Eucalyptus Trees, Pasadena, Cal.
# The Kalamazoo Normal Record

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By

The Faculty and Students of the Western State Normal School

Kalamazoo, Michigan

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Vol. 1 CONTENTS FOR NOVEMBER, 1910 No. 4

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATIONAL</td>
<td>The Love of Knowledge, E. C. Warriner</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>Special Classes in Kalamazoo Schools, Ray L. Bowen</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>The Training School Assembly, Edith Barnum</td>
<td>114</td>
</tr>
<tr>
<td>LITERARY</td>
<td>Contributions by the Elementary School—</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Christmas Festival, Bessie B. Goodrich</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Contributions by the Faculty—</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Summer Trip to California, Emelia M. Goldsworthy</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>Contributions by Students—</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The King of the Golden River, Florence Butler</td>
<td>118</td>
</tr>
<tr>
<td>EDITORIAL</td>
<td>The M. S. T. A. Meeting</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>Acquiring an Aim</td>
<td>123</td>
</tr>
<tr>
<td>NEWS ARTICLES</td>
<td>Athletics</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>Assembly Notes</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>The Art of Recreation, Frank A. Manny</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>A Review of Michigan Geography, Lucia Harrison</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>Alumni Banquet at Bay City</td>
<td>129</td>
</tr>
<tr>
<td>NEWS NOTES</td>
<td>The Book Shelf, Frank A. Manny</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Smile or Two</td>
<td>130</td>
</tr>
<tr>
<td>ALUMNI NOTES</td>
<td>Katherine Newton</td>
<td>138, 140, 142, 144</td>
</tr>
</tbody>
</table>

*For the Editorial and Business Advertisement of the Kalamazoo Normal Record see page 122*

ILLUSTRATIONS

- Eucalyptus Trees, Emelia M. Goldsworthy: Frontispiece
- Christmas Processional: opposite page 117
- Mummer's Dance: opposite page 133
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<table>
<thead>
<tr>
<th>Shoe Repairing</th>
<th>Rest Room for Ladies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Done</td>
<td></td>
</tr>
</tbody>
</table>

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How Tungsten Filaments are Squirted.

In the making of the filaments for tungsten lamps pure metallic tungsten is first secured by a long process of refining. This tungsten metal, which is then in a finely divided form, is mixed with a binding material to form a plastic mass which may be squirted in fine thread-like filaments. The process of making the filaments, as described by G. S. Merrill before the American Institute of Electrical Engineers, is an interesting one.

The paste, as it is called, is placed in a small steel cylinder and forced by a pressure of about 32,000 pounds per square inch through a small diamond die.

The die used in squirting tungsten filaments consists of a suitably mounted diamond of from one-half to one carat in weight through which a very minute hole has been drilled. In the smaller dies used today this hole is only about 0.0014 inch in diameter, which is smaller than an ordinary hair. The hole is drilled in the diamond with a steel needle, ground down so fine that it is flexible as a hair and, as can be imagined, the drilling requires considerable time and patience. The stone when drilled is mounted in a steel casting in order to hold it against the enormous pressure used in squirting the filament.

Under such pressure the abrasion of the die even by the smooth tungsten paste is very rapid. This abrasion is a serious matter, as the diameter of the hole, and consequently that of the filament squirted, constantly increases. Moreover, the abrasion is not uniform, so that the hole enlarges more rapidly in the direction of one diameter than of the other, assuming when worn an elliptical shape. After enough filament for about 1,500 lamps has been squirited it is necessary to have the die rebored an operation which costs almost as much as the original die. A die cannot be rebored more than twice before it develops cracks or fissures which cause it to break. The next hardest material, sapphire, has been experimented with as a material for these dies, but it is found that such a die is very liable to split and that it will hardly make 100 lamps before it needs redrilling.
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EDUCATIONAL

*The Love of Knowledge.

Two things are absolutely necessary for a school teacher: first and supremely, a love of children, secondly, a love of knowledge. Without a love of children, a teacher grows cold, sour, unsympathetic, cross, cruel. Without a love of knowledge, a teacher is shallow, superficial, easily squeezed out. Continually giving forth, the teacher is soon pumped dry unless his love of knowledge fills him up again. Without a love of knowledge, a teacher soon comes to consider his work simple, easy, trivial, unimportant. With a love of knowledge, the teacher has the world at his feet, the universe is before him, his only regret over advancing years is the loss of time for growth.

Of this love of knowledge, I desire to say a few things. I have meditated long to determine whether I mean the love of knowledge or the love of learning, and while still meditating, I lighted on an article in the July (1910) Atlantic, entitled Learning. In this the author takes up the cudgel anew in behalf of the humanities against the sciences. The only true learning, says the author, is reading the Latin and Greek classics. While always loving the study of Latin and Greek, I cannot believe that a knowledge of them is the only true learning. Yet if there should be any suspicion that this is true, I prefer to speak of the love of knowledge, knowledge of anything, only let it be real knowledge, thorough, sure, impregnable. What one knows, depends upon what one studies, and what one studies depends upon—what shall we say, sometimes upon environment, perhaps sometimes upon heredity—but probably most often upon one's taste and "there's no accounting for tastes". But study something, thoroughly and continually, the teacher must, if he is to avoid superficiality. The real teacher who is a student will love one particular phase of teaching and that he will study, and this is true not only of the high school teacher but of the first or second or third grade teacher. Suppose it is literature. What is to hinder one from making the very best collection of stories for little children and then what is to hinder one from becoming the best story-teller in one's city or in one's county? If one has a love of this kind of knowledge, only perseverance stands between him and distinction. Perhaps the teacher loves nature study better. The same zeal may lead one to know all the plants which grow for two miles around his school-house or to know all the birds of his district with their calls. Or the teacher may be interested in arithmetic. He can make a better collection of problems, say for the third grade, than has ever been made before. The multiplication table is as old as the world, but only a few days ago, a teacher, in love with her work, perfected a brand new device for teaching it. If one's great love is geography, what a vast field is there to draw from—one can keep from growing old and groove-worn merely by collecting pictures from advertisements and magazines, illustrating mountains or rivers or grain fields or methods of transportation. If one loves history, let him try compiling a history of one's city or of the schools of the county. Get the old citizens to rummage about their attics for old newspapers, old pictures, old books. Get them to write out their reminiscences. You will find what a dif-

*Address delivered by President E. C. Warriner at the annual meeting of the Michigan State Teachers' Association at Bay City, Oct. 27 and 28.
different place the world is, once you have a deepseated interest like this. If you are ever discouraged or in doubt, an interest like this is the best antidote obtainable. Of all the subjects of study, literature no doubt appeals to a greater number of teachers than any other one. And of literature, poetry is easily the summit. The love of poetry, it has been said, brings more satisfaction and peace than any other mental pursuit. Does the world seem out of joint. Your poetry will set it right. Life certainly must seem worth living to any lover of poetry. If you have not been born with this love, you can acquire it. Do not begin with Walt Whitman or yet with Shakespeare. Begin rather with the Youth's Companion, which prints every week two poems of merit. Or begin with the state course of study. It has a series of poems, chosen with the greatest discrimination. Read one of them a day until the love of poetry emerges. Then you will not need to be urged. In these days of Chautauquas, of correspondence courses, of university extension lectures, of teachers' reading circles, the means are ample for gratifying any taste for study.

A distinction exists between useful knowledge and usable knowledge. In this age of realism, if not of materialism, the man in the street cries out, away with all knowledge which is not instantly usable. Business success has been the dominant aim in American life for the past twenty-five years. Our schools and our teachers have been affected by this spirit. Business success means getting rich—getting very rich, and that quick. To be comfortably well off is no longer a desirable condition. One must aim today to be a millionaire and if a course of study does not show on its face its usability to this end, it fails to stand the test. We should make our schools practical, we should have industrial training and vocational schools. We should have all the facilities for this sort of training we now have and more, but we should not forget even in these schools to teach a love of knowledge. Without a love of knowledge, the boy in the trade school will meet with but indifferent success. If once the apprentice can be filled with an enthusiasm to know, his lathe will be a revelation to him.

Useful knowledge as distinguished from usable is useful because it contributes to the happiness and peace and satisfaction of mind of its fortunate possessor. The merely business life can bring no high degree of peace. The commercial existence leaves something always to be desired. This world with all its tragedies must have a deeper meaning than appears to the man completely absorbed in business. I once went to a wealthy man to ask for a contribution to a charitable cause. The conversation turned on the aims of life and this man said, "I suppose the reason why a man wants to get rich is that he may leave his riches to his family as the achievement of his life." This is a franker statement than we often get. Suppose business success is the aim of life—What of it? Does this give a sense of pride? Is there anything higher in life than this? Compared with such a career, the man who has loved knowledge and has pursued it is infinitely to be envied. The unrest of the present day is due to false ideals. When wealth getting is considered the highest ideal, most of us must fall short. With this failure to hit the mark, comes dissatisfaction and then envy of the successful millionaire. The nervousness, the excitement of our time are all due to this God of mammon whom we worship. To bring peace, quiet, rest contentment, satisfaction, a simpler ideal is wanted. That ideal is the love of knowledge, the longing for study, the desire to know the truth.

This is the highest ideal for all, but to the teacher it is especially valuable. (1) on his own account (2) for his pupils' sake. The one form of existence which exercises man's highest, his ultimate powers, is the spiritual life, whose organ is the mind. Preeminent then the teacher whose everyday work has to do with the minds of his pupils should daily cultivate his own mind. The intellectual life is the only life which keeps the teacher young. The love of knowledge is the fountain
which Ponce de Leon sought. Cato began the study of Greek at eighty. The most enthusiastic member of our Esperanto class last winter was a man past seventy.

For a teacher, the love of knowledge keeps him in a sympathetic attitude with his students. He who finishes his education in college and sets himself up as a teacher of what he knows soon learns how to teach it. In a few years long familiarity with his subject renders it simple and easy for him and he fails to realize that it is always new and difficult for the learner. This static condition of the teacher's mind makes him impatient and unsympathetic with his pupil, the only cure for which is constant study by the teacher. The teacher should learn with his pupil. In accordance with Mr. Roosevelt's definition the teacher should be a leader, to lead; not a boss, to drive. The Oxford tutors, and now the Princeton tutors, do not pour out their learning from a dais. They sit down by the side of the learner and study with him. To do this, a love of knowledge is necessary.

Nothing makes discipline so easy as love of knowledge. Knowledge is the only thing which commands permanent respect for a teacher. The teacher who has no knowledge and no power which comes from knowledge we look upon with pity. The teacher, who has hidden springs of knowledge from which to draw calls forth honor and love. Knowledge begets respect; respect begets obedience. Would a teacher then conquer an unruly class, let him do it by a display of knowledge, not by the use of the birch. Know a little more history tomorrow than you know today; devise tonight a new problem; tell tomorrow a new story or read a new poem—these will straighten the restless boy, will calm the giggling girl, will inspire in an insubordinate school a respect for knowledge and for the teacher as nothing else will. So as a source of personal happiness and satisfaction, and as a practical means of school control, the teacher needs a love of knowledge.

The more the teacher knows, the more he is filled with astonishment and admiration at this wonderful world. Before him who has a love of knowledge stretches an unending vista of learning, which beckons him on. The road is not a straight one, it bends to the right, and to the left. The desire to see what lies beyond the turn is the lure of knowledge. The satisfaction of life is the joy of having gone round the bend and discovered something not known before.

For the pupil's sake, an enthusiasm for knowledge is contagious, the pupils will catch the fire from the teacher and will themselves want to know. This desire to know, resulting in study on the pupil's part, will in turn bring attention, concentration and that mental discipline or power of continued application which is an admitted lack in our schools today. It will not be possible to create a love for study in all our pupils by next week, and it is not possible to dismiss from school those who are not in love with the Muses. The law rightly compels us to do something for everybody. But this may not prevent us from setting up the true ideal—a love of knowledge. It may be a knowledge of Greek roots or of Latin derivatives or of German lyrics or of the history of our own state or of how to prevent disease—or it may be a knowledge of how to build furniture or how to weld iron or of what makes an automobile go or of the best way to raise sugar beets or of how to improve seed corn. Knowledge is as broad as the world. The criticism of our schools which began with Herbert Spencer and which has grown in rising tides ever since was not due to dissatisfaction with this aim. It was because our teachers formerly limited the field of knowledge to so few plants. Twenty-five years ago we held up as the goal of school-going—a love of the classics. Did one hate Latin and Greek—he could never be educated or learned—there was no such thing as love of knowledge for him. We therefore appealed only to the few. Now we are appealing to the many and this is a wonderful forward movement. In this universal appeal which our manual training schools and our agricultural schools are now making, let us see to
it that the appeal may be to a high ideal, not to a low one. Let us never be satisfied with teaching the boy in the machine shop that these two gears will cause to be cut the desired thread. This is stamped on the lathe and one who can read can see this. Let us awaken in the boy the desire to know why he chooses gears a and b, not gears a and c. There is a reason which he can find out. The finding out this reason is what makes life worth living. The life of the machinist who simply throws on the belt, and sits down to watch the lathe do the rest will be a monotonous, dissatisfied life. The life of the machinist who wants to know why the belt goes over the pulley to make this speed, who wants to learn how to wind a motor—a machinist who loves to know these things, will be satisfied with his work. He would not be elsewhere if he could, because here, ready for solution are the problems which he loves, and to solve which he finds it a joy to be alive. Shortened hours of labor are of doubtful value to the working man unless with these shortened hours comes a love to use this leisure for his intellectual betterment. It will take generations to create a love of knowledge in the man in the street; but this is no reason why we should not begin today to try to do it. An inkling of a love of knowledge inspired in the sons of working men of this generation will make it easy to increase this love in the next generation. Today many hate school and want to leave school. But there are fewer now than there were when I was a boy. And if we today do our duty, that is, hold up the torch of knowledge for everyone to grasp, there will be still fewer in the next generation. We must have trade schools and we will have them. We must have agricultural schools and we will have them. We must have schools adapted to the needs of every class.

There can be no conflict between these schools and the love of knowledge. The love of knowledge must animate the trade school and the agricultural school, if the fullest life is to be sought for all and not for the few. When every man is fired with a love of knowledge, with the desire to lead the intellectual life, in as far as it is given him to lead it—when this is the happy state—the class hatred and strife which financial barriers set up, will be no more. Every man will have a consuming passion to conquer the world of mind, and every man will recognize his own limitations, God-given limitations, not man-made. When the love of knowledge is admitted by all to be the highest aim of life, men will no longer spend their energy in bewailing the unequal distribution of matter. They will be striving to know more and in this pursuit of knowledge they will find a satisfaction and a joy which money could never bring even though they had the earth divided up in accordance with socialistic principles.

Put in another way—the aim of our schools should be to make our pupils all lovers of libraries. Libraries contain something for everybody, for the scientist and the machinist as well as for the litterateur. Every year increases the output of scientific and technical literature. To be able to read this literature with understanding—better than this, to love this literature is the aim of the teacher of the industrial school. Slowly will rise the power of the common man to read this literature and gradually will grow his love of libraries, and it ought to be an immediate aim of our high schools to make everyone of our high school graduates a lover and haunter of libraries. Has a high school graduate the love of knowledge of which I have been speaking, he has within a resource which will buoy him up on the current of life and help him to weather every misfortune. Public libraries are widely universal today and they offer a surelease of sorrow, a balm to hurt minds, a source of encouragement to the disheartened, a resort for a free hour; all this, and infinitely more does the public library offer him, who has a love of knowledge. For these reasons then the love of knowledge is the highest aim of life both out of school and in school and a teacher without a love of knowledge is no teacher. One who hates books should leave the teachers'
ranks. A love of knowledge is the only treasure that will make you satisfied with the work of teaching. But with the love of study, no calling on earth equals the teacher’s profession in yielding what President Eliot calls the durable satisfactions of life. With the love of knowledge on which to build, no calling on earth can afford peace, satisfaction and joy equal to that of the teacher’s calling. If you are conscious that you have not this love of knowledge, withdraw from the teacher’s ranks tomorrow. But if you do love learning, hold up your head and say so. Never be ashamed of being a teacher. Never feel hurt that you are called “only a school-teacher”. Never regard yourself as an unimportant part of society because you attract little notice. Rather be proud to belong to a so noble company; rejoice in the opportunity you have to lead the intellectual life, to devote your time to study and the improvement of your mind; find your deepest joy in the power you have to inspire the young life around you with this same love of knowledge, which makes your way through the world a contented journey. I grow old learning something new every day, said the wise Solon and this would be sufficient reason for naming him one of the wise men of Greece. Goethe used to say of Schiller, “If I do not see him for a fortnight, I am amazed at the progress he has made in the interim.” No apter praise than this could be given to a school-teacher who has a true love of knowledge.

E. C. Warriner.

Special Classes in Kalamazoo Schools.

The failure of highly organized school systems to reach every individual is apparent. Special cases need special treatment. The presence of subnormal children in a room of normal children makes an undue demand upon the time and vitality of the teacher.

Dr. Ayres has shown that over 33 per cent of the children of our leading cities are retarded. The subject matter which is suited to the normal child in any grade may not be suited to the child in that grade who is retarded four or five years. Individual attention is needed for such cases.

Kalamazoo made the first provision for special children by establishing an ungraded room for boys in 1902. This room maintained an elastic course of study and provided a considerable amount of constructive work of various sorts. These boys were not necessarily troublesome from a disciplinary standpoint. They were special cases who did not receive the good they should from the regular work.

In 1905 was opened a room distinctly for subnormal pupils. These pupils were unable for various reasons to carry the work of the grades. Considerable hand work has been done in this room. While little attempt has been made to hold to the course of study much work with subject matter has been done. Many foreign children have here learned to speak English and were then transferred to the grade where they could best do the work.

Three “Out of Course” classes were organized in 1909. In the main these rooms have dealt with less pronounced cases, than the two first organized. The children of these rooms have more of them returned to the grade rooms. These classes have kept more closely to the course of study. Many of their pupils have fallen behind because of irregularity of attendance due to illness or other reasons.

Besides these special rooms there is the day school for the deaf. These pupils receive oral instruction. This room was organized in 1905.

Teachers in various buildings work somewhat on the Batavia plan and give aid to pupils in the grades who have been out or may be having trouble with particular subjects. In this way backward pupils may be helped to maintain their grades.

During the past year one hundred fourteen pupils have been enrolled in these special rooms. Of these fifteen, or thirteen per cent, have been returned to satisfactory work in the grades. One has died. Sixteen have moved out of
town and have probably taken up the work of the grades again. Seven have left school for illness and various reasons. Eleven have secured working permits and are supporting themselves by honorable means.

These pupils are studied and are dealt with according to their peculiar needs. Constructive work and physical training receive rather more attention than is usually accorded. Many of these pupils are equipped with nervous systems which lack co-ordination. Motor activities tend to establish these co-ordinations.

Sometimes a pupil acquires a habit of failure. He feels that no matter how great his effort he will not succeed. He has lost interest in his school work. Truancy and mischief become very attractive. When he has really accomplished something, when he has seen that he can be of some value he may assume a different attitude toward school work.

Last fall a thirteen year old boy entered an "Out of Course" class. He came from a larger city where no provision was made for him. He was unable to climb a flight of stairs in a regular way. He would put one foot on the next step and then bring the other foot up beside the first. He could jump only twelve inches. When a ball was thrown to him he would put out his hands in a feeble attempt to catch it. His ability to do school work was not greater than his ability to accomplish physical feats. After a year, he is able to climb stairs, to play ball and is doing work corresponding to that of the third grade.

While no miracles have been accomplished, the results have on the whole been very satisfactory. None of these rooms have been discontinued and in some respects the work is being broadened. The fact that over thirteen percent of these pupils have been returned to successful work in the grades is gratifying. In almost every case the child showed greater progress than he had shown in the grade room.

Ray L. Bowen.

The Training School Assembly.

The School Assembly, an occasion when the entire school gathers to enjoy some program that may be presented, has become an established fact in many schools. In some schools the children assemble every day for a more or less fixed program, varied in celebration of holidays or other special events; in other schools it is a weekly event, while in others the entire school meet together only when some program is presented to celebrate holidays or some special events.

How often the assembly is held necessarily depends upon the circumstances and conditions of the school. That there is real value in gathering all grades in a school together is, at the present time, generally conceded.

The spirit of unity is developed by the children seeing the entire school in assembly, little and big together. The first grade feels its responsibility in contributing to the success of the whole. A pride that "our second grade can do so well" and an admiration for the superior power and wisdom of the older boys and girls is evidenced. It is in the assembly that the school becomes acquainted with its own work, so that each grade knows what the others are doing, and respect for and pride in the work of the other grows. The children come to know each other and so develop an interest one in the other. "This boy read for us this morning", his name is known; "these girls and boys danced for us", they are no longer taken en masse with the others; they have become individuals,—they are known by the entire school. All of this tends to promote the social life of the school. One grade often needs the help of another to carry out its program. Here co-operation leads to a feeling of respect for the work of the others, the bond of unity is more firmly forged, and the social life of the school is again fostered.

The preparing of a program or taking some part in a program, which is to be given for the entertainment of others, furnishes real live motive for perfecting a piece of work, when with-
out this motive drill would be lifeless and mere drudgery. If a child is to read a story, he must work at it, so that he can read it well. Here he is reading for something besides his own entertainment. If a dramatization is to be given, here again is a strong motive for rehearsing and putting forth one's best effort to secure the best presentation possible. So it is true in every line of work that may be presented, a vital motive is furnished for perfecting that piece of work.

Responsibility is developed. The children who take charge of the program or who are taking part in it must each perform his own part to the best of his ability. He is responsible to his associates on the program for the success of the program and to his audience for their entertainment. Children who take part in the assemblies year after year, in programs which are presented from the point of view of the child, which are short, natural and spontaneous, grow in self possession and poise. There is a danger here, if the work is not kept simple, natural and sincere and adapted to the child's power, that self-consciousness and affectation may result. This, however, may be avoided by letting the programs be a natural outgrowth of the school life.

The power of taking the initiative is also developed when children take an active part in the planning and carrying out of a program for an assembly. When they work in decorating, securing people to take part in the program, and in the many other ways necessary in this work much planning is required, obstacles must be overcome and conditions arise to which they must adjust themselves. Here is the opportunity to develop the power of the natural leader, to help him to use in the best way his executive power. It is also often possible to bring others who stay more or less in the background in the usual school work, to the front and so develop self-confidence in them.

Each school has its own plan for conducting these exercises. In the Training School last year there was an assembly once each week for one half hour. This time, included the assembling of the school, making the actual program from twenty to twenty-five minutes. The short program seemed very desirable. The programs for the assemblies were planned by a committee of three of the teachers with the assistance of a committee of children. Each grade was represented by two children, one retiring each term, another being elected to take his place. The members of the committee representing the grades were elected by the children of each grade.

The work of the children's committee was to bring in suggestions from each grade for the programs, either something they would like to have given or something they had to contribute. Many of the best things on the programs were suggested by the children.

The Hallowe'en program was largely the suggestions of the children. The decorations were quite completely worked out by the children's committee. One boy wanting black cats to appear in the decoration scoured the town for some figures or signs that he might use. Finally, with some help, he cut out of cloth and colored large black cats, which he mounted and placed in a most effective way. Besides the cats, Jack-o'-lanterns and autumn leaves were used. The younger children brought the pumpkins and the older boys made the Jack o'lanterns. The following program was given:

Song—"Fall Time"—School.
Story of Hallowe'en—Seventh Grade.
Poem—"Orphant Annie"—Sixth Grade.
Dance—"Witches Dance"—First, Second, Third, Fourth and Fifth Grades.

Children from the first three grades were chosen for the Witches Dance with a group of four girls from the fifth grade. The children all wore black capes and witches hats. The hats were too difficult for the first and second grade to make so the fourth and fifth grades made them for the little children. The children of the committee also assisted in copying and posting the programs and in taking charge of many of the details that arise in connection with an assembly.
Shepherd Program.

1. Songs—
   "The Lambkins"
   "The Shearing."

2. Industrial Work Described.

3. "Spinning Song."

4. Poems—
   "Sleep Baby Sleep."
   "The Cradle Song."
   "The Snow Song."

5. Weaving Dance.

6. Song—
   "Awake Said the Sunshine."

7. Peek-a-boo Dance.

8. Original Dramatization.
   (suggested by study of shepherd life.)

9. Game—"Dog and Rabbit."

Other programs were made up by having different grades contribute some thing that had been done of interest in that particular grade or something relating to some special thought. It was not intended, generally, to have special preparation for the assemblies, but rather to have the programs the outgrowth of the regular work of the grade.

This is a program in which various grades took part showing regular work of the grade.

Song—Upper Grades.
Making of an Electric Battery—Seventh Grade.
   (The apparatus was shown and described)

Song—School.
Dance—"Bean Porridge Hot"—Third Grade.

Song—"Pussy Willow"—First Grade.

Special programs were planned for special occasions and holidays. The Arbor Day program was particularly interesting. It was decided to plant a beech tree. The committee of children made selections of quotations, poems and songs which they thought appropriate for Arbor Day and submitted it to the committee of teachers. Working with the children the teachers made the final selections. The dedicatory verse was to be written by the children in the fourth, fifth, sixth and seventh grades, the best one to be used at the planting of the tree. Judges from the Faculty were chosen to decide upon the best. This was learned by the school. The three which received honorable mention were read in the assembly preceding the planting of the tree.

Arbor Day Program.

Song—"Oak Tree"—Fifth, Sixth and Seventh Grades.

Arbor Day—Seventh Grade.

Arbor Day Proclamation—Sixth Grade.

Selections for Arbor Day—Fifth Grade.

Song—"Gypsy Dandelion"—First, Second and Third Grades.

Verses Written by Children for Arbor Day.

Arbor Day Song—Fourth Grade.
   (Words and music written by Fourth Grade.)

Planting of the Tree—Reciting of dedicatory verse by school.

Song—"America"—School.

Edith C. Barnum.

LITERARY

Contributions by the Elementary School.

A Christmas Festival.

One of the most enjoyable events in the Training School calendar last year was the Christmas Festival given in the Rotunda by the pupils of the school. This festival was so well received that numerous requests have come from those unable to be present asking for a complete description of the program.

The idea was suggested by an article on a "Christmas Plot" written by Miss Caroline Crawford of Teachers' College, New York. A Christmas Festival founded on the good old English customs seemed a much more pleasing and artistic expression of the spirit of the occasion than are the usual hackneyed poems, stories and songs.

The program opened with a procession of the children marching from their various grade rooms to their places in the Rotunda. Their sweet, clear voices singing, "Hark, the Herald Angels Sing" stirred the audience and created for the company assembled the true Christmas spirit which prevailed throughout the exercises. Then began the decorations of the hall for the festi-
A group of the third grade children entered carrying in their arms wreaths of holly, mistletoe and pine boughs with which they decked the hall. In the midst of the decorating gleeful shouts were heard from the outside. As the door flew open it disclosed a jolly crowd of fifth grade boys bearing a huge "Yule Log". All helped to carry the log to the fireplace. As the flames started up the group chanted "Welcome Yule". Then followed a most interesting conversation among the children in regard to the significance of the old time customs and especially of the reasons for using the holly and mistletoe. While they were talking the voices of the carolers were heard in the distance singing "Good King Wenceslaus". The circle of little folks around the fireplace rushed to greet them and as the band of carolers entered, all joined in the singing of the carols: "The First Noel" and "God Rest Ye, Merry Gentlemen". This was succeeded by old English games and dances in which the second and fourth grade pupils joined. The playing of Blind Man's Buff was especially effective.

Next came the prettiest feature of the celebration—the old English procession bearing the boar's head. The children were all in costumes suited to their parts in the procession. There were gallant lords with their ladies, pages, torch-bearers, stern guardsmen, portly cooks, and even the court jester whose lively antics caused much amusement. As the procession filed into the dining hall, the Mummers, clad in fools' costumes, entertained the audience with their clever tricks and dancing.

The Christmas revelry started by the Mummers took possession of the audience, and the afternoon festivities ended with the skipping and dancing of the little people around the immense tree, sparkling with its bright lights and glittering ornaments as it towered in the center of the Rotunda.

Festival Committee.

Contributions by the Faculty.

A Summer Trip to California.

Each part of the United States has its own beauties, but there are no states that appeal to the student of art as the great state of California.

It has well been called "the Italy of America."

Even the desert which one travels across in the eastern part of the state—before entering the land of promise—has a mysterious charm of its own. While some travelers vote the deserts of the Far West a bore, I am sure the art student and the nature lover will find these wonderful regions. They seem to whisper the strange story of the far past when they were a scene of a civilization whose memory has been preserved only in a few vague traditions. It seems almost impossible to do justice to their grim, superb and majestic aspect, to convey the lasting and indelible impressions that they make upon the imagination.

Egypt, I fancy might give one sensations akin to these. Great expanses of unbroken sand wastes, with here and there a one-room shack upon the plains, and then the veritable trees of cacti, all make weird impressions on the mind of the traveler.

The marvelous work of irrigation is to be seen at the edge of the desert at San Bernardino, where orchards and tropical gardens introduce you to the luxuriance of the San Gabriel Valley. There, orange and lemon orchards with here and there the stately palm, the graceful eucalyptus and pepper trees with the many varieties of acacia impress the new comer with the fact that he is in a new world of nature.

Southern California might be called the land of magnificent distances; there is a breadth and expansion in the outlook which is different from any other part of the United States. The brilliant atmosphere, the sunshine, the wonderful sunrises and sunsets, the rich and varied colors of the cliffs and the soil, and the exquisite contours of the Sierras and the ocean bays have a beauty all their own. Its equable climate makes Southern California an ideal painting
ground for artists. California has produced some first rate artists and many Eastern artists have here found attractive subjects for their brush.

I was intensely interested in an exhibition of work by California artists—in the gallery connected with the public library at Long Beach. Here the sea, the mountains, the tropical gardens, with their profusion of flowers, and their picturesque architecture, were depicted with a charm that reminded one of the romantic aspect of the Italian and French Riviera. The domestic architecture fits so well into the landscape, there are many old Spanish remains which strike a distinctive note reminding one of the characteristic buildings of the Mediterranean countries, whose climate is almost exactly reproduced in California. The bungalow is seen in many varieties, and in all of them there is some distinctive feature that particularly adapts it to its environment and to the taste of the owner.

A three weeks stay in Pasadena, sketching in the picturesque neighborhood of Mr Batchelder’s summer school, where the live oaks, and eucalyptus trees grow in abundance—then a couple of weeks at the ocean where one found most interesting subjects in the bathers at the beach, and a daily dip in the Pacific in company with a friend who was a companion in 1900 on my first trip abroad—and whom I had not seen since that time. What pleasure we had recalling that eventful summer when we two alone, leaving our friends in Paris, “did” Italy and Germany together! We were both enthusiastic art students and yet her enthusiasm over the beauty of the Alps, the quaint architecture, the luxuriant vegetation of Southern Europe was somewhat tempered. Why? Because she had lived for several years in our golden west and was acquainted with all the beauties of the “Italy of America”.

Returning home from Southern California by San Francisco, I made short visits at Berkeley visiting California University, also Leland Stanford University at Palo Alto—both very fine institutions. San Francisco has been practically rebuilt since the great fire and earthquake, and will be a great mecca next summer when the N. E. A. meets in July for its annual gathering.

The Californians speak and think of their state as a country in itself, distinct and separate from all others, and superior to all others. Their pride in it and their loyalty to it are something extraordinary—and are great object lessons to the rest of the world to put forth the intensive effort they do and make the “desert blossom as the rose” wherever you may be.

Emelia M. Goldsworthy.

Contributions by Students.

The King of the Golden River.
by John Ruskin.

Dramatized for the ninth grade
by Florence Butler.

Dramatis Personae.

Hans
Schwartz
Gluck, a younger brother
South West Wind.
King of the Golden River.
Elves.

Act I. Scene I. Room in the house of the brothers.

(Gluck, discovered sitting in front of the fire-place turning a roast of mutton.)

Gluck (soliloquizes)—How hard the wind blows today! And it is cold too. (sighs) I’m afraid some of the poor people are cold and hungry, since their crops have all been destroyed by the flood. (Turns roast.) I would gladly give them food and shelter, but my brothers would never allow it, and they even charge the highest prices for the grain. We were fortunate, as usual, that our lands, here in the Treasure Valley, were not destroyed, and for that reason we ought to be thankful, and help the poor people, who are not so well provided for. (Turning the roast and trying it with a fork.) My! this is nice and brown! I wish Hans
and Schwartz would ask some one in to help us eat it. (Loud, though muffled knocking at the door.) (Looking up and wrinkling his forehead.) The wind seems to be rising. (Double knock heard.) Who can that be? (Rises, goes to window and looks out.)

Voice (from outside—Say, there, let me in. Can’t you see I’m wet?)

Gluck—I can’t let you in sir.

Voice—Why not?

Gluck—My brothers would beat me. They have told me never to let any one in, and if I did so they would be very angry.

Voice—Pshaw! let me in to get warm. It’s dreadfully cold.

Gluck (looking back at the fire and then outside)—Very well sir, but only for a little while. (He opens the door.) (Enter L 2 E, queer little man in flowing robe and tall conical cap.)

Man—My, this fire feels good! (Sits himself so near the fire that his cap begins to drip into it.)

Gluck—Please sir, you are putting the fire out.

Man (with mirthful expression)—What if I am? The mutton is done, can’t you give me a piece?

Gluck (alarmed)—Oh, no sir.

Man (in pleading tone)—I’m very hungry.

Gluck (aside)—They promised me a slice today. (To stranger)—I will give you one piece. (Starts to cut meat, loud knocking is heard at the door.) (Enter Hans and Schwartz L 2 E looking very wet and angry) (Coming down L and spying the man.)

Schwartz—Who on earth is that little—?

Gluck—I’m sure I don’t know brother.

Schwartz—How did he get in?

Gluck (in pleading tone)—He was so very wet and cold—(Sch. starts to hurl the rolling-pin at Gluck’s head, but man puts his tall cap in the way, and the rolling-pin is sent into L. C. corner of the room).

Schwartz (angry)—What did you do that for? I’ll—

Man (dodging)—What will you do? Take that (knocks Schwartz into L. C. corner.)

Hans (rushing at the man)—What do you mean by treating my brother in that way?

Man (calmly)—I mean to treat you in the same way. (Hurls Hans into L. C. corner.) (Holds sides and laughs.) Oh, Ha! Ha! You look sick. (Crossing R.) I’ll call again tonight at 12 o’clock. (Waves hand in farewell and exit R. 2 E.)

Curtain.

Act. I. Scene 2.

Furnace room in house of the brothers. (Gluck discovered standing near the melting pot, under which a bright fire burns.)

Gluck (soliloquizes)—Oh, dear, (shakes head) our good luck surely has left us, since the visit of that little man who called himself the South West Wind. Hans and Schwartz were so angry with me for letting him in, and then, when he came again in the night, and destroyed the house and completely ravaged the lands, their rage knew no bounds. We had to do something to make a living, so we turned goldsmiths, but I do not like it. My brothers mix so much copper with the gold, and spend all the money for drink, that people will not buy their wares any longer. (Shaking his head sadly.) Now everything is gone (takes gold mug from mantle over the fireplace) and they have ordered me to melt my beautiful mug, the only thing that I could really call my own. (Slowly drops mug into the pot and begins stirring the metal.) (Peering into the pot.) I can see exactly how it looked before it melted. The handle was formed of two wreaths of flowing hair, (gestures) which came around to form the beard of the face, on the side of the mug. The eyes seemed almost to twinkle at me at times, and I was sorry to part with it. (Goes to the window near R 2 E and looks out.) I wish that river were really gold.

Voice (from pot)—No you don’t, Gluck.
Gluck (starting)—My, what's that? (Listens.) It would be nice if the river were gold.

Voice—No it wouldn't.

Gluck (crossing the fireplace) Well, where is that voice?

(Head and shoulders of small man are visible over top of the pot.)

Man—Here I am, Gluck, right here in the melting pot.

Gluck (staring at him)—Where did you come from?

Man—Have patience and I will tell you. By melting your mug, Gluck, you have broken the enchantment, which held me in that form. I am—

Gluck (interrupting)—Oh, are you my mug?

Man—I am King of the Golden River and whoever shall climb to the top of the mountains, and cast three drops of holy water into the stream, for him and for him only, the river will turn to gold. No one may have a second trial and if any one cast unholy water into the stream, he shall turn to a black stone. (Man drops back into the pot.) (Gluck staggers to C, and going back, looks into the pot.)

Gluck (clasping his hands in despair)—Oh my mug, my mug! (Sits in chair L 2 E.) What will Hans and Schwartz say? They will be coming soon. (Enter Hans and Schwartz R 2 E.)

Gluck (advancing toward them)—Oh brothers, such a strange thing happened! A queer little man appeared from the pot, and told me how to make the river turn to gold.

Hans (scornfully)—What tale are you hatching up now?

Gluck—Indeed, I am telling the truth. I was here tending the melting-pot, when all at once a voice was heard and a man came up and told me that for any one, who should cast three drops of holy water into the stream from the top of the mountains the river would turn to gold.

Schwartz (coming down R) Pooh boy, stop your dreaming, and get us something to eat. (Boxing Gluck's ear.) (Hans and Schwartz cross L.) (Man reappears from pot.)

Man (shaking his fist angrily at Hans and Schwartz)—'You'd better believe what he says. You think you know it all but some day, you'll find out, yes you will. (Disappears into pot.) (Hans and Schwartz stand dismayed)

(Enter R 2 E, chorus of elves, dancing and skipping around the room, making mocking gestures at Hans and Schwartz.)

Elves (singing)—Ha! Ha! my fine fellows, you're beaten today. Ha! Ha! my fine fellows, what have you to say, You'd better repent of your evil ways Or in cruellest tortures, you'll end your days.

H! Ha!, Ha! Ha!, Ha! Ha! (Exeunt R 2 E.)

Curtain.

Act II. Scene 1.

Scene on the mountain road. (Enter R U E, Hans, staff in hand, also flask containing water) (coming down C.)

Hans (soliloquizes)—The river ought to turn to gold to pay me for this long, hard trip over the mountains, all covered with ice, which cracked at every step. Hello, what's this? (Closes L and finds an old gray-haired man lying on the rock L 3 E.)

Man (raising on elbow)—Water, oh kind sir, please give me some of the water in your flask.

Hans (scornfully)—I have no water for such as you. I refused it to a dying dog, whom I gave a kick to help him along, also to a little child, so why should I give it to you? You have lived long enough anyway. (Turning, comes down to L 1 E and looks down over the cliff.) Ah, there is the river, now to cast the water into it. (As he drops the flask, staggers back and falls through a trap door) (Enter R U E, a chorus of elves, who come down C, and dance about with gestures, singing—

Merry little elves are we,
Heigh-o, Heigh-o!
At our will all troubles flee,
Heigh-o, Heigh-o!
Bad and good deeds we repay,
All who pass this mountain way,
Kindness ne'er was shown today.
Heigh-o, Heigh-o!

Curtain.
One day later. Act II. Scene 2.

Scene on the mountain top.

(Schwartz discovered, gazing over precipice L 1 E.)

Schwartz—Well, here I am, a sorry time I've had of it. (Turning to front.) It was lucky, I could find that little fool, Gluck's, money or I never could have gotten the holy water. Anyway I'll be amply rewarded for my trouble, but I wouldn't even have the water, if I had given it to that old man, who is probably too lazy to move and earn his own living. (Looking over cliff). Here goes for my fortune. (Casts flask down. Staggers, shrieking, behind the shrubs.) (Sound of heavily falling body.) (Enter L 2 E., elves dancing around the stage as they sing—

Merry little elves are we,
Heigh-o, Heigh-o!
At our will all troubles flee,
Heigh-o, Heigh-o!
Bad and good deeds we repay,
All who pass this mountain way,
Kindness ne'er was shown today.
Heigh-o, Heigh-o!

Act III. Scene 1.

Scene on the mountain top.

(Gluck discovered, C rear, with staff in one hand and empty flask in the other.)

Gluck (coming down)—Oh dear, I am so tired and I have come all this long distance for nothing. I was so glad that the priest would give me the water, though he refused it to Hans. I wonder if he, too, came up here for this purpose? And what has become of him? (Glancing around.) I am thirsty, but all my water is gone. (Shakes head wearily and sighs.) First, I met the old man, and he drank nearly all of it. Then the little child—but I do not grudge her the few drops to revive her spirits. Lastly, I came upon the dog, and I gave him the rest, so now I must go back, and I cannot make a second attempt either. (Crosses L disconsolately.) I wish I could see the king. (Enter king L 2 E.)

King—Well here I am, and you won't have to go back, my good fellow. You have been very kind to us. I was the dog,-which you met a few rods back, but am, in reality, your old friend, the King of the Golden River. (Drawing himself up.) (Gluck stands motionless and speechless.)

King—Why did you send those wicked brothers of yours? Both moaned and groaned about the road being rough, and refused the water to all of us. But they make very fine hard stones I assure you. Ha! Ha! (Laughs and nods his head.)

Gluck (frightened)—Oh dear, have you really been so cruel.

King (smiling)—They had no right to pour unholy water into my stream. I had to punish them in some way and I knew the world would be glad to get rid of them. But to reward you for your labor and kindness, I will make you ruler over all the Treasure Valley. (Sweeping gesture.) (Picks flower and shakes the dew into the flask.) Cast this into the river and then go down the other side of the mountains into the Treasure Valley and reign forever as its King. Farewell. (Exit L 2 E.)

Gluck (moving to L 1 E and looking over the precipice.) (Drops flask and peers down.) (Looks up, his hands clasped joyfully.)—It is true! It is true! The river has really turned to gold and I am to be ruler in the Treasure Valley. What good fortune has come to me, through that queer little man, the King of the Golden River. (Enter L 2 E elves, dancing about the stage and circling around Gluck.)

Elves (sing with gestures)—
Hi—Gluck our King,
Ho—Gluck our King
Through all Treasure Valley, thy praises now ring,
No other so kind, so deserving, so true,
King of this Valley—all honor to you.

Curtain.
EDITORIAL

The M. S. T. A. Meeting

Considering the great distance of Bay City from so many teachers, the meeting was very well attended. There were perhaps 4000 in attendance and in spite of the fact that Bay City had inadequate hotel accommodations for such a convention, the visitors were well taken care of, the citizens of the town generously opening their homes for the accommodation of the homeless. The work of handling the crowds was well done. The Armory being too small to hold the crowds, overflow meetings were held, each speaker on the general program appearing twice. The program prepared by President E. C. Warriner and the executive committee was most excellent. It will be impossible in a short article to do more than refer briefly to the more prominent speakers.

President's Address.

We are fortunate in being able to print the fine presidential address of Superintendent Warriner of Saginaw. As you will be able to read this for yourselves, no comment is needed on it. Teachers, active and embryo, will find it full of stimulating ideas and will all be well repaid for reading it.

Dr. Hillis.

Newell Dwight Hillis of Brooklyn, N. Y. in his address, ‘The America of Today and Tomorrow’ had the opportunity of displaying to the full his exceptional gifts of oratory. It is needless to say that he availed himself of the opportunity and delighted the large audiences who heard him.

President Cook.

The address of the veteran John W. Cook, president of the Northern Illinois Normal School, on “Recent Tendencies in Education” was also well received. This speaker, though making no special claims to oratorical ability, has the happy faculty of getting quickly and easily in touch with his audience. He has a wonderfully rich field of experience on which to draw for illustrations and as he has viewed men and events through kindly eyes, the saving gift of humor seasons all his talks.

Woods Hutchinson.

In the absence of Dr. Luther H. Gulick, Dr. Woods Hutchinson spoke on the timely topic of health, individual and general. The speaker lived up to the reputation he has already attained as a sane writer on matters of health. These talks were especially valuable to teachers.

Dr. Claxton.

One of the most scholarly and eloquent addresses was that given by Prof. P. P. Claxton of the University of Tennessee on the subject of “Education and Peace”. Those who heard his scathing denunciation of the foolishness, wastefulness and wickedness of war, will not soon forget him. He declared that universal education was the only real antidote for the curse of war and he plead for education along the lines of peace. The figures he gave for the cost of keeping up the world’s war tax, were most illuminating and
his statement of what could be done for the cause of education and social betterment, were all of this $7,500,000,000 tax expended usefully, was most impressive.

Commander Peary.

All were glad we think to hear the account of the discovery of the pole by the discoverer himself. In the early stages of the polar controversy which raged so fiercely a year ago, Peary suffered in comparison with Dr. Cook, the other claimant. Peary's attitude was misunderstood, it was thought he was embittered by Cook's alleged success, and the latter had the sympathy of the public from the start.

There was nothing in his address however to indicate any such feeling. It was the plain recital by a modest man of a most remarkable personal achievement. There was no trace of elation over his success, no mock heroics, no playing to the gallery, just a plain unvarnished tale well told. The enjoyment of the address was heightened by a set of excellent maps and by a series of most clear and interesting pictures. Commander Peary seemed to enjoy talking to teachers and they surely were pleased with him.

The New Officers.

Altogether the 58th meeting was a most successful one from all standpoints. One gains much from such conventions. Up to date teachers recognize this and yearly the attendance grows. All should realize that a good thing is missed when one is absent.

Officers elected for 1910—11 were:

President—Prof. E. A. Lyman, Ypsilanti.

First Vice President—Supt. E. E. Ferguson, Sault Ste. Marie.

Second Vice President—N. B. Sloan, Lansing.

Treasurer—E. N. McElroy, Coldwater.

Executive Committee—Supt. W. F. Lewis, Port Huron. Prof. C. O. Davis, Ann Arbor.

Acquiring An Aim.

During the revolutionary war the English soldiers were wont to bring their muskets to their breasts and fire without taking aim. This resulted in a maximum expenditure of ammunition and a minimum destruction of life, which was a fine thing for the Continentals since they were few in number and could not stand losses with impunity. The Continental minute man on the contrary brought his gun carefully to his shoulder and snuggled it softly against his cheek. Then after running his cool gray eye over the sights until he drew a deadly bead upon the scarlet breast of one of King George's men, he pressed the trigger and calmly watched the fall of one of his hated enemies. This was an eminently practical mode of operation for the Colonists, for there were not many of them and they were so short on powder and ball, that it was necessary for them to get results as promptly as possible. This plan of attack was not at all pleasing to the Britishers. They said it was not sportsmanlike and that the Colonists were not playing the game according to the revised tactics. The latter, however, already had a vision of war in terms of Sherman's classic description, and so their plan was to make it as unpleasant for their adversaries as possible and their aim was so good and their attack so irresistible that the war finally culminated in such a declaration of rights as the world had hitherto not dreamed of. They aimed at success and hit the bull's eye.

There is no normal human being who does not desire success. Each of us has his visions, his hopes and his ideals. No one desires a life of mere inactivity, a life spent to no purpose, an existence of repose. On the contrary each one wishes to get into the thick of things, to be somebody and do something to be in the limelight and make some noise. Each person comes into the strife of life with some store of energy at his command, some talent which he may use. He may, it is true, allow his energy to remain potential or hide his talent in a napkin, but for the most part he strives to convert his potential energy
into kinetic; he uncovers his talent and puts it to work.

All education in school or out is but an effort on the part of the individual to add to his store of energy, to make himself more efficient. Students in this and other schools are not here so much because of the pleasures to be derived from intellectual pursuits, but rather because the school is recognized as a place where one may become so steeped in energy that he will become saturated with it. A school is a place where dormant or potential energy becomes active and kinetic and is a workshop where one learns to reduce the friction of life to a minimum. Here the individual becomes more efficient, and efficiency spells success.

Persons do not differ so very much in natural ability. The amount of energy possessed by average individuals is about the same. The mental energy of the bank robber is on a par with that of the bank president; the pugilist may display just as much evidence of gray matter as the professor. Each is equally active in his sphere, but the results to society are widely different. If the endowment, then, is essentially the same, what is the real difference between the useful citizen and the parasite? Really it resolves itself into a matter of aim pure and simple, just the difference between the Britisher and the Continental. The former as an agent of destruction ranked low because he had no aim; the latter because of his careful aim made every shot tell.

The aim then is the thing. That is what one hopes to attain by education. A school is a place for correcting mental myopia and astigmatism. Here one can have his spiritual vision so improved and strengthened that all things will thereafter appear in their true colors and relationships. Here one learns what energy he possesses and how to transform it into usefulness with the least loss. Here is given the opportunity, of making a life long success of one's career. There are aims high and aims low; aims that lead to social usefulness and those that tend to personal aggrandisement. Each one has his choice of aims and should keep in mind always that the aim determines the success of the shot.

The hunter of the surest aim brings home the game. As hunters of success let us be sure that our aim is both high and true; that we are actuated by a desire for social betterment and progress. If teachers all over this broad land once have this true vision of success, then indeed will the millenium soon come.

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**NEWS ARTICLES**

**Athletics.**

The Albion Game.

Albion 6—Normals 0.

This game was played Saturday, Oct., 15, at Albion. It was a warm day and a hot game from whistle to whistle. A few rooters accompanied the team and made up in noise what they lacked in numbers. It is safe to say that some people, at least in Albion, knew that they were there. It is too bad that more could not have gone along to give the boys support. The day was ideal from the standpoint of the spectators, but too warm for the strenuositites of even the revised game.

Four quarters of 10 minutes each were played and under the glare of the tropical sun they were a plenty for the sweating heroes. The first quarter was a draw, neither side having any decided advantage. In the second quarter our boys started with a rush and soon had the sons of Albion down near their goal line. Then, alas, a forward pass went wrong and the pig skin fell into the hand of the enemy. Now things took a sudden change. Albion worked two or three successful forward passes and soon had our boys with their backs up against their goal line and fighting desperately to prevent a touchdown. The Methodists, however, would not be denied and their aggressive attacks, they finally pushed the ball over just before the quarter ended. An easy goal was kicked.

After a 15 minute intermission during which the men rested and the coaches poured advice into their will...
ing ears, play was resumed. It was at once evident that the advice given by Coach Spaulding was full of pep, for our boys at once carried the fight to Albion. During this whole half we clearly outplayed them, but were unable to get the ball across for a score.

During this session much more ground was gained by the Normals than by Albion. The game was a well-played one. The Albion team outweighed ours, but were slow in starting. They played old fashioned football almost entirely. The Normals on the contrary played the new game. The game was free from roughness and no one was hurt. On account of the heat, every one emerged from the game lighter in body if not in spirits than on entering it. The players lined up as follows.

Albion Normals.
Miller ............ R. E ............ Conklin
Ranney .......... R. T ............ Windoes
Stevenson ...... R. G ............ Russell
Henderson ....... C ............ Bean
Dyer, Hudnutt... L. G ............ Slover
Shattuck ......... L. T ............ Webb
Hartman ......... L. E ............ Martin
Lee ............. Q ............ Sooy
Funk .......... R. H ............ Damoth
Hafford ...... L. H ............ Berger
Jelsch ......... F. B ............ Mayer

Umpire George Smith, Ypsilanti.
Referee—W J. Sprow, Ann Arbor.
Head Linesman—Prof. Barr, Albion.

The Culver Game.
Culver 22—Normal 5.
This game was played at Culver, Ind. on Oct. 22. As the above score would indicate, the least said about this game the better. It were better to draw the mantle of charity about it and forget it as soon as possible. It was a hard trip for the boys as they had to leave here in the gray dawn of a chilly day and were all night getting back. The Hoosiers were real rude to them when they did get there and without respect to their feelings gave them a regular drubbing. There is however this much to be said about Culver. It is a military school and the boys are trained athletes and there are some 350 to draw from. In reality they are much better than the ordinary college team.

Good football judges rank Culver way up in the football scale. Viewed in this light the score wasn’t so bad after all. So here’s hoping.

Benton Harbor High.
Normals 16—Benton Harbor 0.
The snappy little team coached by an old Normal player, McClintock, Manual Training ’09, came over to our town for a game on Sat., Oct. 29. This was the first home game and was played on the Woodward Ave. grounds. As there was no school at the Normal the Friday previous, many students went home and as a consequence the attendance was not so large as it otherwise would have been. The scoring was all done in the first quarter. After that, while the Normals threatened often, they were unable to score. The Benton Harbor boys were light, but scrappy and full of nerve. They played an excellent game and showed that they were well coached. They should certainly make a good showing against teams of their own class. A few years ago Benton Harbor was right at the top in foot ball affairs and this present team shows that the old spirit is still in evidence. The Normals played a very loose game against their lighter opponents. Probably the ease with which the first scores came made them careless.

The Mt. Pleasant Game.
This was the one big and only championship game of the present schedule. Ever since the beginning of the season, Coach Spaulding had been pointing his men for this game, and when the day arrived, Nov. 4, they were as fit as the proverbial fiddles. The reports from Central indicated a hard game with a heavier team and there was a big question in the minds of Western supporters as to whether we could turn the trick for the fourth consecutive year or not. The expectations of a hard game were more than realized. It is the opinion freely expressed by all the
fans who saw the game, that it was the best ever played on a local gridiron.

The setting for the game was all that could be desired. The weather was fine and a large crowd was present. Students were there by classes with banners waving and ribbons blowing in the breeze. The west side of the field was closely packed with an enthusiastic crowd of students, whose concerted cheering helped materially to spur our boys on to victory.

Neil Verburg and Archie Welsh, Chas. Carroll and Carl Price were the yellmasters and they certainly did a most excellent job. From every standpoint it was the best expression of school spirit that the Normal yet has had and all were glad to see it so vociferously expressed.

The game was a most exasperating one from our standpoint. We outplayed Central in all except the first 3 and the last 5 minutes. Time and again we would be all ready to score and a fumble or the call of time would blast our hopes. Finally however it all turned out right and all went home happy.

Our athletic relations with Mt. Pleasant have been most pleasant. We have played four games all told, all of which we have won, but in no case has there been any bitter feeling over the result. They play good, hard, clean ball and are fine fellows to have for opponents.

The detailed account of the game follows:

The Mt. Pleasant team started to make things interesting from the very beginning, and in less than ten minutes Hoolihan, left half, carried the ball over for the first touchdown. He then kicked goal, after which neither side was able to gain much ground. The quarter ended with the ball in Central's possession on their own 20 yard line. Score, end of first quarter, Mt. Pleasant 6; Kalamazoo 0.

The second quarter opened with a punt by Hoolihan from their 20 yard line. The home team then began a triumphant march towards Mt. Pleasant's goal, broken only by a number of penalties for holding and being off side, till they reached the visitor's 20 yard line. A forward pass to Damoth from this point resulted in a touchdown for Kalamazoo. Conklin failed to kick goal. The boys were started now, and they had again carried the ball to within one yard of their opponent's goal when time was up for the first half. Score—Mt. Pleasant 6; Kalamazoo 5.

The third quarter passed with neither side scoring, but with the opening of the last quarter things began to happen. Mt. Pleasant punted to Sooy, then a long series of gains by Berger, Damoth and Mayer resulted in a second touchdown for Kalamazoo. Central Normal received the kick but were held for downs, and the ball went over. A 30 yard end run by Damoth, line smash, and end runs by both halves and the full back carried the ball to Mt. Pleasant's 10 yard line, from which Berger carried the ball over for the third touchdown in less than six minutes. During the remainder of the quarter Mt. Pleasant carried the ball to our 5 yard line, but time was up and the game was over. Final score—Kalamazoo 16; Mt. Pleasant 6.

After the game a company of over 500 students, escorted by the band, formed and marched to the court house, giving the school songs and yells.

The line up:

Kalamazoo

<table>
<thead>
<tr>
<th>Normal</th>
<th>Mt. Pleasant</th>
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<tbody>
<tr>
<td>Conklin</td>
<td>R. E.</td>
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<tr>
<td>VandeWalker</td>
<td>R. T.</td>
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<tr>
<td>Russell</td>
<td>R. G.</td>
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<td>Bean</td>
<td>C.</td>
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<td>Warner</td>
<td>L. G.</td>
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<td>Webb</td>
<td>L. T.</td>
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<td>Martin</td>
<td>L. E.</td>
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<td>Sooy</td>
<td>Q.</td>
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<td>Damoth</td>
<td>R. H.</td>
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<tr>
<td>Mayer</td>
<td>F. B.</td>
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<tr>
<td>Berger</td>
<td>L. H.</td>
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Assembly Notes.

November 1—Occasionally our assembly enjoys a program or an address which is worthy of no short journey to hear. Mr. Bendetson Netzorg of Battle Creek combined both in a very delightful manner on Tuesday of this date. Music is one of the themes of which the average man or woman knows little
beyond the power to say it is good or bad. It is, however, an unusually inferior audience which cannot enjoy the work of the masters in any art. Mr. Netzorg not only executed some of the best work of Beethoven, Schumann, Bach and Dahlbaer, but accomplished the more difficult task of speaking about their work in simple, concrete exposition. The evolution of the symphony from the dance and the folk-song; the characteristics of national schools of music; the skill of the master in building up a work through variation of his theme—all these Mr. Netzorg spoke of, and worked out sufficiently in his selections. What he said and did was evidence of efficient work during his late four years of study in Berlin.

The Art of Recreation.

The art of recreation has come to consciousness and like every other phase of conscious evolution it demands a place in the school.

There are no doubt many false steps being taken but the modern school cannot neglect this phase of its work. One genius in this line, Professor Hetherington of Missouri, has been endowed in order that he may give all his time to the problem. Perhaps no man has helped us more to make progress than Dr. Luther Halsey Gulick, who gave us basketball and "The Efficient Life." (Doubleday, Page & Co.) Now he has brought out, "The Healthful Art of Dancing." (Doubleday, Page & Co.) The dancing he tells about is more closely related to that done by Miriam and David in Biblical times than to the gliding and treading of the modern dance hall. It means bringing into use the coordinations stored up in us by our ancestors in their sports on the village green and in court and hall. This is one of the problems which must be met squarely. It is important that every teacher understand it—his decision may result in one course or another, but opponents and advocates alike of certain phases of physical and social development in the schools will understand the situation better after reading Dr. Gulick's new book.

The following references upon "The Festival" may be helpful to those who wish to study farther this tendency:

Festival. See files of Survey, Outlook, Independent, etc., on Festival, Fourth of July, Sane Fourth, Celebrations, etc. See Poole's and other indexes, also encyclopedias for references on above topics, also Circus, Marionette, Pageant, etc.


Students will be interested to know
that during the winter term Miss Master will give a six week's credit course in "The Means of Communication in the High School". This will have especial reference to oral English and gesture in the broad sense of the term referring to movement and posture, also to the use of these means and construction and music in the festival and other ways of relating work to fundamental activities.

A Review of "Michigan Geography".

Teachers of Michigan geography will welcome the recent contribution to that subject by Prof. L. H. Wood. There has been need of a text that would give a comprehensive, yet condensed and elementary, treatment of the essential features of the geography of our state. Personal visits to all parts of the state, added to his experience as a geographer, have fully equipped the author for the work.

The comparatively recent attitude toward geography, which regards it as a study of controls and responses, is illustrated by his method of treatment of the subject, and the manner in which this underlying plan is carried out merits approval.

A brief account of Michigan's geological history is given, and on the basis of this the state is divided into topographic units which are later shown to be coincident with its industrial units. The principle is thus emphasized that industrial development is a direct response to physiographic control. The present prosperity of the state was determined in the past ages.

In the ancient rocks of the Upper Peninsula are stored the rich iron and copper deposits. The series of water-laid rocks is compared to a pile of plates which diminish in size toward the top. In the inclosed sea, which once covered much of Michigan, were formed the salt and gypsum deposits.

The topography and soils of Michigan have received their character through the work of the great ice-sheet. Industries, routes of commerce, distribution of population have all responded to the resulting soil and topographic conditions. The movements of the ice lobes over Michigan are indicated and the lines of hills, which have seemed to be distributed over the state in chaotic fashion, are shown to possess a definite arrangement and to mark the lines of successive retreats of these lobes. As a result of the varying nature of glacial deposits, almost every variety of soil is represented, and often several occur within narrow limits. Diversified farming becomes a necessity. Chiefly upon the different degrees of fertility of these soils depends the distribution of the population, a fact brought clearly to mind by a comparison of the population in the several counties, data for which is given in an appended table, with the soil characteristics indicated as dominant in them.

The influence of lake Michigan in moderating the temperature of the adjoining region and retarding the spring is responsible for the presence of the famous fruit belt. Similarity of soil and climate, particularly in length of growing season, is made the basis for the division of the state into two agricultural districts by a line running below the south line of counties from Manistee to Iosco.

Each industry is discussed by giving reasons for its importance and distribution and enumerating the resulting products and chief regions of production. The cities are grouped under the topographic unit to which they belong. A brief account of the history and government of the state and of its provisions for the education of its people is given in the conclusion.

In addition to the political map is one which indicates the topographic units previously discussed. The illustrations are typical of the industrial and commercial life in the Upper and Lower Peninsulas, and in themselves furnish a valuable supplement to the text.
The W. S. N. S. Banquet at M. S. T. A.

Among the many banquets and reunions held at Bay City during the Michigan State Teachers' Association meeting there October 27 and 28, the most interesting from our standpoint, was that of the Western Normal alumni at the First Presbyterian Church. The excellent dinner served by the ladies was industriously if not voraciously, attacked by about 75 alumni, faculty and guests. The banqueters went into action at 5:30 and finished up with a clean sweep at 7:30. There was singing, cheering, and some noise. President D. B. Waldo acted as toastmaster and introduced as the first speaker, Mr. John Phelan, '07, who is so acceptably filling Mr. Burnham's place during his absence this year. John in stirring phrases told what a great school Western Normal is and cited himself as a good example of what she could do in the line of turning out good men. Following him commissioner Otwell of Berrien Co., told what a pleasure it was to come to Kalamazoo in the summer season and take part in the festivities of the summer school. He spoke feelingly and as if from the heart. Considering the fact that he got his wife from among the summer students of '09, it is reasonable to assume that he was honest about it. Then President Cook of DeKalb told us how much at home he felt. He said he was like the "culled brother" who was begging for something to eat in Boston. He went from front door to front door, but never a hand-out appeared. He was politely told each time to efface himself from the landscape. Finally he came to a house which a Kentucky colonel had rented for the summer. As soon as the Colonel set eyes upon the son of Ham, he roared at him, "Get out of here you dirty black rascal. Don't you know any better than to come to this front door? Go round to the back door and they will give you something to eat. Eat all you want till you fill your black skin. Eat enough to last a week." The delighted darkey fell at once upon his knees and folding his hands said: "I thank you good Lawd that I am back among my own folks once more." And so President Cook said he felt at home with us. Mr. Hickey was then called upon for a speech. In his introductory remarks, the toastmaster accused him of flirting. This charge created some little excitement especially among the ladies present, until it appeared that the flirting had been done with the toastmaster relative to the position now held by Mr. Hickey in Western Normal. Mr. Hickey spoke in terms of the highest appreciation of the new library with which he was busy striking up an acquaintance in the Normal. He said there were some 600 odd volumes—some very odd. He told us feelingly how these volumes were bound, some in silk, some in Morocco and some in half calf. As he mentioned no titles it was of course impossible for us to identify these particular volumes, though to be sure each had his own guess. Miss Blanche Pepple was the last speaker. She described how she first tried the extension course and finding this sample up to specifications, how she then finally decided to take the full life course. Altogether the reunion was a most enjoyable affair. Next year it is hoped we will have a larger and a better one.

The following persons were present: D. B. Waldo, Wm. McCracken, T. P. Hickey, John Phelan, J. B. Faught, George Sprau, Florence Marsh, Alice Marsh, Florence Pray, Edith Barnum, Edith Seekell, S. O. Hartwell, Dr. John Cook, DeKalb, Ill.; Parnell McGuinness, President alumni association, Kalamazoo; Viva Osborn, Coldwater; Dorothea Brinkerhoff, Plymouth; Myrtle Cherry, Grand Haven; Elizabeth de Spelder, Grand Haven; Margia B. Haugh, Monroe; May Longman, Kalamazoo; Margaret Eldred, Hastings; G. S. Waite, Kalamazoo; Mrs. Jeanette Cuffman, Romeo; Supt. and Mrs. J. G. Chapel, East Tawas; Mrs. Emma Smith, East Tawas; Edith Sawyer, Zeeland; Anna Deegan, Bay City; Lena Hartman, Bay City; Commr. F. D. Miller, Marshall; Commr. Cynthia A. Green, Charlotte; Supt. G. I. Leavengood, Shepherd; Mary Ensfield, Kalamazoo; Blanche
Pepple, Berrien Springs; Lily Robinson, Ludington; G. V. Fales, Tustin; Commr. James Swain, Coldwater; Lois Bishop, Grand Rapids; Ruth East, Grand Haven; Commr. Marry McClave, Hillsdale; Peter Tazelaar, Kalamazoo; Edith Trattles, Athens; B. L. Jones, Kalamazoo; Minnie Cahill, Bay City; Cornelia Brinkerhoff, Kalamazoo; M. Gertrude Sharkey, Monroe; Mrs. L. G. Howlett, Bay City; Addie M. Clark, Grand Haven; Jennie Kinne, Kalamazoo; Mrs. Meeker, Bay City; Ethel Turner, Mayville; Iva Widoe, Ludington; Ethel Itaab, Bellevue; F. A. Mann, Kalamazoo; Supt. C. H. Carrick, Charlotte; Supt. W. E. Conkling, Dowagiac; Commr. G. N. Otwell, Berrien Springs; Commr. M. M. DeGraff, Coopersville; Karl Knauss, Kalamazoo; M. J. Myers, Port Huron; R. Dwight Paxton, Bay City; Claude Going, Ovid; Prin. J. A. Starkweather, Kalamazoo; Vernon Culp, Oshtemo; Margaret Lyons, Bay City; Caroline Mackenson, Bay City; Ethel Rockwell, Kalamazoo; Blanche Lockhart, Kalamazoo.

NEWS NOTES

The seniors at their first meeting this fall elected the following officers:— President, Arthur Cross; vice president, Pearl Sidenius; secretary, Helen Connaroe, and treasurer, Oscar Harrington. Committees were appointed to take care of the reception to the Junior Class December second.

A social evening will be held Friday evening, November eighteenth, for the purpose of getting acquainted.

The class was well represented at the Mt. Pleasant game as was shown by the display of arm-bands secured for the occasion as well as the large class pennant.

The senior class has taken the initiative in a plan which promises a permanent class pin for the Normal. In cooperation with a committee from the faculty and one from the junior class, the seniors will select and adopt a design of original character which may be used for a school emblem by each year's graduating class.

In the organization of the largest class in the history of the Normal Tuesday, Nov. 8th., the juniors elected for their president Walter Dewey, of Scotts, who has been a student in the Normal for several years. Herbert S. Waldo was elected vice president, Miss Ruth Turnell of Jackson, secretary and Robert Chittenden, treasurer. There are over 200 members.

The following novel invitation was extended to the Junior Kindergartners by the Seniors for All Hallow's Eve.

To hoot! you are bidden
By the Seniors' bright,
To be their guest
On Monday night.
You'd better come
And have a lark,
Say four o'clock
Before 'tis dark.

The guests were entertained in the Kindergarten room of the training school. Black cats, witches and even bats, were swinging from the ceiling. All the mysterious charms were tried for revealing the future of these maidens. Each girl was given a piece of white paper seemingly unwritten upon, but upon holding it over the candle flame, the black hand of Fate slowly and mysteriously wrote out her future. A dainty two course luncheon was served at small tables in the children's library. This room was lighted only by candles and ghostly jack-o'-lanterns. The red glow from the cheery fire in the fireplace seemed to throw a charm over the party.

Miss Morgan from Plainwell has recently enrolled in the Kindergarten Department. There are now enrolled a total of forty two.

There are 20 Seniors and 30 Juniors at present enrolled in the manual training department. The strength of this department is shown by the fact that, of the football eleven, 7 members belong here.

Mr. Waite on his trip abroad last summer made a careful study of the manual training conditions in England and Ireland. The experience he thus gained is of daily benefit to his present students.
At the manual training banquet at Bay City during the meeting of the M. S. T. A. the most of those present were former graduates of the W. S. N. S.

On Monday morning, October 31st, the Kindergarten children were given a Hallowe’en party, by Mrs. Kirby, one of our patrons. The room was darkened and jack-o’-lanterns lighted. The children wore Brownie caps, which they had made and ate from plates which they had decorated with pumpkins. Sponge cake and milk were served.

New swings have been hung in the kindergarten and first grade rooms.

The first grade is having cooking every Thursday morning this year. This is a departure from former years, when cooking has been done only occasionally. In one period the children made grape juice. They served this one afternoon to their mothers, who had been invited to visit the grade. Just now the children are drying apples. This is suggested by the talks the children have been having about the preparations for winter in the home. These dried apples will be cooked in some way in the winter term.

The third grade has taken two very interesting trips this month, one to the Bishop farm to see the dairy and planting of winter wheat, and one to the grain elevator and flour mill. The last trip was made the occasion for an all day picnic, where the children brought their lunches and ate them by the side of the stream that turns the big water wheel of the mill.

On the Wednesday afternoon before Thanksgiving vacation, the children of the fourth grade will give an “Old Time Thanksgiving Feast”. They will make everything themselves for this celebration. In connection with their cooking, they will prepare colonial dishes. They will also be dressed in colonial costume. The children of the second grade who will be the guests at the party will come dressed like Indians to represent Massasoit and his warriors.

Mr. Waldo made a business trip to Chicago, Nov. 9th.

During the past month Mr. Hickey has been giving a series of talks to his history classes which have been illustrated by the stereopticon.

At a recent meeting of the Ladies’ Library Association the program for the day was in charge of Mrs D. B. Waldo. Miss Mary Master gave a talk on “The Development of Pageantry,” which was discussed by Miss Florence Marsh and Mrs L. H. Wood. The Chaminade Club furnished the music for the afternoon. It was the general verdict that “Normal Day” was a great success.

Miss Alice Marsh has been appointed a member of the Board of Directors for the Lake Farm School for Boys.

During the past month the ladies of the Faculty have been delightfully entertained at receptions given by the Misses Newton and Shean and by Mrs. B. L. Jones. A number of teachers from the Niles’ Public Schools visited the training department recently. At noon they were entertained at luncheon in the training building by several of the teachers.

At a recent meeting of the Brooks’ Classical Club an organization connected with Kalamazoo College, Mr. Hickey gave an illustrated talk on the “Roman Forum”.

Miss Koch and a number of young women from the Normal attended the Y. W. C. A. State Convention at Albion.

On Oct. 14th Mr. Manny addressed the Classical School at Evanston, Ill., on “Twentieth Century Problems of the Five Year Old.”

The Kalamazoo Art Association held a local exhibition and loan of Art work Nov. 7—14 at the Vine St. Auditorium. All artists and craftsmen of the city were represented and a number of Kalamazoo citizens loaned some of their best art selections. Several pieces of Miss Goldsworthy’s work were included in the exhibit.
At the business meeting of the Rural Section of the State Teachers' Association held at Bay City the following officers were elected for the ensuing year: President, Professor W. H. French of the Michigan Agricultural College, secretary, Commissioner Allen M. Freeland of Kent County.

At the annual meeting of the board of control for the Boys' Home at Lake Farm, Secretary Riddle was directed to convey to Miss Mary Ensfield the appreciation of the Board for her excellent work with the boys.

The commissioners of the thirteen counties affiliated with the Western State Normal school have been asked to contribute items of general interest in regard to the graduates of the Normal at work in their counties.

The following faculty members attended the Michigan State Teachers' Association meeting at Bay City, Oct. 27 and 28—Misses Densmore, Pray, Burnam, Alice Marsh, Florence Marsh, Seekell, Ensfield, Newton and Messrs. Waldo, Sprau, Manny, Hickey, Jones, Faught, Phelan, McCracken. This was one of the largest delegations from the Normal schools or Colleges of the state.

The following students are charged with the collection of news from the school for the Record, Misses Sweetland, Bishop, Batey, Herrick and Messrs. Middlebush, Cooper, Verburg, Van Kammen reporting to Miss Bishop, and Misses Decker, Hutty, Watts, Bobb, Simmonds, Ford and Messrs. Cross and Johnson, reporting to Miss Elizabeth Jones.

The rally on Wednesday evening, Nov. 2, was one of the best we have yet had. It was called to work up enthusiasm for the Mt. Pleasant game and its success was beyond all expectations. There were songs, cheers, speeches and a lot of go to the whole thing. Mr. Neil Verburg was the man at the helm and he succeeded in injecting lots of life into the occasion.

The program for the Christmas Festival in the training school is under way. It is the purpose of the school this year to foster the festive spirit of the season by centering the work around some of the usual Christmas time customs,—decoration of the hall, trimming of the Christmas tree, tableaux in connection with the Christmas literature and carols. It is hoped that the carol sung in connection with the trimming of the hall may be written by some of the children.

The program is to be the culmination of this work in the grades. It will consist of a Festival march, decorating the rotunda, bringing in the Yule log, trimming the Christmas tree, tableaux from Dickens "Christmas Carol" and selected carols.

On Thursday, October 13, an exhibit of the art work of the beginning art classes and of the advanced art class was held in the art rooms. The rooms were a source of great interest to the students, and were well filled the entire day.

On Friday afternoon, October 14, a reception was given Miss Balch of the art department by Miss Goldsworthy and the special art students. The rooms were very prettily decorated in autumn leaves and chrysanthemums. Miss Alice Holmes, Miss Pearl Sidenius, Miss Jean Herrick, and Miss Mollie Quintal rendered piano and vocal solos, and Mr. Clarence Van Kammen gave a cornet solo. Refreshments were served by the art girls.

The music and art students are planning on giving the students a treat in the form of living pictures representing the different conceptions of St. Cecilia, as painted by noted artists. The costumes and scenery will conform to the pictures in every way possible, and the picture will be seen from behind a large frame. The date for this entertainment has not been definitely decided, but it is expected to be either just before or just after Thanksgiving Day. The girls are hunting for types of faces conforming to the many different St. Cecelias. These types must be found among the Western Normal students.
Mummer's Dance—(Original work—6th grade)
The Harvest Festival given on Oct. 20, in charge of Miss Jones, Miss Davis and Mr Spaulding of the faculty and the fourth term gymnasium class, was a party thoroughly enjoyed by all. The decorations were in the autumn colors, and the leaves and branches and yellow lights gave the harvest atmosphere. Hallowe'en games, such as bobbing for apples in tubs of water and on strings, and pinning the tail on the donkey, were a feature of the entertainment. In one corner a ghostly figure disclosed the future for a penny. Fischer's orchestra furnished a program and most of the evening was spent in dancing. The old-fashioned square dance was one of the numbers and proved a great success. Coffee and doughnuts were served in the rotunda.

The Choral Union has organized this year with an enrollment of about fifty members. The officers elected for the year are:

President, Neil Verburg, vice president, Oscar Drake, secretary and treasurer, Miss Jean Herrick. A board of directors includes Miss Goff, C. Anthony Bean, Miss Marcia Warner, Glen Sooy, and Mr Gundry.

The principal event of the Choral Union is the annual opera which is generally given about the middle of the school year. Two years ago the society gave the "Chimes of Normandy", which was a great success. Last year difficulties arose which prevented the presentation of an opera. This year the society intends to give the opera "Erminie". The members of the Choral Union this year are unusually good, conscientious workers and conditions point to a most favorable outcome for the opera.

The Chaminade Club is composed of young women from the music and art departments. Their first appearance this year was on "Normal Day" at the Ladies' Library when they sang "The Bridal Chorus" from "Lohengrin" and responded to two hearty encores with "Who is Sylvia" and their original school song, "Ist das die Normal Schule".

On Thursday, November 10, between 3:45 and 5:15, the faculty and practice teachers enjoyed an informal party in the training school rotunda. As was intended the informality of the occasion resulted in the practice teachers becoming better acquainted with the faculty and with each other. In the rotunda, library and kindergarten, where games and dancing were enjoyed, the decorations were simple and attractive, potted plants, cut-flowers and Japanese lanterns being used effectively. Music was furnished by members of the student body. Light refreshments were served in the library. The success of the party was due to the enthusiastic cooperation of the students with the chairmen of the various committees.

Executive committee, A. C. Cross.
Reception Committee, B. S. Storer.
Entertainment, F. A. Middlebush.
Refreshments, Miss Hare.
Decoration, Miss Ingerson.

The Amphictyon Society has elected an entirely new corps of officers for this term: President, Ora Hallenbeck, vice president, Alta Shimmel, secretary, Dana Sleeman, treasurer, Beulah Schabinger.

The Amphictyon Society held its first open meeting, October 10. Mr. Hickey gave an address that was thoroughly enjoyed by all present. He advised the members to make a special study of current events. In an institution of this kind the club should be recognized as a body of students who really know what is going on in the world. Light refreshments were served.

A meeting of the Amphictyon Society was held November 7, at which the following program was given:

Roll call, responded to by current events. Piano Solo, Miss Maclean. President's address, Miss Hallenbeck. History of Portugal, Miss Shimmel. Portugal as a Republic, Miss Koster.

After the program the new officers were installed and the new members initiated.
Recently the Juniors in the rural department met to form an organization for literary work. It is hoped that this will be an adequate preparation for the work of the Seminar during the Senior year. Mr. Frank Ayers was elected president, and Miss Clara Nowlin secretary-treasurer.

On Tuesday evening, Nov. 15, the first session of the fifth annual meeting of the Michigan Forestry Association, was held in the Western State Normal assembly room. Prof. Filibert Roth of the University of Michigan delivered an address on "Practical Lessons for Michigan from the Forests of Europe". O. C. Simonds spoke on "Trees and Forests as Features in the Landscape", and Walter Mulford on "The Day's Work of a Forester".

At the last meeting of the Men's Club of the Presbyterian Church, Mr. Hickey gave an illustrated talk on "The Simplon Pass".

Oct. 28th at Bay City, Mr. Manny talked on "Psychology in the Normal School".

Nov. 2nd a paper was read before the Ministerial Association at St. Joseph, Mich., on "Practical Implications of Present Tendencies in Philosophy" by Mr. Manny.

The Normal Literary Society held its reorganization meeting on Friday, Oct. 7. Officers were elected and committees appointed to plan the work for the term. The present enrollment is about fifty. The following programs have been arranged for the next two meetings:

Friday, Nov. 11.
- Song—Male Quartette, Talk—Mr. Reinhold, Reading—Miss Parks, Piano Duet—Miss Bishop and Mr. Van Buskirk.

Friday Nov. 18.
- Piano Duet—Miss Cathcart and Mr. L. Omans, Talk—Mrs. F. A. Manny, Story—Miss Helen Cook, Reading—Mr. C. Price, Violin Solo—Mr. Harold Smith.

The girls of the Young Women's Christian Association are now having a membership contest, after which the losing side will give a social function for the other side. They hope soon to have a fully organized cabinet and committee. The present officers are:—Blanche Batey, president; Sabrina Dunnington, vice president; Kate Chamberlin, treasurer, and Sara Hare, secretary.

A comfortable and attractive rest room has been fitted up in the main building for the student association. A new rug, desk, couch and other furniture contribute to the cozy center for association work in the Normal.

Friday evening, November the fourth the Normal gymnasium was well filled with a body of happy Normalites and their guests, the eleven from Central State Normal. The room was prettily decorated with pennants from the various schools and colleges of the United States and the class banners which had been a feature of the afternoon's game.

Following the reception given in honor of the guests were several dance numbers including the Virginia Reel. The Western State Normal yells were given followed by speeches from President Waldo and Mr. Phelan.

Refreshments were served in the Normal Hall. The party was under general charge of Mr. Hickey, assisted by several members of the faculty and the juniors of the life certificate course.

The Erosophian Society, from present indications, bids fair to have an unusually prosperous year. The officers chosen for this quarter are:
- Roy Healy, president, Leon Heat on, vice president, Belle Sweetland, secretary-treasurer.

The plans are to have addresses alternate with debates and, with a membership of one hundred and twenty, the society expects to have some spirited contests.

On Wednesday, October 26, Mr. McCracken addressed the club, giving a fine account of "How To Play Football", which was enjoyed by the large body of students at the meeting.
On Wednesday, Nov. 9, there was a debate on the question, "Resolved, that the country boy has more advantages than the city boy", the affirmative being taken by Belle Sweetland, assisted by Nellie Mason and Louise Fullerton; the negative by Nelson Dingley, assisted by Harry Clark and Louis McGuire. Instrumental music was furnished by Bertha Bauerle.

The series of teas given each year by Miss Alice Marsh to the young women students of the Normal preparatory department has been reorganized on a slightly different basis. Five young women will act as hostesses for the year: Misses Fredrika Bell, Jane Stoddard, Hilda Marshall, Una Barnes, and Belle Sweetland. These are to be assisted each month by ten others who have the privilege of inviting students from other departments and are responsible for the social success of the entertainment. The guests for November are to be all the students from Grand Rapids, Hastings, Marshall and Albion.

The hostesses for November are the Misses Bertha Bauerle, Katherine Bush, Harriet Bush, Esther Fairchild, Edna Willis, Esther Goodenow, Elaine Hogg, Flora Bauman, Alice Parker, and Dexa Strait.

The last tea was given on Wednesday, Nov. 16, with an address on "The Well-bred Woman", by Mrs. Charles Frankish.

The December meeting will have for its speaker Mrs. Frank A. Manny, who will speak on "Poets Near My Home"; January, Miss Florence Pray on "The well-appointed Luncheon"; February, Miss Esther Braley on "A French School"; March, Miss Harriet Marsh on "The Power of Self-control."

The Bookshelf.

Dramatic Reader for Grammar Grades by Marietta Knight. (American Book Company, Chicago.) This book will help many teachers to get a start in the dramatic work which puts school work on a more effective basis. Primary teachers have heretofore had more to help them than has fallen to the lot of those in the upper grades. The selections here published are best when taken direct from the authors. Some of the other scenes lack "atmosphere" but all will be useful.

The same publishers send out a series by James Otis. "Stephen of Philadelphia", "Mary of Plymouth", "Peter of New Amsterdam" etc. Each of the early colonies is represented, I believe, and others will appear later. Home and school will both find place for these as they will aid in giving a live interest in the various colonial situations. Many times older students than those for whom a book is intended get a start through the simple, direct statement in some book for children. Try Dr. Katherine Dopp's Tree Dwellers, Cave Men, Tent Dwellers, (Rand, McNally & Co., Chicago.) on some of your high school or grammar grade pupils. After the first feeling of opposition to books for children many of them will enter into the spirit of the stories and be helped to understand primitive peoples better.

These books will be useful in filling in the background that will be needed for the Boy Scout Movement which is sweeping this section. Look for numerous magazine articles in the Outlook and elsewhere on the subject.

It is a new experience to have two hygiene series so good that one has difficulty in choosing between them. The Gulick Series of Ginn and Company, (Chicago) besides the five book set, referred to in the June Record, has also a two book series. The World Book Company (Yonkers, New York) has an excellent three book series by John A. Ritchie, A Primer of Hygiene (mail price 48 cts.), A Primer of Sanitation (60 cts.), Human Physiology (96 cts.) Apart from their use in the class room they will have great value in enabling parents and teachers to put themselves into relation with the latest discussions of the conservation of the individual.

A Manual of Mental and Physical Tests by Dr. G. M. Whipple of Cornell University. (Warwick and York, Inc. Baltimore), is "a book of directions compiled with special reference to the experimental study of school children in the laboratory or schoolroom." Much that is in it is very technical but
anyone can easily select out of the various sections the material he needs in order to be acquainted with the most valuable tests of height, weight, sight, hearing, memory, attention, observation, description, report, etc. The best studies are described and the meaning of the results is shown. Superintendents of schools will find many suggestions in meeting the newer problems which cannot long be ignored.

Of even more importance than the owning of many reference books is the possession of the books which tell where to go to find what one needs. "A Bibliography of History for Schools and Libraries" by Andrews, Gambrill and Tall (Longman, Green and Co., New York and Chicago) is an unusually successful guide book in history. It covers not only the usual field of general and American history but there is a chapter on the less studied countries and there are over fifty pages on "History Stories for the Elementary School" and "Stories for Children Preparatory to History."

A SMILE OR TWO.

The Reason for His Belief.

A student writing about a noted scientist who was somewhat skeptical in his beliefs, said that the latter when he came to die was quite composed in his mind because he was sure of immorality.

Favored Age.

When the teacher looked severely at Isadore Levinsky, all ideas fled from him. When asked to name the Presidents, he could think of just five—with four long gaps between them.

"I am surprised, Isadore," said the teacher, who had left middle age well in the background. "When I was eleven years old, more than a year younger than you are now, I could recite the list of Presidents without a single mistake or a moment's hesitation."

"Teacher, yes, ma'am," said Isadore humbly; then a brilliant and comforting idea came to him. "But there couldn't to have been half as many Presidents to remember then, was there, teacher?"

A Light Support.

"What is it do you suppose that keeps the moon in place and prevents its falling?" asked Araminta.

"I think it must be the beams" replied Charlie as he fled.

Why Patrick Henry Said It.

An Indian boy at Hampton wrote the following in a composition on Patrick Henry: "Patrick Henry was not a very bright boy. He had blue eyes and light hair. He got married and then said, 'Give me liberty or give me death!'"

A Leading Question.

Unmarried professor to expectant class, "Does anyone know anything about my Hart's History?" Unfeeling laughter from the class was the only response.

Don't Tell All You Know.

The little daughter of the hostess looked long and inquiringly at the guest who she had been told was a very learned man and a professor. During a lull in the conversation she spoke up. "What do you do in college, please, sir?"

"I am a professor, my dear," was the reply. "I impart my knowledge to the students."

"Then if you keep on that way," she said soberly, "pretty soon you won't know anything yourself, will you?"

Teachers Don't Know Everything.

Among the new class which came to the second-grade teacher, a young, timid girl, was one Tommy, who for naughty deeds had been many times spanked by his first-grade teacher. "Send him to me any time when you want him spanked," suggested the latter; "I can manage him."

One morning, about a week after this conversation, Tommy appeared at the first-grade teacher's door. She dropped her work, seized him by the arm, dragged him to the dressing room, turned him over her knee and did her duty. When she had finished she said: "Well Tommy, what have you to say?"

"Please, Miss, my teacher wants the scissors."
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Alumni Notes.

1905.
Miss Ione Peacock of the class of 1905 Western Normal, attended Marybille, College, Tennessee, after leaving this school and is now teaching in the high school at Evart, Mich.
Miss Hebe Hunt taught in the Benton Harbor schools for a number of years and is now at Calumet, Michigan.
Miss Josephine Le Duke, '05 is teaching at her home in Lawrence.
Miss Bessie Ashton '05, is spending her second year at the University of Chicago from which she will receive her degree in 1911.

1906.
Miss Carrie Anway is spending this year at her home in Plainwell. She taught in Greenville after her graduation.
Miss Pearl Ashton is attending the University of Illinois at Champaign, pursuing work in domestic science.
Miss Lois Bishop is in her fourth year of teaching work in Grand Rapids.
Miss Daisy Brodhed until this year which she is spending at her home in Decatur, has taught in the public schools of Ironwood.
Miss Blanche Buckhout has taught in the schools of California since completing her work in Western Normal until she became Mrs Edward H. Bautzer last summer. She resides in San Pedro, Cal.
Miss Ruberta Hart, 1906, taught in Dowagiaie and Oshtemo after graduating and is now at her home in East Leroy.
Ira J. Hayden is on a farm near Lowell, Michigan.
Miss Myrtle Hawley is at her home in Harbor Springs this year.
Miss Ethel Raab is teaching Latin and German in the Bellevue High School.
Miss Nina Waldorf is at Labam, Washington, teaching in the grades.
Mrs. Martin J. Dunkirk, formerly Miss Winifred Scales of the class of 1906, resides at Amherstberg, Ontario. She taught at Hudson, Michigan after graduating.
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Alumni Notes.

1907.
Miss Fern Abrams of this class is now Mrs. Ernest C. Chamberlin and resides at Maekinac City.
Miss Jennie Bender has taught in the Kalamazoo public schools in the grades since her graduation.
Miss Charlotte Coney is teaching in the west this year.
Miss Ella Grable is at her home in Otsego this year on account of ill health.
Miss Edith Griffin is teaching English in the Battle Creek High School. She graduated from the University of Michigan in June.
Miss Mildred Grover taught in Blackduck, Minn., after graduating and last year was in Blue Island, Ill.
Miss Stella Hayden is studying at the Drexel Conservatory of Music, Chicago.
Miss Hazel Hayden returned to Hastings this year as director of the kindergarten work.
Charles Johnson is superintendent of schools at Fowler, Indiana. He attended the University of Michigan last year.
Norman Luneke is a senior at the University of Michigan this year.
Miss Flora Moore is teaching in the grades of the Kalamazoo public schools.
Miss Beth Scales is supervisor of art in the Plainwell schools for the third year.
Miss Jessie Stout is teaching in the grades at Waukegon, Illinois.

1908.
Clifford Ball is for the third year teaching in the manual training department of the Butte, Montana schools.
Mrs. Guy B. Findley, formerly Jennie Charles, resides at Elyria, Ohio.
Stanley A. Claflin is teaching at Hancock, Michigan.
Miss Margaret Eldred is supervisor of music in the Hastings schools. Last year she assisted in the music department of the Normal.
Miss Florence Emmer is teaching in Grand Rapids.
Miss Florence Felton has taught in New Mexico since completing the life certificate course in the Normal.

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A Steady Growth

Below are given the enrollment figures for each term of the first six years of the school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Total number of different students</th>
</tr>
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<tr>
<td>1904-'05</td>
<td>117</td>
<td>107</td>
<td>119</td>
<td>109</td>
<td>232</td>
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<tr>
<td>1905-'06</td>
<td>310</td>
<td>185</td>
<td>205</td>
<td>187</td>
<td>483</td>
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<tr>
<td>1906-'07</td>
<td>557</td>
<td>266</td>
<td>268</td>
<td>249</td>
<td>815</td>
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<tr>
<td>1907-'08</td>
<td>603</td>
<td>332</td>
<td>344</td>
<td>304</td>
<td>927</td>
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<tr>
<td>1908-'09</td>
<td>807</td>
<td>467</td>
<td>468</td>
<td>456</td>
<td>1265</td>
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<tr>
<td>1909-'10</td>
<td>868</td>
<td>589</td>
<td>572</td>
<td>527</td>
<td>1419</td>
</tr>
</tbody>
</table>

In the summer term of 1910 students attending the Normal represented forty-four counties and one hundred ninety-nine townships, villages and cities in Michigan. Eight states and Canada were represented.
Alumni Notes.

1908
Miss Edna Link has taught in the Holland public schools since her graduation in 1908.
Miss Lora Knevels is teaching at Sturgis for the third year.
Miss Genevieve Miller is teaching at her home in Buchanan this year.
J. Byron Mott is in his third year as superintendent at Climax.
Miss Helen Putnam is now Mrs. Howard Wolcott and resides at Climax where she taught after graduating from the Normal.

1909.
Miss Lillian Grable is teaching in the public schools of Detroit this year.
John G. Chapel is superintendent at East Tawas, Michigan.
Miss Bessie Arnold is at her home in Climax.
Miss Sadie Beardsley was in Gillespie, Illinois last year.
Miss Anna Bender is teaching in the grades in Kalamazoo.
Miss Nina Bobb, after teaching in Three Rivers is now in the public schools of Detroit.
Miss Marie Buss is teaching at Zeeland.
Miss Lela Culver is teaching in Kalamazoo for the second year.
Miss Edyth Grimes is at her home in Paw Paw this year.
Miss Ethel Green is teaching in the Zeeland schools and last year taught at Schoolcraft.
Emanuel C. Judd, 1909, is principal of the North School at Waukegon, Illinois this year.
Miss Miltina Lawton has charge of the primary work at Bellevue this year and last year had similar work in Coloma.
G. I. Leavengood is for the second year superintendent at Shepherd, Mich.
Wayne McClintock is still in charge of the manual training work at Benton Harbor and is also manager of athletics.
Palmer McGuinness is attending the University of Michigan this year.
Miss Sue Neasmith is teaching at her home in Vicksburg this year and spent last year in Ludington.
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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. 3, 1911. The year book will be mailed on application.

Dwight B. Waldo, President.
Kalamazoo, Michigan
Alumni Notes.

1909
Miss Addie Slocum is teaching near her home at Lawrence, in a rural school.
Miss Blanche Spalding is assistant in art in the Jackson public schools.

1910.
Miss Hazel Croskery has recently accepted a position in the lower grades of the Battle Creek schools.
Miss Neva Kline has a grade position in the public schools of Evanston, Illinois.
Miss Sarah Turner is studying at Parsons Business College this year.
Miss Rachel Barker is teaching in Three Rivers.
Howard Cramer is principal at Burlington, Michigan.
Miss Arletta Drew has returned to the Normal to complete the Domestic Science and Domestic Art course.
Miss Sadie Friend is teaching in the grades at Holland.
Miss Helen DeMerell is teaching in Ironwood.
Miss Maude Fox is teaching in the grades of her home town, Coldwater.
Miss Mary Gorthy is at Mt. Clemens this year, teaching in the upper grades.
Miss Hazel Green has a splendid position in domestic science at Frostburg, Maryland.
Miss Virginia Greenhow has work in the fifth grade of the St. Joseph schools.
Miss Bernice Jordan is teaching in a rural school near her home at Bedford.
Miss Theresa Haas is teaching in Otsego.
Miss Cleo Hill has a primary position in the Three Rivers schools.
Miss Elsie Lukens is teaching at Sault Ste Marie this year.
Miss Dorothy Swartout has a position in the designing department of a large Grand Rapids firm.
Miss Marguerite Strough has a position in the office of the Board of Education this year.
Miss Maude Tyler is teaching in the Kalamazoo schools.

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The number of students now at the Normal is over 600. The summer attendance exceeds 800. The faculty numbers nearly 50. The Record is the only publication of the Normal School. It will be read by all of the students and many of the alumni.

The columns of the Record afford the best means of reaching this large and growing group, whose purchasing power is by no means small.

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