends, and now tell me from whence comest thou?

TINKER. I come from Banbury, and I am on my way to Nottingham Town.

ROBIN (rising). Come straightway with me to the sign of the Blue Boar Inn and if thou drinkest, I will give thee as good home brewed as ever was tapped here in all Nottinghamshire.

TINKER (rising and starting with Robin toward the Inn). Now by my faith thou art a right good fellow. I love thee,—and if I go not with thee to that same “Blue Boar” thou mayest call me a heathen.

ROBIN. Come seat thyself here in front of the inn. Here, landlord, bring us some good home brewed ale. And now tell me thy news good friend, for tinkers are as full of news as an egg of meat. (Ale is brought).

TINKER, (after taking a drink). Now I love thee my brother else I would tell thee my news.

For sly am I, and I have a grave undertaking in hand that doth call for all my wits; for I have come to seek a bold outlaw that men hereabouts call Robin Hood. Within my pouch I have a warrant with a great red seal to make it lawful. (Takes another drink. Robin only touches his lips to the ale). Could I but meet this same Robin Hood, I would serve it upon his dainty body; and, if he minded it not, I
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would beat him till every one of his ribs would cry, "Amen." But thou livest hereabouts; mayhap thou knowest Robin Hood thyself, good fellow.

ROBIN. Ay, that do I somewhat, and I have seen him this very morn. But Tinker, men say that he is but a sad, sly thief. Thou hadst better watch thy warrant, lad, or else he may steal it out of thy very pouch.

TINKER. Let him but try. Sly may he be, but sly am I too. I would I had him now. (Makes his cudgel spin). But what manner of man is he?

ROBIN (Laughing). Much like myself and in height and build and age nigh the same; and he hath blue eyes, too, like mine.

TINKER. Nay thou art but a green youth. I thought him to be a great bearded man. Four score bright angels hath the Sheriff promised me if I serve the warrant upon the knave's body, and ten of them will I give to thee if thou showest me him.

ROBIN. That will I; but drink, man, drink. (To landlord). Landlord, bring my friend another pot of the same. (Landlord exits R. 3. E. to Tinker). The Blue Boar ale will make thee bold. (Enter landlord R. 3. E. bringing the ale, and the Tinker drinks). Now Tinker show me the warrant until I see whether it be good or no.

TINKER (Drowsily). That will I not do even to my own brother. No man shall see my warrant till I serve it upon yon fellow's own body. (Tinker falls asleep).

ROBIN (Laughing). So be it. An thou show it not to me, I know not to whom thou wilt show it. (Rises and takes warrant from Tinker's pouch). Sly art thou, Tinker, but not yet I trow as sly as that same sly thief Robin Hood (Laughing). Here, good man, (calling to the landlord, who appears at the door), here are ten shillings for the entertainment thou hast given us. See that thou take good care of thy guest there, and when he awakes thou mayest charge him ten shillings also. (Exit Robin Hood R. 3. E).

CURTAIN.

Act II, scene II.

Property Plot: Staff, pouch, hammer.

(Tinker is discovered lying before the inn just as he begins to awaken from his sleep).

TINKER. Where am I? How came I here? Ah,—I remember; but where is my good friend who is to help me capture sly Robin Hood? I wonder if my warrant is still safe. (Thrusts his hand into the pouch. Jumps to his feet). It is gone. That knave has stolen it. Ho, landlord! (Landlord comes to door of inn). Whither hath that knave gone that was with me but now?

LANDLORD. I saw no knave with thee. The only person who has been here is Robin Hood.

TINKER (Angry). Why didst thou not tell me who the man was when thou knewest him so well?

LANDLORD. How knew I that thou knewest him not?

TINKER—(Preparing to depart). I will go straightway to find him, and, if I do not score his knave's pate, cut my staff into fagots and call me a woman.

LANDLORD—(Standing in front of him and holding out his arms). Thou goest not till thou hast paid thy score.

TINKER. But did he not pay thee?

LANDLORD. Not so much as a farthing, and ten good shillings worth hast thou had today. Thou goest not till thou hast paid me.

TINKER. But naught have I to pay thee with.

LANDLORD. Pay me in money or leave thy coat and bag and hammer, for thou stirrest not till thou hast paid me.

TINKER. Take thou what thou wilt have and let me depart in peace. (Exit Robin Hood R. 3. E).

A group of Robin Hood's men appear from the forest and sing—

"Now Heaven bless thy grace this day, Say all in sweet Sherwood, For thou didst give the prize away To merry Robin Hood."

LANDLORD. Robin and I have stripped yon knave of his pack most neatly.

CURTAIN.

Act III, scene I.

Property Plot: Staff, bugle.  

CURTAIN.
Scene in the forest. (Robin Hood is discovered walking up the forest path from R. 2. E. He is whistling and carries his staff in his hand and his bugle at his side. The Tinker comes down the path from L. V. E. His head is bent and he is muttering and angrily shaking his head. Near the center they come face to face. Each stands silent a moment facing the other).

ROBIN. Halloa! my sweet bird, how likest thou thine ale? (Tinker is silent a minute).

TINKER. Now I am right glad to have met thee, and if I do not rattle thy bones within thy hide today, I give thee leave to put thy foot upon my neck.

ROBIN. With all my heart and, rattle my bones if thou canst. (Grips his staff and throws himself upon his guard. Tinker grasps his staff and comes toward him. Strikes two or three blows but finds that Robin can parry them all. At last Robin’s staff breaks).

TINKER. Now yield thee for thou art my captive. (Robin blows three blasts loud and clear).

TINKER. Blow thou mayest, but thou shalt go with me.

ROBIN. Never have I yielded me to man before, nor when I bethink me, will I yield me now. Ho, my merry men, come quickly! (Little John and six yeomen leap from the forest).

LITTLE JOHN. How now, good master, what need has thou that thou dost wind thy horn so loudly?

ROBIN. There stands a Tinker who would fain take me to Nottingham, there to hang upon the gallows tree.

LITTLE JOHN. There shall he find himself hang forthwith. (All would seize the Tinker).

ROBIN. Nay, touch him not, for he is a metal man by trade and a mettled man by nature. Say good fellow, wilt thou join my merry men all? Three suits of Lincoln green shalt thou have a year besides twenty marks in fees; thou shalt lead a merry life in the greenwood for care and misfortunes have we not. Wilt thou come with me?

TINKER (joining the band). Ay, marry, will I join you all, for I love a merry life and I love thee good master. Pain am I to own thou art a stouter and a slyer man than I; so I will obey thee and be thine own true servant.

(All sing)—

Yea! a jolly band of robbers,
Of reckless type are we,
Who traverse the woods and dismal paths,
But are seldom found upon the lee.
Come join our band, yea one and all
Ye can evade us not.
For Robin Hood is brave and bold,
And life with him is a pleasant lot.

(All slowly leave the stage by U. C. D. They repeat the above song. Its echoes are heard for some minutes).

CURTAIN.

VINNIE R. HARDY.

THE TOILER’S REPAST

“I’ve brought your dinner, papa” His little daughter said, And she took from her arm a basket And raised its tattered lid. “Ma hadn’t much to send today” But she said to give you this;” And upon his worn and manly cheek She left a gentle kiss.

And though the meal was scanty He dined in happy mood As his gentle little daughter Spread out his humble food. No banquet that was ever spread Could give him such sweet bliss As the laborer’s plain and simple meal That brought his daughter’s kiss.

With her basket then aswinging, She merrily tripped along, A tear and smile met on his face As he heard her fading song, And I thought how many a misery Of Life and Fate we’d miss, If we had a little daughter To bless them with a kiss.

Harry de Percial Holt.
OUR ADVERTISERS SELL FINE CHRISTMAS PRESENTS. DON'T FORGET THEM WHEN YOU START TO BUY.

OUR ALUMNI.

Interest of graduates in Western Normal as individuals is a matter of gratification to those most closely associated with the school and its growth but as a body are the alumni as active as they should be? Though an organization is supposed to exist, only one brief annual meeting is held each year for the election of officers and activities cease there. A query of any graduate as to the number constituting the Normal's alumni list would doubtless start a line of thought heretofore unsuggested. An authoritative statement to the effect that in this list there are nearly 1000 names including the graduates in all courses, will doubtless surprise the majority. To this number will be added upwards of 300 this year, making a total of more than 1200 Western Normal alumni.

Each year provides at least two opportunities for general meetings of the graduates of the Normal. In June commencement at the school is planned especially to attract former students, an annual reception exclusively for alumni, and the annual commencement luncheon being designed for this group. Then in the fall the State Teachers' Association furnishes a second opportunity for the gathering of alumni, the annual banquet occurring at this time. A call is sent out for these events which are intended to arouse school spirit among those who are out from under its roof and perhaps naturally, drift away from its influence.

A fair response to these calls is shown in the one or two hundred graduates who meet for renewal of friendships on these occasions but should not the number be increased to four or five hundred and thus demonstrate the real strength of the Normal alumni? To enliven the interest in the graduates as a body a suggestion may not be amiss. Officers are usually elected from those engaged in teaching in Kalamazoo or nearby towns and if they constituted a committee to meet several times a year for discussion of plans for general alumni meetings it is probable that the real feeling which should be felt toward the Normal by its alumni would soon be general.

KATHERINE NEWTON.
That Western Normal has so many graduates is doubtless a surprise to all our readers. The figures show more clearly than words can tell the wonderful growth of the school. The appeal voiced in Miss Newton’s editorial should arouse all of our Alumni and lead to an added interest in their Alma Mater’s success not only socially, but also in every other line of her activity. There are many ways in which our loyal graduates can help their school and all that is needed is the bare suggestion that such opportunities lie right at hand. Obligations are mutual. Receiving implies giving. As our graduates have freely received, let them, therefore, freely give. There is a Latin proverb to this effect—“He that gives quickly, gives twice.” If our Alumni take this for their motto and give us more and more abundantly of their regard, love and service, then indeed is our success even more assured. And while they are giving, let them not forget the editor of the Record. He is not ashamed to acknowledge his wants. He needs copy, copy, copy.

AN OPPORTUNITY.
Standing on a corner of the Avenue de l’Opera in Paris one afternoon in August was a man with a camera. From his handling of the instrument he was evidently an expert, for every now and then he would rapidly change the focus or adjust the stop and press the bulb. We saw the pictures a few days later, in the window of the kodak shop, and they were certainly a proof of the great skill of the operator.

It seemed a simple thing to take such good pictures, but how many others had he taken to become the expert? He had probably spoiled many a plate and suffered many a disappointment in the learning. But he knew there would come times when there must be no experimenting, for opportunities move in straight lines, not in circles.

It is not a question whether the opportunity will come, but whether any will recognize it and be ready for it. The man with the camera stands waiting for the second when he will get the best picture, but how absolutely foolish he would be if he had failed to load his camera and set the focus. It took some training for him to recognize the instant to snap the shutter; it took some knowledge of his instrument to have it ready and in working order. But another fact must not be overlooked. This man with his camera had been taking pictures every little while; he had considered them little opportunities for getting in practice. Furthermore, he went out with his camera and looked for subjects, knowing that they would not come to him in his dark room.

There is one feature of the school life of this institution that many—too many—students do not consider in the light of opportunity. We refer to assembly exercises. It is a rare morning when any student cannot pick up a brand new valuable fact, idea, incentive, stimulus, or even story, and it is the size of your bundle of just such material, all bound together by the cord of your own personality, that will later on dub you as “good,” “better,” or “best.” Not one of us can afford to set our own erudition on so high a pedestal that it is beyond the reach of the other man’s even random shaft.

As it is with the man with the camera, so it is with the student. He is given these days for practice and for getting ready, not only for the big opportunity, but to recognize it when it comes. Day after day and every day opportunities that seem trivial are presenting themselves, and as they grow in importance from year to year, and we discover that many times we must make them for ourselves, let us remember that abilities are being developed that may most unexpectedly be of service when the big picture is to be taken.

T. P. H.

CHAPEL EXERCISES.
Members of the faculty and all students should attend the chapel exercises. If these assemblies are of any value at all, the faculty should take enough interest in them to attend. It serves as a recreation for them from classes and class work. They not only benefit from the addresses given, but by attending give good example to the students. The students, however, get the most good from these meetings. It gives them a chance to get acquainted with the faculty. It is a rest from their studies and gives
them an opportunity to meet and talk to each other. It promotes a feeling of friendliness among the students. Singing the school songs makes them loyal to the school. Enthusiasm in athletics of the school is also encouraged. But more than all these things, is the benefit derived from the talks and addresses. In these short talks good advice and counsel is given to some and they are interesting and instructive to all. They encourage the students to work harder, they inspire them to be better.

BESSIE M. STAHL.

LOYALTY.

There is, at least, one thing that can be bettered at this Western State Normal School, and that is its school spirit. The way one learns to love his school is by taking an interest in its welfare, that is in standing up for his school when opposed by some other. Mass meetings, where every one takes a part in making a little noise in praise of his school, helps make him loyal, that is if they are not so far apart that he forgets from one mass meeting to the next, what the last one was like. A good way to have school spirit is to first have class spirit. The Seniors only are now organized into a class. If the Juniors had a president, who was alive, and a treasurer who could be on his job at collecting dues from the class night and day, they would soon be interested in knowing what was going to be done with the money, and might enter into some class debate over the thing, and before long enthusiasm would be aroused. Class and school teams, such as basket ball or football, when well backed, are most excellent means of exciting that most desirable thing loyalty to the school.

THEO. KELSEY.

CHRISTMAS WORK AT THE TRAINING SCHOOL.

"Christmas angels winging,
To the earth are bringing,
The message of Good Will.

Christmas bells are ringing,
Christmas children singing.
The message of Good Will."

During the days of the busy holiday season so rapidly coming upon us, we may not hear the audible songs of the children as their nimble fingers work away, but no one who has gone through this time of eager preparation and exciting anticipation, doubts for one moment the happiness that runs riot in their hearts, and surely no workshop could be busier, than the Training School in these days before Christmas. Unlike most of our modern shops, however, here each worker knows the pleasure of making his article from beginning to completion. It is impossible to enumerate all the problems assigned, but enough are described to show the variety of articles which may be made and the materials for these.

The First and Second Grades being in the same room it seemed well to give them at least one similar problem and for this was chosen the square mat of Putnam cloth. The children earlier in the fall learned to cut with scissors from ordinary manila paper, little stencil figures, using leaves as motifs, and to apply these forms to booklets by coloring through the openings with crayon. With this knowledge as a foundation, the children cut new forms of leaves or flowers, endeavoring to show an advancement over their earlier achievements. Each child is next given a nine inch square of Putnam cloth and directed to fold the diameters and diagonals. Then with rulers a one inch margin is marked and creased on all sides. The little units are then applied to the corners on the diagonal lines. The teacher uses her discretion in allowing good workers to repeat the unit on the sides and center of squares. After the coloring has been completed, the edge is fringed up to the crease formed by the one inch margin.

In the Third Grade the problem is to work out pin-cushion covers on cross-stitch canvas with mercerized floss. Here, too, the knowledge gained in the earlier work of the fall, that of making
a border for a bag of cross-stitch canvas, is made the basis for the new effort, but this time, the design must be adapted to a corner. Such motifs as trees and flowers are tried after the teacher has made several suggestive drawings on the board, and the children find much pleasure in the forms they work out on the squared paper. The best from each pupil’s paper is selected for carrying out on his cover.

For the blotter pad in the Fourth Grade each child is given a six inch circle of heavy toned paper, greens and browns being most satisfactory, two circles of blotting paper of harmonizing color or tone, each one-eighth inch smaller than first circle, and one circle of thin paper for cutting, which is the same size. This latter circle is folded into fourths, and following the teacher as she works, the pupils are guided in the cutting out of forms which relate in curve to the edge of the circle and also to each other. Much to the children’s delight when the paper is unfolded a pretty pattern is revealed. This is very carefully pinned flat on the toned paper by inserting the pins upright, using as few as will hold the pattern securely. Next, through the spaces harmonious colors are laid in with crayon. Two holes are then made in the center of each circle of blotting paper, and in the cover, and the cord or ribbon fastening is run through.

For the telephone list in the Fifth Grade, we shall use heavy paper of some light tone of tan or green, nine and one-half by three and one-quarter inches. First allow a one-quarter inch margin all around. Allow at the upper end a space one and three-quarters inches deep for decoration. The rest of the space below is to be divided by horizontal lines one-half inch apart. The decorative unit which is to fill the one and three-quarters space by two and three-quarters space at the top had best be constructed as a symmetrical unit on the diameters and diagonals of a little oblong of manila paper the same size as the space, and when satisfactory, traced to the space, ready for coloring with crayon or water color. If heavy paper cannot be procured for this problem the oblong may be cut from the lighter paper allowing one-fourth inch on all sides for laps which should be united at all corners. This is then mounted on pasteboard of same size as oblong, and the whole backed by a piece of the toned paper one-eighth inch smaller than pasteboard.

In the Sixth Grade we have already finished one of our Christmas gifts, our stenciled pillow covers. First the design was developed by calling attention to the importance of the corner and that our decoration must emphasize this feature, also that there was need of some connecting form to carry the eye from one corner to another. In the supporting unit the pupils were led to see that in order to have an interesting figure there must be variety of sizes and shapes, and that these must be made to relate and have unity, just as the parts of a flower while differing, yet are so grouped as to give the sense of oneness. A sheet of twelve inches by nine inches manila paper was folded so as to give a nine inch square, and the extra strip discarded. Next a line one and one-half inch from the side on two adjacent edges was drawn to avoid crowding the design too closely to the edge or outside seam of the pillow. This nine inch square represented one-quarter of the whole pillow. Next the square was folded on its diagonal, bearing in mind that the margins must come on the outside, and that the other two sides, or edges, bounded the inner sides of the quarter. A rhythmic line having long and short curves was drawn having its ends terminate on the diagonal fold. This line was there traced to the other side of the fold by drawing it heavily and reversing the fold, then rubbing heavily on the wrong side with the side of a lead pencil. The paper was then opened to get the effect of the doubled form and thought given to the next form to be added, so that one side should relate in its curves to the form already on the paper, and that its other side should carry the eye along the outer edge of the square, though not necessarily a straight line. In this way the corner unit was built up by having forms added whose sides related in character to adjacent forms or edges. The next step was to work out a connecting link which should satisfactorily bind the corners together. The design when finished was transferred to tough manila paper of the same size and with sharp knives the
UPPER GRADES

PRIMARY GRADE

SUGGESTIONS FOR CHRISTMAS WORK IN CONSTRUCTION
forms were cut out, taking care to protect the desk tops.

Putnam cloth was provided for the tops, and the diameters and diagonals of the eighteen inch squares were folded, before the material was pinned flat to boards covered with clean newspapers. The design was then adjusted, bringing the inner corner of the quarter to the intersection of the folds at center of large square. All points and edges were then carefully pinned down, and with a short bristle brush held vertically, the color was applied, endeavoring to have only a little paint on the brush and to work it thoroughly into the texture of the material. Thus each corner of the pillow was done, care being taken to wipe the stencil before readjusting. For the painting Devoe oils, thinned to consistency of cream, were used, and for convenience in directing the work, the class was divided into groups of not more than eight. The problem thus worked out produced results satisfactory both to teacher and pupils.

The Seventh Grade pupils will have as one of their problems the making of a clipping case in green, gray or brown tones of paper. The case consists of cover and six large envelopes. Each envelope is constructed from an oblong ten inch by fifteen and one-quarter inch. Turn short edge of oblong toward you. From near corners, measure up on both long edges three inches, and connect these points by a horizontal line. From the ends of this line measure up the same edges four inches and connect as before. Measure in on short edges from corners three and one-quarter inches; connect upper and lower points by two vertical lines. Next cut out oblong forms at corners. All laps of envelopes should be united three-quarter inch from outside corners. Fold laps and paste neatly the edge of one large lap to two smaller end laps. For the cover use a piece of the same paper or one of deeper tone, which is nine and one-quarter inches. Divide the sheet into five horizontal oblongs across the short way of the paper, four of which are four and one-quarter inches wide and the center one only one-quarter inch. Fold the end oblongs back and inside, making the cover double and stronger. Crease on horizontals bounding the narrow oblong, which forms the back of the case and allows for the thickness of the package of envelopes. Turn envelopes so the laps all open the same way. On the bottom edge of envelopes one-quarter inch from edge punch center hole and two and one-quarter inch on each side of it mark and punch other holes. Make corresponding holes in cover and lace together with harmonizing cord or ribbon. Tints for the corners of the oblong face of the cover are then worked out on another paper, then traced to the cover and colored with water color.

In the Eighth Grade square candle shades of 30 gauge metal are to be made. The shade is cut from the metal by pattern. The design which has been adopted and constructed according to the structural form of one face of the shade, is traced with carbon paper onto all four sides or faces of the shade and on what is to be the wrong side of the shade. The background forms are then punched with a wire nail filed to a conical point. The holes should be of similar size and worked evenly over the surface without being arranged in regular rows. After the perforations are finished the edges are carefully filed and rubbed with emery paper, so the finger may feel no roughness as it follows the outline of the shade. Then by placing the lines marking the creases between the faces on the squared edge of a block of hard wood, the shade is worked into form by gentle blows of a wooden mallet, until the edge with laps lies over the other end.

For riveting mark accurately the five holes in the lap on one end face, and the center hole in near edge of other end face. Rivet center holes first. Continue riveting, leaving end holes until last.

ELEANOR JUDSON.

HOME ECONOMICS

The teaching of Home Economics being a comparatively recent work, the reference and text books in the subject are very few. This has made the students and teachers of the work appreciate what the Department of Agriculture has done for them as well as for the housekeeper. They have come to depend largely on it for information on all of these subjects.

Since 1894 the work has been growing very rapidly in the Department of Agri-
It was in this year that Congress first provided funds to carry on the work of food and nutrition investigations, and authorized the experiment stations to work with the Secretary of Agriculture in this line and to report to him all results of such work. At present we have nutrition experts at work all of the time on such subjects as the chemical composition of foods, the digestibility of foods, the effect of different methods of cooking, the nutritive value of foods, dietary studies with groups of individuals living under different conditions, food adulterations, conveniences for the home, and all questions of sanitation and many others which are of interest to the Home Economics teacher. The investigations are most of them carried on in Washington but the results of the work of other experiment stations as well, is put in the hands of all who are interested, through the bulletins issued from the Department.

As it is the desire of the Department that this information shall be within the reach of everyone much of it is sent out free in the form of Farmers Bulletins. Some of the work done by the Bureau of Chemistry and other divisions of the department, is published in bulletins for which a small price is asked. These may be had by writing to the Superintendent of Public Documents, Government Printing Office. The Farmers Bulletins may be secured by writing to the Secretary of Agriculture, Washington, D. C., and are free to all who are interested. Published lists of bulletins on food and nutrition will be sent on request, giving short summaries of the work and the price if one is affixed, of each bulletin. A monthly list of bulletins will be sent to any address as long as you wish it, making it possible to keep in touch with the work.

Some of the bulletins found helpful in the Domestic Science work are as follows:

- Farmers' Bulletin No. 34, Meats and their Composition and Cooking.
- Farmers' Bulletin No. 128, Eggs and Their Uses As Food.
- Farmers' Bulletin No. 85, Fish As Food.
- Farmers' Bulletin No. 182, Poultry As Food.
- Farmers' Bulletin No. 74, Milk As Food.
- Farmers' Bulletin No. 244, Food Value of Cheese.
- Farmers' Bulletin No. 256, Preparation of Vegetables for the Table.
- Farmers' Bulletin No. 73, Losses in Cooking Vegetables.
- Farmers' Bulletin No. 121, Beans and Peas As Food.
- Farmers' Bulletin No. 249, Cereal Breakfast Foods.
- Farmers' Bulletin No. 112, Bread and Bread Making.
- Farmers' Bulletin No. 142, Nutritive Value of Foods.
- Farmers' Bulletin No. 203, Canned Fruits and Jellies.

FLORENCE PRAY.

TRAINING SCHOOL ASSEMBLIES.

The "Current Events" program was one of the most interesting of the term's programs. The children in the Seventh and Eighth Grades spend some time each week discussing current events, and this program was the outgrowth of this work. Children were chosen from these grades to report upon topics of interest, each child choosing the subject in which he was most interested. Aviation in its different phases received much attention; the Chinese situation was reported upon, also different projects that are under way or under consideration for facilitating transportation, and other happenings of the present time. It was not only an interesting, but a profitable half hour for everyone.

Another week Mr. Hickey took the children from Battle Creek to the top of Mt. Vesuvius, and a most enjoyable trip it was to all who followed him.

Mr. Hickey made happy selections from the many interesting experiences of his trip and told them in a way that held the interest of old and young.
The 1911 football season came to an early end in a blaze of glory on Saturday, November 11. On that day the pigskin exponents of the Battle Creek Physical Training School came over to play a friendly game with our moleskin warriors. Whether the Toasted Corn Flakes really enjoyed the pastime is perhaps an open question, but there can be no dispute as to how our home contingent felt about it. Our cup of joy was filled full, heaped up, pressed down and running over. Joy oozed out of the Woodward avenue grounds and percolated throughout the whole countryside, while the shouts of victory were heard as far away as Dowagiac on the west and Battle Creek on the east. In fact there was so much to root for that the rooters rooted themselves into such a state of rootiness that they are rooty yet. The victory was surely a horse on us and many were the eloquent vocal cords and loyal larynges that were freely offered on her altar.

The day was dark and lowering, but warm with a high wind from the south and a hint of the storm that was so soon to usher winter in. Toward the end of the game it became so dark that it was almost impossible to see the plays. Meteorologically speaking the Postums were in a "low," while we coasted gayly along on the following "high." "There was a Reason" and that reason lay in the perfect team work and condition of our athletes. Never have we had a team that worked more smoothly. The eleven men played as one. They were primed to the second and played as fine a game as was ever seen upon a local field. "Bill" had succeeded in strengthening every weak point, in polishing every rough part and in welding the eleven different individuals into one compact and powerful machine. There was no weakness anywhere to be seen.

The score was 62 to 6. One would make no mistake in thinking there was something doing every minute. The high wind was directly responsible for the Foodtown's lone score. We kicked off to them and they having the wind at their backs, and being unable to advance the ball, soon booted to us. The high wind made nice handling of punts almost impossible. This punt fell out of McGuire's reach and Saier, who looks like a real meat eater, coming up on a fast run, grabbed the oval on the bound about a yard from our line and raced over for the first touchdown.

By snappy line bucking and end runs we got this back before the quarter closed and knotted up the score at 6 all.

In the second quarter we went at the visitors hammer and tongs and by the time the welcome whistle sounded in their ears we had piled up 4 more touch-downs, yielding 20 more points. Having had no favoring wind this session the training lads had been unable to increase their score and so the half closed, Normals 26, Physical Training 6.

After the intermission the first quarter was rather tame. Our boys were weary from scampering over their opponent's goal line and they were tired out in their efforts to keep us back. We were content with one touchdown and goal this time, making the count 32 to 6 at the three-quarter post.
But say, my friends, the last lap was a corker. Mayer's machine had caught its second wind and the way they ran rings around the helpless Crickets was enough to enthuse a wooden Indian. Bucks, cross bucks, delayed passes, quarterback bucks, forward passes and fake plays followed each other so rapidly and so brilliantly that our gentlemanly opponents were completely baffled, nonplussed, mystified, stupified and set-aside to such good purpose that a total of 5 touchdowns, all of which were negotiated into goals, fell to our lot. Meanwhile our opponents were so busy trying to keep down our total, that they had no thought of seeking on introduction to our goal line. Forward pass after pass was uncorked during this session and seldom did one fail to register a good gain. Everything went like clock work. The bearings of the old machine were well lubricated and never a cog slipped. All the reserves got in during this joyfest and had a chance to partake of the good things on tap. This quarter was an excellent training for a Marathon and all our brave band qualified.

But all good things come to an end. The jealous sun was hiding his face behind the western clouds, the winds were soughing through the tree tops, the sable wing of night was brushing the earth when at length the shrill piping of the whistle rang down the curtain upon the game and the season of 1911. It was a fitting close of a season marked by some discouragements and many mishaps to players. In spite of all drawbacks the boys had finished in brilliant style and showed most clearly that they were right up to the standard of Western Normal teams.

The Physical Training team is composed of fine fellows, and some of them, notably Saier, played fine games, but as a whole they were outclassed. They took their defeat in good part. Regular class work will be required of all men. Every one will undergo a physical examination and the work will be given according to the needs of the individual.

The inter-class basketball series which was such a success last winter, will begin at the opening of the winter term. Interest in the series has reached a high pitch and already prospective members of the various teams are predicting that their team will be "up there" when the season closes in March. The preps won the inter-class championship last winter and even though they are represented by practically the same team the other teams have been so strengthened by the addition of new material that the race should be close and exciting all the way through the series.

The schedule follows:

Friday, Jan. 5—Seniors-Juniors.
Monday, Jan. 8—Preps-Rurals.
Wednesday, Jan. 10—Seniors-Preps.
Friday, Jan. 12—Juniors-Rurals.
Monday, Jan. 15—Preps-Juniors.
Wednesday, Jan. 17—Rurals-Seniors.
Friday, Jan. 19—Juniors-Seniors.
Monday, Jan. 22—Rurals-Preps.
Wednesday, Jan. 24—Preps-Seniors.
Friday, Jan. 26—Rurals-Juniors.
Monday, Jan. 29—Preps-Juniors.
Wednesday, Jan. 31—Rurals-Seniors.
ATHLETICS

Friday, Feb. 2—Seniors-Juniors.
Monday, Feb. 5—Preps-Rurals.
Wednesday, Feb. 7—Seniors-Preps.
Friday, Feb. 9—Juniors-Rurals.
Monday, Feb. 12—Preps-Juniors.
Wednesday, Feb. 14—Rurals-Seniors.
Friday, Feb. 16—Juniors-Seniors.
Monday, Feb. 19—Rurals-Preps.
Wednesday, Feb. 21—Preps-Seniors.
Friday, Feb. 23—Rurals-Juniors.
Monday, Feb. 26—Preps-Juniors.
Wednesday, Feb. 28—Seniors-Preps.
Friday, March 1—Seniors-Juniors.
Monday, March 4—Preps-Rurals.
Wednesday, March 6—Seniors-Preps.
Friday, March 8—Juniors-Rurals.
Monday, March 11—Preps-Juniors.
Wednesday, March 13—Rurals-Seniors.

TRACK WORK.

Some work in indoor track athletics will be attempted if the proper hours can be arranged for the use of the gymnasium.

There seems to be sufficient material in school for a good team and although no outside meets will be arranged an individual or class meet may be pulled off some time in February and perhaps another in March.

Several men in school have shown some ability in the various events. The names of some of these with the events for which they are qualified are as follows:

Short Dash—McKay, Dewey, Martin and Monteith.
220 yard Dash—McKay, Monteith, VandeWalker, Shivel, Healy and Roper.
440—Waldo, McKay, Block, M. Grant, Milham, Rowe, Tuttle and Monteith.
One-half Mile—Waldo, Milham and Grant.
Mile—Waldo, Milham and McCarty.
High Jump—VandeWalker, Roper, Dewey and Verburg.
High Dive—Waldo, Cutting and Tingie.

It is expected that many “dark horses” will appear to upset the dope and it is hoped that every boy in school with any ability will try for some team.

NEWS ARTICLES

NOELS.

The revival of all things traditional is evinced perhaps nowhere more happily than in the use at the present time of the genuine old noels or Christmas carols. Just as the pictures of the nativity, and of the holy family by the old masters, subject to criticism though they may be by reason of faulty perspective and strange anatomy, are redolent of a spirituality seldom attained by the modern painter, so does the carol of the olden time carry in its quaint refrain a message of reverence and peace seldom found in the modern hymn. The lower provinces of France, and those of the Bretons and Normans, at this time of year, are active in the preparation of festivals that have been reproduced in exactly the same way for hundreds of years. The old traditions of the coming of the birds to Bethlehem to worship, of the oxen and sheep falling on their knees in the stalls of the stable, are dramatized and snowy lambs, and calves wreathed in flowers, and even the cock from the barn-yard are drawn in quaint little chariots to the churches to the place of the manger where the waxen bambino lies awaiting them. After the midnight mass, there is much feasting and the eating of curious little cakes, and always and everywhere the singing of the carols of the flowers and of the birds, of the little lambs, and of the stars, and with it all the thought that for hundreds and hundreds of years, the forebears of these simple, kindly people have been singing these same noels.

FLORENCE MARSH.

STUDENTS’ TEA.

Saturday afternoon, Nov. 18, the rotunda and gymnasium of the Training School presented a decidedly festive appearance. It was the occasion of the Students’ Tea given by the Seniors of the Life Certificate course. Miss Alice Marsh and Miss Koch were the committee on general management, assisted by Miss Amelia Upjohn, of the student body. Miss Adele Jones of the faculty,
and Miss Alice Mack of the students, were in charge of refreshments, being assisted by the Domestic Art and Science and the Rural students. The tables were set in the rotunda and light refreshments served informally. Decorations were in charge of Miss Wakeman, Miss Harriet Bush and Miss Helen Shaw, and consisted of palms, ferns and pampas grasses in the tea-room, while the gymnasium looked like a pink bower, decked out with cherry branches.

A fine program, under Miss Hootman's direction, was rendered during the afternoon. It consisted of musical numbers by the voice culture classes, a cornet solo by Miss Pritchard, a piano duet by Miss Ruby Shepard and Miss Marie Vilkins, and some recitations by Miss Forncrook. Dancing was enjoyed in the gymnasium until the closing hour. Taking it all in all, it was a thoroughly enjoyable occasion, and there was a universal expression of the hope that it might be repeated some time in the near future.

The Equal Suffrage Association of Western Normal held its first business meeting Wednesday, Nov. 22, for the purpose of organizing for the year's work. There was much discussion of the course of study to be undertaken, and many valuable suggestions were made, but as yet the course has not been fully outlined. The following officers were elected: President, Lucile Watts; Vice President, Amy Acton; Secretary, Pearl Spicer; Treasurer, Myrtle Williamson.

This Association was organized last spring, but too late to do much effective work. This year the members plan to get down to real work right at the start and to show to all, that the Association, though an infant, is yet a most lusty and growing one. "In a multitude of counsellors there is safety" and so each girl in school is urged to ally herself with the Association and become an active participant in all the proceedings. Whether she is for or against equal suffrage, she should join anyway to show that she is alive to the importance of the movement. While the Association is not organized for social purposes, yet this phase of school life has not been overlooked. A committee is already at work planning various social functions for the balance of the school year. Every Normal girl is cordially invited to come with her friends to meet her other friends at the meetings of the Association. Notice of the next meeting will be given on the bulletin board. Watch for it.

Some of the faculty sympathizers with the movement are: President Waldo, Misses Densmore, Gage, Goodrich, Pray, Braley, French, Alice Marsh, Florence Marsh, Adele Jones, Wakeman, Mr. Hickey and Dr. McCracken.

ASSAMBLIES.

Tuesday, Nov. 7.
A very entertaining and witty address on the development of the peat resources of Michigan and various other sections of the U. S. was given by Mr. Carl G. Kleinstuck, who is an authority on the subject. The talk was illustrated by photographic views.

This was the initial appearance of the high school girls' glee club, "The Treble Clef," under the direction of Miss Beulah Hootman, and their fresh young voices appeared to very good advantage "Merry Maidens Dance." in
(a) "Merry Maidens Sing, and Merry Maidens Dance."
(b) "Croon, Croon," by Pach.

Friday, Nov. 10.
Prof. B. L. Jones gave an admirable exposition of plays, playactors, and theatres of the olden time in London. As a matter of historical and literary reference, one might wish to see it in print in the Record, as an example of "much in little." It certainly would prove helpful to both English and Expression classes.

Tuesday, Nov. 14.
"Hygiene of the School-room" was the topic chosen by Rev. Caroline Bartlett Crane for her address before the student body on this date. The speaker is certainly qualified to treat the subject, as her extended efforts in behalf of municipal reform have made her known throughout the continent. Limited time gave her scope for only one topic, however, the lighting of the schoolroom, on which point she made many valuable suggestions.
Miss Florence McIntyre rendered a piano solo: "Dainty March," by Poldini, and an encore by the same composed: "The Dancing Dolls." Both were played in spirited fashion and with admirable technique.

Friday, Nov. 17.

This was an assembly made notable by distinguished visitors. Their arrival was slightly delayed and in the interval of waiting, the school had a "song-fest," rehearsing old favorites. Miss Forncrook gave pleasure by her charming rendition of Dickens' "The Chimes."

Mrs. Beatrice Forbes-Robertson Hale of New York, was the first speaker on "Woman Suffrage," the topic of the day. One was reminded of Josephine Dodge Daskam's witty retort when asked if she believed in woman's rights, "I haven't begun to use up my privileges yet." It was on the question of woman and her privileges, rather than that of woman's rights, that Mrs. Hale expanded. To the power of a magnetic personality and a gracious presence she added epigram and forceful argument, winning to her side even those who, on principle, stood opposed to her.

Mrs. Hale was followed by Mrs. Rose M. French, of California, a graduate of Leland Stanford, now engaged in the work of the uplifting of girls and young women in the city of San Francisco. She gave a most interesting account of the recent campaign in her state and brought to light many incidents pertaining thereto which have not been noted in the public press.

Tuesday, Nov. 22.

Miss Alice Holmes, of Grand Rapids, a former student, who was visiting for the day, gave great pleasure in assembly by her brilliant rendition of two piano solos:

(a) Prelude in C Minor, by Rachmaninoff. As encore:
(b) "Shepherd and Shepherdess," Benjamin Godard.

"India, her people and customs," was the theme chosen by Mrs. L. E. Martin for her address to the students. She was admirably fitted to speak on the topics, having spent twenty years as a missionary in that country. The peculiarly degrading character of the Hindu religion, the early marriages and suffering of the women through being "child widows," and the system of caste were a few of the points brought out in very interesting fashion by Mrs. Martin.

THE WESTERN GOVERNORS.

Wednesday, Nov. 29, was a red letter day for both Kalamazoo and the Normal. On that date the nine governors from the far west that were touring the country in a special train, with the laudable desire of acquainting the middle west and the east with the golden opportunities of their great commonwealths, halted their train and were for several hours the guests of Kalamazoo.

The party consisted of the following governors: J. H. Hawley, Idaho; A. H. Burke, North Dakota; A. O. Eberhart, Minnesota; M. E. Hay, Washington; E. L. Norris, Montana; J. M. Carey, Wyoming; Oswald West, Oregon; R. S. Vessey, South Dakota; J. F. Shafroth, Colorado.

After viewing the city from automobiles the entire party visited the Normal and there separated to fill various speaking assignments in the city. Two of the governors, Eberhart, of Minnesota, and Hawley, of Idaho, remained at the Normal and addressed the entire student body. Governor Eberhart was particularly happy in his remarks and made a great hit with his audience. He eulogized the importance of the public schools and laid particular stress on the teaching of the manual arts and domestic science. Governor Hawley made an eloquent plea for more enlightened citizenship.

At the banquet which was tendered the governors at the New Burdick at 11:30 of the same day, the Normal was honored and its president paid a high compliment in that Mr. Waldo was chosen as the toastmaster. Speakers on this occasion were Governor Chase Osborn, Mayor C. H. Farrell of Kalamazoo, the Rev. Caroline Bartlett Crane, Governor Carey of Wyoming, Governor John Burke of North Dakota, former governor James H. Brady of Idaho and others. Mr. Waldo also responded to a toast at the banquet the previous evening in honor of Governor Osborn.
The following letter received by Mr. Waldo shows how the governors appreciated their reception here:

Western Governors Special, December First, 1911.

Hon. Dwight B. Waldo, Pres.,
Western Normal School,
Kalamazoo, Michigan.

Dear Mr. Waldo:

The Governors of the West and especially those who were your guests during our recent visit to Kalamazoo, have requested that we write you expressing to you their thanks and appreciation for the nice way in which you cared for them and the many courtesies shown them at your hands.

Kalamazoo's reception to the Western Governors was most hearty and cordial and left a delightful impression on the party and we hope you will feel that the interest and part, which you took in the same was especially pleasant to all of us.

Yours very truly,

JAMES H. BRADY,
Manager.

REILLEY A. ATKINSON,
President.

THE MEN'S SUPPER.

The annual banquet of the men of the Normal, in honor of the football team, was held in the basement of the Training School building on the evening of Friday, Nov. 24. About 140 hungry and hilarious students and faculty members sat down to the toothsome turkey and its concomitants that formed the mainstay of the edible part of the entertainment. That they did full justice to the appetizing viands goes without saying. The menu which, was prepared and served by the girls of the domestic science department, under the direction of Miss Pray, was as follows: Roast turkey, mashed potatoes, rolls, cranberry sauce, pumpkin pie, cheese and coffee. The men of the school are fully aware of the great debt they owe their sisters in the Normal, but never more so than when the time for the annual supper comes around. Were it not for the generous aid of the domestic science department so freely, cheerfully and loyally given, it would be utterly impossible to make the affair the success that it undoubtedly is. If the way to a man's heart is through his stom-

ach, then the ladies of this most useful department have successfully enshrined themselves within the pericardiums of every man who was present at this feast.

After the dishes were cleared away, came the literary part of the program. Prof. B. L. Jones filled the position of toastmaster in a most acceptable manner, and introduced each speaker with some apt quotation or fitting story. President Waldo spoke first on the topic, "Is This Worth While," the This referring of course, to occasions such as the one just being celebrated. He made it very clear that to him they were distinctly so and he expressed the earnest wish that they might come more often.

Mr. Bert Ford of the students, next essayed to tell how the faculty looked from the seats. He thought that the faculty had its bright side which one might find if he looked carefully enough. On the whole, Mr. Ford seemed to think professors are not such bad fellows. He closed with a few verses having witty allusions to several Normal specimens.

"The Team" gave Captain Mayer an excellent opportunity to make a fine speech. Seeing the opening, he as usual promptly seized it. In an entertaining fashion he pleased the audience by an account of some of the unwritten history of the trips. After going with the team to Hillsdale, Culver and Hope, it appears that football is not all bucking the line and circling the ends and that Mars is not the only god worshipped.

Professor George Sprau, after repaying in kind and with interest the introduction the toastmaster so cheerfully gave him, settled to his task of telling how the student looks to a teacher. Modestly claiming to be more of a student than a teacher, he opined that students were good fellows and well worth cultivating. While he thought himself unable to do all he saw students doing, yet in their corridor congregations as well as in their other diversions he found himself in close sympathy with them.

At this point such a demand arose for Mr. Spaulding that genial William was forced to make his bow and give utterance to some of his sententious wisdom. The only time he got his signals crossed was in his Hibernian-Hebraic story, when he located Robert Emmett in Palestine instead of the Emerald Isle.
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Professor Burnham closed the program by talking on the subject, "After a Year Off." He said he was glad to be back again and that no people he met looked so good to him as the home folks. He seemed to think that while it was a fine thing for a teacher to have a year off, that perhaps it also paid the school to give a man his salary just to stay away for a year. In closing he emphasized these three points, "Unity as an Ideal," "Power as a Motive," "Friendship as a Satisfaction."

During the course of the program Messrs. Bert Ford and Charles Nichols rendered a duet, Bon Amies in a very pleasing manner and the Men's Glee Club later gave a fine vocal selection that caught the crowd. The program was as follows:—

MENU.
Roast Turkey
Mashed Potatoes
Cranberry Jelly
Pumpkin Pie
Coffee
Cheese
Tune—"Auld Lang Syne."
Should Normal Students quite forget
And never call to mind,
The grand old school which they attend,
Their Alma Mater kind.

Oh the grand old Normal School, my boys,
The grand old Normal School,
We won't forget, we love you yet,
You dear old Normal School.

TOASTS.
1. Is This Worth While? President D. B. Waldo.
2. The Faculty—as Seen from the Seats, Bert Ford.
5. The Students—as Seen from the Platform, Prof. Geo. Sprau.
7. After a Year Off, Prof. Ernest Burnham.

In describing the banquet, the scribe would consider himself derelict if he failed to give due credit to Miss Florence Marsh for her efficient help. She
was of great assistance in the excellent musical numbers that contributed so much to the spirit and pleasure of the gathering. At the piano she conducted this part of it in such a spirited manner that every number was a success. She was ably assisted by her musical boys. During the eating part “Clementine,” “Oh Dem Golden Slippers,” “Alexander’s Rag-time Band,” and “Upidee” were enthusiastically sung. After each toast an appropriate original verse, composed by Robert Chittenden, was also given and added much to the pleasure of all. These verses were as follows:

(To be sung to the tune of “Reuben, Reuben, I’ve Been Thinking”)

Waldo, Waldo, You’re the candy
You’re the candy pres-i-dent
You’re the candy for the Normal
That you are, we all consent.

Spaulding, Spaulding, you’re the candy
You’re the candy football chief,
You’re the candy for the Normal
Yes, that is truly our belief.

Captain Mayer, Captain Mayer,
You’re the candy football cap,
You’re the candy for the Normal,
You’ve got ginger—you’ve got snap.

Normal maidens, Normal maidens,
You’re the candy maidens fair,
You’re the candy for the Normal,
And your turkey’s really rare.

The arrangements were all in charge of Dr. Faught, assisted by faculty and student helpers. Mr. Fox superintended the lighting and decorating effects. The columns were covered with brown and gold colors, and over the table of honor were two footballs, while back of it were flags and banners.

Original souvenirs of the event were the programs, bearing as a background a fine half tone picture of the football group in brown. Over this was printed the menu and program.

Shortly after nine o’clock, after cheering and singing the song on the program, the meeting came to an end and everyone went home sure that he had had a good time.
BOOK SHELF.
King's "Elements of Woodwork" deals with the growth, qualities and uses of the different kinds of wood, and the manufacture and care of lumber, from the first steps in logging to kiln drying. There are chapters upon the selection, care and use of the important types of woodworking tools, the manufacture and use of glue and sand paper, and the different materials and methods used in staining and finishing woods.

The book "Elements of Construction" deals with the use of the common woodworking tools, and the typical forms of construction employed in fastening wood together, the application of which is the basis of all construction in wood.

These books are the first two of a set of five by Mr. Charles A. King, published by the American Book Company. They are written and illustrated in such a manner as to be very helpful to the amateur woodworker, the craftsman and to the student of Manual Training.

M. J. S.

MUSIC NOTES.
The Choral Union has started out this year under unusually favorable conditions, and the rehearsals point to a fine rendition of the oratorio, "Elijah," which has been selected for the spring concert. They appeared recently in assembly and rendered in fine style two standard numbers which proved great favorites with the audience:

(a) "O, My Love is Like the Red, Red Rose," by Pearsall.
(b) Arrangement of sextette from Lucia di Lammermoor.

The Music and Art Students met on the afternoon of Friday, November 10, and enjoyed an informal program, of which a "Limerick Contest" proved a very interesting feature. Afternoon tea was served.

The Music and Art students have had quite a contagion of "limericks" recently. Anent the History of Art class, a student produced the following:

There was an old Greek named Phidias,
Who sculptured some marbles most hideous.
He made Aphro-di-te
Without any nightie,
Which was certainly careless of Phidias.

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A wedding in the high school department of the Normal interested the students in November. Miss Edith Maus, who entered school in the fall, was married Nov. 8 to Morris Bobb, of Kalamazoo, and they have started housekeeping in their new home on the south side.

Miss Alice Holmes of last year's class was a visitor at the Normal late in November, and furnished two enjoyable piano numbers for assembly on the day of her visit. She has been engaged in private teaching this year but will soon take up school work at her home in Grand Rapids.

The Manual Training Round Table organization met in Kalamazoo in November and several of its members came to the Normal to visit classes. Prof. George S. Waite presided at the meeting, which was held in the manual training school. There were representatives from Battle Creek, Jackson, Grand Rapids, South Haven, Muskegon and other cities where there is manual training in the schools.

The young women of the Normal Y. W. C. A. have been getting out a most attractive calendar for the holiday season. It consists of various views of the Normal combined in artistic fashion.

The State Corn show, which will be held in the Normal in January, will bring to the school several hundred visitors. A fine program has been arranged for this event, L. L. Lawrence, of Decatur, and L. J. Bradley having the arrangements in charge.

Dr. McCracken addressed the Men's Club of the First Presbyterian church Tuesday evening, Nov. 17, on "What Science Has Done for the Farmer."

PREPARATORY DEPARTMENT.

The seniors, nineteen in number, met Thursday, Nov. 23, to elect officers for the ensuing year. Win. Hutchinson presided. Balloting resulted in the following selection: President, Isabelle McLaughlin; vice president, Frank Carpenter; secretary, Louise Shakespeare; treasurer, Minerva Graf.

Plans were discussed and committees selected to perfect arrangements for the annual assembly of the high school department, to be held on the evening of Friday, January 12.
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NEWS NOTES

BUY YOUR CHRISTMAS PRESENTS EARLY. OUR ADVERTISERS HAVE WHAT YOU WANT.

On Tuesday evening, November 28, a delightful social meeting was held by the members of the Normal Literary Society at the home of Mr. and Mrs. A. J. Avery, 105 West Dutton street.

Some of the young women in the domestic art classes have been combining their learning with business during the last few weeks and have disposed of their “wares” at a fine profit. Most artistic trays and waste baskets have been made from raffia and the demand down town for these pieces has been so great that it has kept several of the young women busy filling orders. An exhibit of the splendid work done in this department was an attractive feature of the State Grange meeting.

There was no smallpox epidemic to disappoint students who had planned to spend Thanksgiving in their homes this year, and Wednesday evening, Nov. 29, found a large proportion at home or enroute for the few days’ vacation allowed. With only two weeks of school intervening between Thanksgiving and the Christmas vacation, a busy student body could be seen preparing for examinations and the festivities of the school. The winter term will open Tuesday, Jan. 2.

The Classical Club held its first social meeting November 17th, from 4 to 6, in the assembly room. The social committee, dressed as old Romans, served genuine old Roman refreshments, consisting of brown bread, honey and milk. Some old Roman games, such as dice, were played and a half hour was spent in practicing “Gaudeamus,” a Latin song which some have been learning.

Four faculty members were present, Mr. Hickey, Miss Wakeman, Miss Jones of the Physical Training Department, and Miss Parsons. The next meeting was in the assembly room December 6th, when Mr. Hickey gave a talk on the Roman Forum, illustrated by stereopticon views.
The rural seniors met recently for class organization and elected the following officers: President, Frank Ayers; vice president, Miss Una Barnes; secretary and treasurer, Miss Aura Copper. Class activities have begun with the selection of a class pin.

The Normal was visited, Monday Nov. 20, by a large body of teachers from Van Buren county. Superintendent Murphy of Lawton, with all of his teachers, spent the day in various departments of the school.

A nice sum was realized by a candy sale which the young women of the Normal Y. W. C. A. held Tuesday, Nov. 21, in the lower corridors of the main building. Miss Effie Williams and Miss Anna Lylle were in charge. The Association is in a thriving condition since the membership contest which resulted in many additions to the already good membership.

President Waldo addressed the Men’s Club of the First Congregational church Monday evening, Nov. 20, on “Antietam.” On the following night he talked on “Gettysburg” before the Outlook Club, which is composed of business and professional men of the city.

The senior class in the high school department has elected its officers for the year as follows: President, Miss Isabel McLaughlin; vice president, Frank Carpenter; secretary, Miss Louise Shakespeare; treasurer, Miss Minerva Graf. The class is the largest to graduate from the high school department, numbering 19 members.

Prof. Burnham has been asked to deliver an address at the next meeting of the Wisconsin State Teachers’ Association in November, 1912.

Other vocations than teaching have claimed several of the Normal’s graduates. A record of a number shows that they have entered business fields or continued in college for professional work other than teaching. The courses offered in the school have proved splendid preparation in many lines of work.

An interesting exhibit of art work has hung on the walls of the assembly room recently. It was loaned by the Chicago Art Institute and consisted of charcoal, pen and ink and painting sketches.
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The buildings are new, large, well planned and attractive, and the equipment is excellent. The library numbers 8000 carefully selected volumes, all new, and is growing rapidly. The gymnasium is the largest structure of its kind among the normal schools of the Middle West. The training school building is a model of convenience, practicability and architectural beauty.

The school offers a two years' Life Certificate course for high school graduates, an advanced Rural School course, and review courses. There are also special two years' courses in Public School Art, Kindergarten, Domestic Science, Domestic Art, Manual Training and Public School Music, leading to the Life Certificate.

Students may enter at the opening of any term. The Winter Term opens Jan. 2, 1912. The year book will be mailed on application.

Dwight B. WALDO, President,
Kalamazoo, Michigan.