ALL who joy would win must share its happiness

was born a twin

Byron

Tint this text, making leaves a gray green, berries orange red, and stems brown. Use gold paint for background, or tint the whole text a light brown or green before tinting leaves. Cut out on outside line and mount on colored paper.
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**ILLUSTRATIONS**

Champion Foot Ball Team of 1910 opposite page 169
Christmas Greeting, (Designed by Helena Rosecrants, Special Art Student) Frontispage
The Completeness of Our Facilities—

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Beche’s Picture Primer ........................................................ 25
The Healy System of Free Arm Movement Writing, each ......................... 10
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Metcalf and Rafter’s Language Series, Book Two ........................................... 60
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School Boards and Teachers should correspond with us before selecting new text books in any branch of study. We are constantly adding to our list, and you should know what we have to offer.

AMERICAN BOOK COMPANY
521-531 Wabash Ave., Chicago

Alumni Notes

1905.
Mrs. Warren Carleton, formerly Miss Vivian Simmons of this class, resides in Schenectady, New York where Mr. Carleton is employed by the General Electric Co.

1906.
Miss Charlotte Brooks is director of one of the kindergartens in Ironwood where she had been since graduation.
Lynn L. Deal is teaching this year at Stephenson, Michigan.
Mrs. W. J. Shay, formerly Miss Lillian Knapp of the class of 1906, resides at Willapa, Washington.
Miss Vera Lynch is now Mrs. Glenn Clark and resides at Wayland.
Miss Mary Lynch is at her home in Vandalia, keeping house for her father.
Miss Bertha Thoms who completed the music course in the Normal is attending Drexel Conservatory in Chicago and teaching public school music near that city.

Miss Ethel Underwood is teaching in the primary grades at Galesburg, her home, this year.

1907.
Miss Fern Abrams is teaching at Adams, Oregon.
Miss Margaret Adriance was married last summer to Karl Shock and resides at White Rock, Colorado.
Miss Ella Grable has recently accepted a position in the public schools of Detroit.
Miss Addie Evans is teaching in the Cadillac schools this year.
Miss Ola Hart has taught at Sault Ste Marie since graduating in 1907.
Mrs. Mabel Thorpe Jones is in her third year at Attica, Indiana.
Miss Marie Rasey is assistant principal of the High School at Lenark, Ill.
Miss Hazel Sevey is this year in charge of the music work at Stanton.
Miss Luella Warner is acting as society editor of the Battle Creek Enquirer.
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WESTERN STATE NORMAL
and the
KALAMAZOO CITY SCHOOLS

In doing so we have acquired a knowledge that should be valuable to committees having the establishment and equipment of such departments in view.

We shall be glad to correspond with or interview such parties.

Strangers visiting Kalamazoo will find our Store one of the sights of the City and will always be cordially welcomed.

The Edwards & Chamberlin
Hardware Company

Alumni Notes

1907

Miss Mabel Warner is now Mrs. Floyd Vroman and resides at Flint.

Marion J. Sherwood has just recovered from a serious illness of typhoid fever. He has been assisting for a few weeks in the Normal Manual Training department.

Miss Stella Hayden is studying music at the Drexel Conservatory of Music in Chicago and in June received the gold medal presented for theory work.

1908.

Mrs. Frank Smith, formerly Miss Elsie Babcock of the class of 1908, resides at Three Rivers.

Miss Verna Kitzmiller is now Mrs. Frank Campbell and lives in Bishop, California.

Miss Anna Marshall is spending the winter in Albuquerque, New Mexico.

Miss Mary McBride is teaching in the "Bell School" near her home at Niles.

Mrs. Charles Day, formerly Miss Zora McLarty of the kindergarten class of 1908, resides in Detroit.

Miss Wilma Newman is teaching in Buford, North Dakota.

Miss Grace Norton has charge of the Van Buren County Normal at Hartford.

Miss Edith Patterson has taught in Plainwell, her home, since graduating from the Normal.

Clyde W. Overholt is spending his second year at Caledonia as superintendent.

Miss Ruth Putnam is teaching in Oshtemo.

Miss Erna Scott has charge of music work at Provo, Utah.

Earl Sortore is employed by the Monou route or the Chicago, Indianapolis and Louisville Railway Co. in Chicago.

Miss Lela Spaulding is teaching in Pasadena, California.
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in good Schools and Colleges. Many of
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man who would like to take
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Cor. Main and Park Sts., KALAMAZOO

Alumni Notes

1909.

Miss Mary Anderson is teaching at Albuquerque, New Mexico and resides at 216 So. High St.

Miss Bertha Barkenbus returned to Cheboygan this year.

Miss Nora Colburn is teaching Latin in the High School at Athens, Alabama.

Miss Frances Duncombe has recovered from a serious illness and is studying music in Chicago.

Miss Clara Grant is visiting relatives in Fresno, California this winter.

Miss Elizabeth Heath is at Buhl, Idaho.

Miss Fern Messinger is teaching in the grades of the South Haven schools.

Miss Charity Prentice is at her home in Lockport, N. Y.

Miss Lilian Prentice is teaching in the sixth grade of the Buffalo public schools.

1910.

Miss Frances Brownell has a grade position in the Kalamazoo public schools.

Miss Bernice Beers has a position in the Coldwater schools.

Miss Mae Brown is teaching music at Galesburg.

Miss Mabel Fuller has a teaching position in the Girls' Industrial School at Middletown, Conn.

Miss Marguerite LaTourette has a kindergarten position at Birmingham, Michigan.

Miss Edith Lent is teaching sixth and seventh grades at Howell, Michigan.

Miss Marguerite Strough recently took a position in the kindergarten department of the Lake Street school, Kalamazoo.

Charles Jickling, who is teaching at Waukegon, Ill., was married Nov. 26 to Miss Phoebe Nutten of Comstock, a former student in the Normal.

Miss Fern Ultz is teaching in the Galien High School.

Florence S. Vaughan is principal of a ward school at Cheboygan, Michigan.
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Goods of Fashion, of Merit, of Satisfactory Excellence, such as are always found in a Dry Goods Shop of the first class.

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The improvement of rural education is today one of the largest educational problems in the country. It is a personal, everyday problem that every one of us who dwells in small towns must feel is of vital significance to our own community and to the welfare of the state as a whole. It is a problem that can not be settled all at once and to which contributions must be made by farmers, educators, business men and all interested, if the problem is to be solved satisfactorily and fairly. Furthermore, no cut and dried course of study can be outlined that will fit all localities, for no two localities are exactly alike and the details of procedure in one place must of necessity be far different from those in another.

Yet the fundamental essentials of rural education seem to be the same wherever found and the fundamentals must first be settled before the detailed superstructure can be built. The three most important essentials are: first, teachers better trained to interpret country life and better able to make class work real and personal to country children; second, courses of study and textbooks better adapted to rural conditions; and third, consolidation of small schools into union schools.

None of these essentials can be secured unless there is a developed public spirit that demands a better schooling for country pupils—a schooling that will make the pupils better able to live in the country and more cognizant of the possibilities of a good living in the country. A good living, however, is only in part a financial matter. Rural schools should not be planned merely to enable pupils to secure better returns from the land, though that is of vital significance, but to fit them for a fuller and better life in the country. A better living is in part financial, but only in part. Our boys and girls should be trained so that they will get the most out of life amid the healthful, invigorating opportunities that living in the country affords. A liking for good music and art, an ability to get satisfaction from these fields, a fondness for good oral and written English, an interest in history and political movements, skill in the use of tools,—all of these are more valuable as contributions to a better living than the knowledge of arithmetic that will make one better able to reckon margins of profit or of the elements of agriculture that will produce greater returns from the land. In other words, the cultural and practical elements must go hand in hand, for the best trained man or woman is the person who wastes the least energy in the daily business of life and gets the fullest mental satisfaction out of living and particularly out of home life.

Hence the practical possibilities of modern rural education must not be over-emphasized and yet must be given a strong place, and the training in the fundamentals of history, literature, science and the arts be organized in such a way that they affect the mental growth of the youth in our schools.

Such improvements can not be brought about, however, unless our rural schools are improved in the several regards mentioned above. We need teachers who are in sympathy with the possibilities of rural life, who understand its problems, who can get away from the set pages of a text and who have been trained to adapt the subjects of the curriculum to the needs of the
children, in order that they may be able to develop the children in their charge to appreciate the subjects as personal, vital tools necessary as a present asset and an investment for the future. As yet, few normal schools give heed to the needs of rural communities, and, where any attempts are made to meet rural conditions, they are often made in an academic way because the teachers do not know rural life and are not in sympathy with it.

The improvement of our teachers so that they can interpret the facts and problems of rural life requires, in some subjects, at least, that the courses of study and textbooks be planned for rural rather than urban communities, as they now are to such a large extent. Perhaps this need is seen in arithmetic as much as in any subject, today, though there has been much progress in this subject in the last few years. The problems that dealt with the time involved in digging impossible ditches at absurd daily wages, or with buying hay at exorbitant prices, are yielding to problems that are based on facts rather than fancy, the solution of which helps the children in facing problems at home. Questions of the amount of seed required per acre, the amount of water required per acre for certain crops, the computing of grain rations for cows, horses and pigs, the testing of milk for butter fat, of seeds as to vitality and cost,—all these and many others are worth doing as problems and lead to knowledge and power.

In a similar way, hygiene should involve questions of ventilation, bathing, drinking water, location of buildings, more than the names of muscles and bones. Geography in the early grades should include a study of the geography underlying the local industries; should be related to agriculture, problems of drainage and water supply and similar topics. It should not be, as it so often is, solely a study of word descriptions of things beyond the seas. Manual work should include simple carpentry and blacksmithing for the boys, and home making for the girls, wherever that is possible.

The new course of study with this practical, personal note as its basal feature will be more cultural than the old, more real and hence more thought provoking and in every way a more valuable form of training for pupils, for it will enable them to live in the country and to gain profit, health and pleasure thereby. These two requirements are so closely linked with the matter of consolidations of schools that it is not too much to say that they will be impossible in most small rural schools.

The consolidation of rural schools into central schools involves the grading of pupils and makes possible the securing of better teachers. Furthermore, the teachers will be enabled to devote their time to developing a few subjects, instead of being compelled to scatter over the whole field from the alphabet to algebra, as is now so frequently the case in small rural schools. Grading of pupils means more rapid progress, more individual rivalry, better opportunity for the strong pupils to be helpers to the weak and leads to the development of class and school spirit. A good, active, energetic spirit of work and strife, caused by constant attention on the part of all to one problem at a time, is a great inspiration for better work. How much more inspiration for the teacher is the room where all are working together, than the small room where the majority of the class are at ease, restless and listless, while one or two pupils are perfunctorily quoting something they may have memorized but may not have learned.

Again, the consolidated school means a larger, probably a better school house, with better hygienic conditions within and without, with better water, better toilet facilities, more adequate heating, proper ventilation and light and hence better health on the part of the pupils. The writer looks back with horror on the unhygienic conditions of the district school of his youth, with its red hot stove and super-heated air near the stove, with the rooms absolutely unventilated and where the carbon dioxide gas was enough to make every
pupil dull, over weary and dispirited. The winter months in the usual rural school house are full of danger for pupils. It is hard to conceive any better conditions for developing colds, throat troubles, tuberculosis and many other diseases, than those furnished in many school houses into which little sunlight and practically no good air are allowed to enter for months at a time.

Again, the moral tone in a school of large size is far better than in a small school; where the pupils are numerous enough so that a janitor or teacher must supervise the hours of play, the chances for a pupil to learn much that he ought not to learn from his vicious comrades is reduced to a minimum. This improved moral tone in the large consolidated school is really one of the chief arguments in its favor, as many unprejudiced observers will testify.

Finally, consolidation of schools, where consolidation involves transportation of pupils, as it usually must, means an increased school attendance, a better return per pupil for the money invested. Better attendance means more rapid and uniform progress. A day when it "rains too hard to go to school and just hard enough to go fishing" keeps the boy at home from the school where he is the class of one so that he does not get behind, but it is not so likely to keep him at home from the school where the classes are large and where a day lost means getting behind his comrades. In my own town of Washington, Conn., where last year we had complete consolidation, the school attendance for the whole town increased over twelve per cent, as compared with the previous year when we operated one consolidated school and five small schools.

An improvement in attendance has followed all over the country where schools have been consolidated and surely forms one of the largest arguments in favor of consolidation. Some will say all this costs money, and so it does, and so does anything worth while as an investment for the future. But we must remember that we are training our pupils not merely for the life of today, but to be the men and women of a generation hence. This is a long term investment and long term investments are profitable in proportion to the capital involved and the percentage of return. How many of our farmers of today who talk eloquently of the influence of the little Red School House would be progressive and prosperous if they conducted their farms now as their fathers and grandfathers did in the days of the supremacy of the Little Red School House? Times have changed, better fitting is required to make life more full and satisfactory and an improved education is the largest asset for the future that we can give our children. Less than the best we will not give them, for less than that would be negligence of our duties to them.

Parents who have seen the progress their children make in the union schools are enthusiastic as to the value of consolidation and do not begrudge the increased cost. We all want to see our public affairs conducted economically, but we realize that niggardliness is not necessarily economy. We feed our cows scientifically and abundantly, for we know that the maximum returns from the milk pail require the investment; we practice improved tillage and rotation of crops to keep up and increase the fertility of our land in order to secure greater returns and to increase the margin of profit. Can we expect our children to profit and grow in wisdom and power unless we attend to their mental growth and physical condition with care and profit by the experience of others as we do in caring for our cows and fields?

Richard E. Dodge.
Head of Department of Geography,
Teachers College,
New York City.

Physical Training in the Training School.

The fundamental aim of Physical Training may be stated as follows: To develop and unify a sound mind and a sound body. An ideal system of Physical Training should develop the child mentally, morally, physically, and aesthetically. The practical aims to accomplish this end are many and varied.
Rhythm, one of these aims, is of the utmost importance, and receives much attention in an ideal system of Physical Training. Rhythm lightens and facilitates labor, as there is not a continued effort of the will. Therefore rhythmic exercises bring exhilaration of mind, which makes the exercises doubly beneficial. Marches or exercises performed in rhythm aid in the training of bodily control.

The stimulation of growth and organic function are undeniably of most importance. By exercising all parts of the body, the circulation, digestion and respiration are improved by means of the increased blood-supply brought to the parts exercised. Because of the interrelation between the body and mind being so close, the brain is largely dependent upon the action of the body for its growth. Exercises requiring difficult coordinations tend directly to develop the brain.

Lastly, but of the greatest importance is the value of play. G. Stanley Hall says, "Play is the great agent of unity and totalization of the soul." An old proverb reads "Man is whole only when he plays." There are several theories as to play held by different educators, but in the fundamentals they all agree. That children do play instinctively, and that they thoroughly enjoy their play, is certain. It has been said that in the free play of the child no part of the body is left undeveloped. Now, if the results that we are aiming to accomplish can be accomplished through the medium play, instead of work, is not this a much better means? The results gained by a dull, formal gymnastic drill do not compare with those gained when the spirit of play is introduced. By taking part in play, the child will not forget to work, because play in its true sense is not the opposite of work, but the best way of doing work. The play of the child corresponds to the life work of the man; and through play the child is prepared for his life work. In plays the child has problems to solve, and difficulties to overcome, and he must grow correspondingly strong to meet them. Miss Tanner in her book on "The Child" says, "A child that plays thoroughly, with self-active determination, will surely be a thorough, determined man, capable of self-sacrifice for the promotion of the welfare of himself and others."

A general outline of the actual work done in the Training School will show the means to accomplish these ends.

Exercises given to the child between the ages of six and nine should be for the stimulation of growth and organic function particularly. Therefore vigorous exercise of the large groups of muscles, which effect these functions, and establish the large coordinations as the only safe basis for the sound development of the accessory ones, should be given. Children between the ages of nine and fourteen should perform exercises stimulating growth and metabolism. During this period the nature of the exercises begins to be such that a higher power of coordination is required.

Games and plays occupy a large part of the time devoted to Physical Training. In the primary grades the games are very simple, and the child plays for the mere joy of playing. In the intermediate grades the competitive spirit is more noticeable, but still it is quite individualistic in its nature. Later on, in the advanced grades, the spirit of team work predominates and each one works for the glory of the team. The games are graded from the simplest games to the more highly organized ones. In the four upper grades an extra period a week is devoted to games such as basket-ball and volleyball. Each grade is to have a team and by means of inter-class games class spirit will be brought out.

Besides games, a complete lesson in Physical Training should contain what is known as the floor-work, and also either marching or fancy-steps, which aid in the development of rhythm. The floor-work in Grades I and II is in the form of action-plays, or sometimes called story-plays. Very often these plays can be correlated with other school subjects. The aim of these plays is to infuse a thought content and a spirit of play into the regu-
lar gymnastic drill. The floor-work should contain exercises for all parts of the body, which are given in a definite sequence. In Grades III and IV the work becomes slightly more formal, with more attention devoted to command and response, though many imaginative suggestions may well be employed to make an incentive and increase the interest. In the advanced grades the work becomes even more formal, with more attention devoted to response to commands. In these grades, besides the free exercises performed by the other grades, light apparatus-work with wands, dumb-bells and Indian-clubs constitutes the floor-work, thus increasing the incentive by variation.

The marching in the primary grades consists in simple figure marches, and also imitative motions of the various animals. In the intermediate grades the figure marching becomes slightly more complicated, and various arm motions are combined with the steps. In grades V, VI, VII and VIII the girls and boys are divided for their work, thus making it possible to give exercises more adapted to each group. For instance the boys should excel in military drilling and heavy apparatus-work, while the girls gain more through the dancing and lighter forms of gymnastics.

In all grades folk-dances are taught, beginning with the simpler ones in the primary grades and advancing to the more complex in the advanced grades. One of the values of folk-dancing is the beneficial exercise obtained from it. Another one is the training in rhythm, and the joy derived from engaging in such exercises must not be forgotten.

Each grade meets for physical training three times a week. In all classes, with the exception of the boys in grades VII and VIII, one period a week is devoted to heavy apparatus-work, the older boys going out-doors for Athletics that third period. Their heavy apparatus-work is included in their two other lessons. The purpose of the heavy apparatus-work is to afford exercise to certain groups of muscles which can be gained in no other way—also to develop courage and initiative in the child. This work consists in climbing-ropes, swinging on the flying-rings, jumping over ropes and exercises on the ladder and balance-boards.

Mildred Davis.

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LITERARY
Contributions by the Elementary School

Song of Thanksgiving and Welcome.

We’re thankful, we’re thankful,
   Dear Father of all,
For grains gathered in,
   And the fruits of the fall.

A welcome, a welcome,
   Our friends so dear,
To our harvest feast,
   The best of the year.

Words and Music by Third Grade.
The Biography of a Turkey.

"I guess I will keep a diary," said Mr. Turkey to his wife. "I am afraid that I am going to be killed for a Thanksgiving dinner that I have heard Mistress Mary tell about. Therefore I am going to keep a diary for the rest of my life. Not that a diary would make me live longer, but so that my children may see how I spent the last part of my life."

He certainly did keep a diary for it was found after his death and this is what it said:

"Thurs.' Nov. 17—
Mistress Mary gave me a very large breakfast and supper. I wonder what it means! I have been worrying about it all day.

Fri., Nov. 18—
Had another feast, got into a fight with Turkey Brown, because he got some of my corn.

Sat., Nov. 19—
Still more feast. Heard Mistress Mary and her father mention my name and Thanksgiving, while they were feeding me this morning.

Sun., Nov. 20—
Only one feast today. I was in the field with some of my friend Turkeys and they are all afraid that they are going to be killed too.

Mon., Nov. 21—
Today I am three fourths of a year old. Mistress Mary let me out of my coop and I found a large basket of corn, so I had a very happy birthday.

Tues., Nov. 22—
Today Mistress Mary shut me up and it seems as though she feeds me every hour.

Wed., Nov. 23—
I believe she feeds me every five minutes today. I heard Mistress Mary say, "Oh isn't he a dandy!"

Thurs., Nov. 24—
I am up real early this morning to write my diary before I am killed. I had bad dreams last night. I don't feel very well this morning. It seems as if there is a lump in my throat. Oh! what is that noise? I believe it is some one in the work shop. Oh dear! here comes Mistress Mary's father with an ax. Yes, here he comes, so I will bid you all "good by."

Written by Pauline Beerstecher.
Grade VIII.

The grades above the third wrote in their language classes carols which might be sung by the school as the hall was decorated for the Christmas Festival. This, written by the Seventh Grade, was chosen.

Carol of Decoration.
We bring the things to deck the hall,  
And hang them gaily on the wall;  
So first we bring the ropes of green,  
And place the wreaths where they'll be seen.

Chorus:
O deck the hall with holly,  
O trim the Christmas tree;  
Then let us all be jolly,  
It's Christmas time you see.

The children then their stockings bring,  
And dance around the tree and sing;  
So now the candles we will light,  
To make the tree and hall look bright.

Chorus.

Grade VII.

Contributions by the Faculty.

Christmas Eve Customs.

What can I give Him, poor as I am?  
If I were a shepherd, I would bring a lamb.  
If I were a wise man, I would do my part;  
Yet what can I give Him?  
Here's my heart!  
—Christine Rossetti.

Christmas Eve in the Good Old Times!

What pictures those words conjure up! What memories! A mingling of the pungent odors of Christmas greens; the gleam of wax—lights on beam and floor; the huge log crackling in the chimney-place; the generous board groaning with its weight of good things; the merry games and nonsense; the music of the "waits" floating on the frosty air; the country dance in the old hall where lord and tenant, master and servant, laid by for the nonce all social distinctions; nay, often, for the time being, changed
places; when the doings of a Christmas Eve made up the sum of the year's happiness to many a simple rustic heart.

How curious the origin of many of these old customs, if one searches for them! After all, we still are children in that we delight in going back to the beginnings of things. Many we can trace back long before the days when Julius Caesar set the foot of the conqueror on England's shores; long before St. Augustine came with his message of peace and love to the warlike men of Kent; far back to the days of the Druids, with their ancient rites and customs. The missionaries, men of wisdom and of learning, did not seek to enforce their new doctrines by driving out old beliefs. They followed rather the example of the gardener who grafts the tender new shoot upon the sturdy old stock, that the new may grow and flourish on the old. Now these Druids had certain mystic ceremonies which they observed during the winter solstice; the conquerors brought in their gaieties of the Roman Saturnalia; the Saxon mythology contributed its share, and hence our composite Christmas!

Two customs we can trace directly to these pagan ancestors,—the Yule log, and the hanging of the mistletoe. The mistletoe was regarded by the Druids with the utmost reverence, because of its growing on the oak, their sacred tree. We are familiar with their solemn ceremonies, going in parties;—the chief priest, clad in robes of spotless white, severing the parasite from the tree with a golden knife. Then followed the sacrifice of milk-white bulls, and sometimes even of human lives. The mistletoe thus gathered was divided into small portions, which, hung over the entrance to dwellings, were supposed to propitiate certain deities and bring good fortune. So in time it was hung in the hall during the season of merry-making, and the rosy-checked lass passing beneath by accident paid the penalty of a sounding smack upon her blushing cheek.

The burning of the Yule log came from Scandinavia, where they kindled huge bonfires in honor of their god Thor. This, by far the most imposing of all the Christmas rites, is fast dying out, though still observed in some districts of England. The huge log was drawn away from its former companions in the forest 'mid merry shouts and songs. The wayfarers who passed it an the road doffed their hats, and finally it was enthroned in the hospitable fireplace, to crackle a welcome to each Christmas guest. The new block was kindled by the half-charred remnant of the last year's log, which had been carefully preserved for the purpose. This keeping of the old log was supposed to insure the domicile from loss by fire.

And how they did regale the inner man! I wonder how much we should enjoy today their hearty fare? The polished oak stretched its generous length beneath the twinkling candles. Round it sat both those of high and low degree, "No mark to part the squire and the lord." It groaned beneath the huge sirloins, flanked by plum porridge and toothsome Christmas pie; its chief ornament the great boar's head, brought in during the feast in triumph, crowned with bay and sweet rosemary. And the drink? Round went the great brown wassail bowl, ribbon-decked and smoking hot, accompanied by many a quip and jest, by songs and toasts,—while to the revelers, from without, came floating the music of the Christmas waits, and merry maskers burst into their midst to make the great hall fairly ring again.

It is noteworthy that the origin of the waits is so wrapped in obscurity that no one has been able to decide whether it meant the men who took part, a certain kind of music, or the instruments on which this music was played, for the term was applied at different times to all three. The name was given at a very early date to night-watchmen; later it was applied exclusively to the men who furnished holiday music prior to Christmas Day. Usually they played on wind-instruments any music which chanced to be popular at the time, calling shortly after Christmas Eve at the houses fav-
ored by their serenades to receive Christmas donations.

The "mummers" and "maskers" were practically the same thing. This sport was originally furnished by rustics, who, with blackened faces and white shirts, were dignified with the name of mummers. They went from house to house, reciting a rude sort of dialogue appropriate to the season. As years went on, the maskers assumed more elaborate and fantastic garb; the lord and all his household joined in the sport, and it became theatrical in character. The whole was given in charge of a master of ceremonies, called the "Lord of Misrule," who became for the time being "monarch of all he surveyed."

And when the watchman called the mystic hour of midnight, which ushered into life so many years ago the Lord and Savior of us all, these simple country-folk ended their Christmas Eve. They retired to their night's repose, weary in body but happy in heart. Their childlike faith believed that while they slept the cattle in their stalls knelt and made obeisance in memory of the first and greatest of all Christmas Eves, and mingled with their happy dreams were the angel voices telling of "peace on earth, good will to men."

Here are a few suggestions for Christmas Reading.

Poems for Little Children.
(a) "Hang up the Baby's Stocking."
(b) "Jolly Old Saint Nicholas."
(c) "The Toyman's Shop."
(d) "Bells are ringing in the air."
(e) "Old Santa Claus puts on his cap"—Eleanor Smith.
(f) "'Twas the night before Christmas"—Moore (all ages.)
(g) "Santa Claus and the Mouse"—Poulsson, Child World.
(h) Luther's Cradle Hymn.(all ages)
(i) "How the Christmas tree got its stars?"—from "Christmas Star", collection of prose and verse for children—Katharine Pyle.
(j) "Silent Night, Holy Night" (all ages)
(k) Milton's Nativity Hymn. (all ages.)
(e) "God rest ye, Merry Gentlemen" (all ages.)

Stories for Children.
(a) "First Christmas Presents"—E. E. Hale.
(b) "The Cats' Christmas"—Susan Coolidge in "New Year's Bargain."
(c) "Christ Child Tales"—Andrea Hofer.
(d) Anderson's "Match Girl"—K. D. Wiggins's version.
(e) Christmas Sheaf "Bird's Christmas"—Celia Thaxter.
(f) "Tiny Tim"—from Dickens' "Christmas Carol."
(g) Jacob Riis' "Is there a Santa Claus?"
(h) "Piccola's Christmas Shoe."

For Adults.
(a) "Why the chimes rang"—Ben Hur.
(b) "The Three Wise Men"—Van Dyke.
(c) "The Other Wise Man"—Van Dyke.
(d) "Christmas Carol"—Dickens.
(e) "Christmas Sermon"—Stevenson.
(f) "Christmas Customs"—consult Chambers' "Book of Days."
(g) "Dream Thorp"—Alexander Smith.

Pictures.
Send to Perry Pictures Company, Malden & Boston or to Baker & Thornton Co., agents for Brown's pictures—44 So. Pennsylvania Street, Indianapolis—for picture catalogs. The Madonnas in the five cent sizes are beautiful, and the pictures in the one cent size very clear. Among the number reproduced may be mentioned: Fra Filippo Lippi's, Titian's Madonna of the Rabbit, Giorgione's, Raphael's Sistine Madonna and the Madonna of the Chair, Murillo's, Bodenhausen's (modern) Sichel's, and a host of others equally good.
In addition to the Christmas material given here, consult the special bulletin in the library before the holidays.

Alice Louise Marsh.

**Impressions of Texas.**

My first impressions of Austin were not very favorable since a great band of migrating crickets—the largest of their kind—had chosen that particular week for their periodical stay in the Capitol City. They took possession of the streets, stores, hotels and private houses. I did not relish their company in my bedroom and a large net which completely covered the bed was all that kept them from taking the bed, too.

The weather is very delightful now though it was extremely hot during October. All variety in weather is attributed to the "Northers" which blow in at irregular intervals. These cold winds make it decidedly uncomfortable here while they last, for houses are not built nor heated properly for cold weather.

Austin is located in a hilly region through which the Colorado River finds its way. Several dry creek beds indicate that at some seasons there is plenty of moisture here. Just at present we are suffering from a long continued drought which has been broken by three dust laying rains since I came, the latter part of September.

High steel towers, bearing six lights each, give a fine appearance to the city at night but afford little light to guide the footsteps of the wayfarer. Trees seem to have a hard struggle for existence. The heat, the wind, (which blows almost constantly) the dust, the limited amount of rainfall during the summer and fall months, and the gray moss and parasitic mistletoe seem combined in their warfare against the life of the trees. The live oaks with their low spreading branches hung with long festoons of gray moss are a beautiful sight. There seem to be numerous varieties of oaks but I have only seen one, thus far, that resembles our Northern species. Some of these varieties bear an apple like fruit which yields a strong sepia colored stain. The boys here call them "ink balls". I can imagine the fourth grade making dyes for their stencil work from them. The elms, too, seem quite different, being stunted. They bear seeds in October. Cedar grows everywhere and is very pretty with its shaggy bark, rich green foliage and bluish green berries.

The roses are lovely now and violets are beginning to bloom in the yards. I saw a pear tree in blossom yesterday. They must all succumb to the frost before long, though the coldest days do not usually come before February.

The prickly pear grows everywhere, also the yucca. Whenever it rains, the delicate little rain lilies spring up like magic and in a few hours the ground will be carpeted with them. Many of our cultivated flowers grow wild in Texas. The University Campus is seeded to California poppies and "bluebonnets", the State flower. People say it is a beautiful sight when they are in bloom.

By the way, the University campus is decidedly small and the buildings few in number and somewhat limited in equipment. A new library building is being erected. The corner stone was laid, with most impressive ceremonies, last Thursday.

There are several Michigan men on the faculty and our coach Mr. Wasmund played on the Michigan team last year. He is doing good work with the team for we have won every game played thus far this season and expect to play the game for the championship, at Houston, Nov. 14th. Enthusiasm runs high and the football rallies are great sport.

The Y. W. C. A. and Y. M. C. A. have very strong organizations in the University. The Y. M. C. A. is erecting a fine $75,000 building opposite Main Hall, and the Y W. C. A. has purchased a lot for its building, although the building fund is not yet in sight.

Every denomination makes a strong effort to get the students of its faith into church and Sunday School and each has built a chapel near the University. Some of the Bible classes have seventy-five in attendance each Sunday.
A Presbyterian Theological Seminary and a Methodist Bible chair furnish opportunity for advanced Bible study and credit for such work is given by the University. People here seem to be imbued with a strong missionary spirit and several of the graduates of this school are in the foreign field or are preparing to go there.

The Dean of Women in the University, Mrs. Helen Marr Kirby, is a very interesting character. She must be past seventy, and while tiny, wrinkled and old in appearance, and seemingly very feeble, is nevertheless an energetic brisk and sweet-natured woman. She is the idol of all the girls in the University. Her duties seem to be chiefly of an advisory nature but she is certainly taxed severely at the beginning of the sessions. Mrs. Kirby has been the Dean of Women since coeducation was first introduced into the University of Texas.

I never cease to wonder at the multiplicity of Negroes, Mexicans and Mules. Saturday afternoon is "Niggers night" and the streets are thronged with colored people dressed in their gayest apparel. A great deal is being done in the way of education for the colored race. Austin has two large institutions devoted to that purpose.

The Capitol is set in beautiful and spacious grounds. The approach to the handsome building is marred by the location of various nondescript statues. A monument to Gen. Hood was unveiled a few days ago with much ceremony and a great flow of oratory and self-laudatory speeches. The speakers justified the position of the South in the Civil War and revived much of the old Confederate partisanship.

Cotton has been picked but the "top cotton" is just ripening. This will call the negroes into the "cotton patch". It is most interesting to watch the colored pickers in the field trailing their great sacks of cotton behind and singing their quaint old plantation melodies.

The people generally are very cordial and have very pretty manners. Their "please ma'ams", elided "rs", and the "sure 'miff", spoken with the rising inflection have an odd, but pleasant sound to the Northerner.

I miss the dear friends in Kalamazoo and long for a glimpse of the smiling faces of my boys and girls in the training school.

Kate I. Smith.

Contributed by Students.

The Vice-President's Special.

It was Christmas Eve and darkness had fallen. Hurrying throngs of people, loaded with packages of the day's shopping, were streaming through the gates of the railroad station. The long train shed presented a lively appearance. Along the tracks, stood rows of railway trains with here and there an engine whose shining headlight gleamed out upon the jostling crowd. It was the one night when all men, sought a common haven—the home.

As the bell in the tower was tolling seven, the huge engine of the New York limited express rounded slowly into the train shed and came to a stop, panting after its long race. Hardly had the engine bell ceased to toll when the engineer, his round and ruddy face smeared with coal dust, swung down from his cab and began a careful inspection of his engine. He was clad in greasy overalls and jumper and his tight fitting cap was pulled down closely over his ears.

A gateman, standing near by, remarked to the depot policeman, "Johnson's hobby for a whole month has been to be in on time tonight as he is figuring on spending Christmas Eve at home with that new wife of his. Queer how getting married does change a man's nature."

By this time the engineer having finished his inspection of the engine turned and approached the fence which separated the tracks from the passageway, wiping away, as he came, the frost from his wiry red mustache. "Hello, Harvey, Merry Christmas!" he called to the gateman as he drew his big silver watch from the pocket of his greasy overalls. "Within one minute of schedule time, with the rails as slippery as a skating pond. It wouldn't do, you know, for a man to
pull in late on Christmas Eve, with his wife at home waiting for him, supper ready and all arrangements made for an old fashioned Christmas time."

He turned back to his cab, calling out to his fireman, "Now we'll back down to the roundhouse and light out for home. Let the oiling go till she's in the stall."

He had barely finished speaking when a blue coated messenger dashed through the gate and hurried over to him. "Orders, sir, from the Division Superintendent. He told me to say that you should lose no time. The train dispatcher has opened up the track all the way."

Johnson tore open the yellow envelope and glanced at the order. His face clouded and then his cheerful look died away as he read it more carefully. He crumpled up the message with a jerk and thrust it into his pocket.

The fireman walked over to where the engineer stood. "What's the trouble?" he said.

The engineer made no direct reply to his question. "I'd like to tell that Vice-President what I think of him. I wonder if he thinks my Christmas isn't just as valuable to me as his is to him. That's what a man gets when he works for a railroad company. We are slaves to a big corporation."

"Are we going out again tonight?" the fireman finally ventured to ask.

"Yes, going out. What better can a man do when it's a case of an officer of the road wanting to spend his Christmas at home. I don't care so much for myself as I do about disappointing Edith. What will she think?"

"It's tough luck, Frank, that's sure. Those fellows are the lucky ones."

"He has been considerate enough to give me fifteen minutes for a sandwich and cup of coffee," continued Johnson, as he turned and walked over to the lunch room.

At the other side of the station a special train stood waiting. There were only an engine, a baggage car and a coach. The engine was the most powerful in the service of the road. The coach was the rolling palace of the Vice-President of the Lake Shore and Michigan Southern Railway. The shades of the private car were closely drawn.

Through the doorway over which a black porter stood guardian could be seen the polished mahogany and tapestried furnishings. Within sat the man who had the power to direct a great railroad system. But in place of a look of happiness there was on his face the shadow of gloom and despair.

The official haggard and pale, sat with his head bowed with grief. A few friends stood near him but he seemed to ignore their presence.

At length he moved uneasily in his seat, passed his fingers nervously through his heavy gray hair, gray from the worries of business life rather than advancing years, and then with a deep sigh inquired, "Isn't it time to start? How the hour drags!"

"It is 7:25 now, Mr. Carver. We are due to leave at 7:30. No time will be lost. Every train on the road has been side tracked for you." It was the private secretary who spoke. "Don't give up hope," he said encouragingly. "Perhaps the telegrams make it appear more serious than it really is."

"But think of it! Dying on Christmas Eve with her father four hundred miles away. Poor little Marian!"

William Carver, the Vice-President had been called from his home in Cleveland to Chicago a week before to attend a meeting of the railroad officials. His only daughter, the image of his dead wife, had recently returned from her studies abroad to take her place as mistress of his household. Life, which had been a burden to him since his wife's death, now took on a brighter aspect. Then to be called away from her at the Christmas season was a blow to him as they had made numerous plans, for their Christmas shopping and festivities.

It was his last night in Chicago and he was just leaving his hotel when the telegram came. It told of a street accident in which his daughter had probably been fatally injured. The message read, "Come quick, as your presence is all that can save her."

And so William Carver sat bowed with grief, waiting for the great clock
in the tower to toll the half hour, when the special train would take him back to his desolate home and its scene of suffering. Finally after much anxious waiting, there was a jerk and a hiss of escaping steam and the train began its record-breaking race to Elkhart, the end of the division.

Sixty miles an hour through the night! Slowly at first, over a maze of switch tracks and then faster and faster the engine hurried on. The quiet of Christmas Eve had settled over the country. Here and there glimpses could be caught of the scenes of merriment in the farm houses.

Frank Johnson, the engineer, sat in the window of his cab, closely scanning the track ahead. His gloved hand tightly grasped the throttle and he seemed busied with his own thoughts. He was not in good humor. He was thinking of the lonely supper table in Chicago which he was leaving behind faster than sixty miles an hour.

"Pretty fast running, this," finally spoke the fireman from the other side of the cab. "'Old 240' is making better time than she ever did before. Reckon we're shakin' up the old man in his private car.

"It will do him good. A good shaking is what he needs for stealing another man's time on a night like this." The engineer pushed the lever over another notch and the engine trembled as if it were a thing of life. Shovelful after shovelful of coal was heaped into the glowing firebox. Engine 240 was doing a great work over the barren wastes of Northern Indiana.

Finally the track, which had stretched in a single line of steel, began to branch out again in a perplexing maze of a switchyard. Elkhart, the end of the division was at hand. On the platform could be seen trainmen swinging their lanterns and messengers here and there. As the train drew up to the platform and the great drive wheels ceased to revolve, Johnson swung down from his cab, his hands and feet numb from the cold and the excitement of the run. He glanced at his watch. "Ninety-three minutes," he said. "One hundred and one miles in ninety-three minutes. I hope the Vice-President will be satisfied. He stole my evening but his orders have been carried out."

The engineer was proud of his engine as he said half audibly, "It was well done, 'old 240'. You raced well but you carried me farther away from Edith, than I expected to be tonight."

He shouted to the fireman, "Keep an eye on the engine while I report for orders and wire a word back home. It wouldn't do to have my wife uneasy tonight. You know, she expected me home long before this." So saying, he advanced toward the telegraph office. Upon reaching the window he called to the boy in the office, "Report '240' in at 9:03 and as soon as you've done that rush this message to Chicago. Quick now, you fellows seem to be slow tonight."

"After that run from Chicago, anything would seem slow to you," answered the operator. "You ought to feel proud of that run."

"If it had been any other night than tonight, I might have been proud, but when a fellow has just been married he likes to spend his first Christmas Eve with his wife and not be running special trains for Vice Presidents."

At the mention of the Vice President the operator tried to interrupt but Johnson went on angrily, "It makes me mad. This working for a big company is hard luck. It makes a man feel like quitting and running a threshing machine engine."

Johnson turned and found himself face to face with the Vice President and his private secretary.

"You are the engineer of my special train? I understand that I spoiled your plans for this evening. Well, you sacrificed your evening on an errand of mercy. When we started from Chicago I was, as I believed, on my way to the deathbed of my only daughter. I have no wife. I am not so fortunate as you. But I have just received a message from Cleveland which informs me that..."
she has rallied from a serious injury, and that she will recover.” Mr. Carver turned to his secretary, “Make a note of Mr. Johnson’s address. Perhaps he will hear from me later.” Johnson gave the number of his little home. Then with a bow and a stammered apology, he hastened back to his engine—anywhere to escape the embarrassing presence of the Vice President. He walked slowly down the track to his engine, his head in a whirl. “I’ve been a fool!” he said to himself again and again.” What would Edith think if she knew how I have acted. He was so considerate and good.”

As he reversed the lever to back down to the roundhouse, the special with a new man at the throttle dashed by. After seeing that all was secure for the night Johnson hastened to the little railroad hotel near by. As he closed his eyes that night, he murmured, “May good news await Mr. Carver when he reaches home tomorrow.”

Christmas morning, in one of the windows of a little cottage in Chicago a young woman sat waiting. She saw a man in the uniform of the railroad turn the corner and approach looking carefully at the numbers of the houses as he came. With a sudden fear she hastened to the door. With a dread that some accident had befallen her husband she tore open the envelope handed to her and read, “Permit me to wish you a very Merry Christmas and may I ask you to accept the enclosed for your own and husband to atone in part for an interrupted Christmas Eve. Very truly, William Carver.”

She picked up the pink check that had fallen to the floor and a cry of surprise escaped her as she read the figures ”$500” in the corner.

“Why, this must be a mistake as it is from the Vice President of the railroad!” she exclaimed. “Maybe Frank can explain.”

Then carefully folding the letter, she placed it under his plate at the table. “Now, I must hurry and get breakfast as the train from Elkhart is due and Frank will be tired and hungry” she said softly to herself.

Esta Feighner.

Translation of Horace’s Ode 14.

Oh ship of State, haste to the shore
Ere angry waves about thee roar.
Make haste, I pray!
Do not delay!
Lest Neptune seal thy fate this day.
Can’st thou not see thy banks are bare,
And that no mighty oars are there?
Thy sails are torn,
Thy sailyards shorn,
By angry winds from Afric’ borne.

From stem to stern the ropes they wind
And beg the gods to please be kind,
But gods are gone
Let not the dawn
Behold thee from thy moorings drawn.

Thy beams may boast of Pontic pine,
Should sailors then their ears incline?
Oh no! ’Tis vain
For mortal men
To trust in painted ships again.

Long since my heart within me failed
As o’er the boist’rous waves thou sailed.
That fear grows less
Tho’ none can guess
The cares which still my heart possess.

Avoid the shining Cyclades,
The place of many treacherous seas!
Oh haste to shore!
Pray, go no more
Where unknown waves and breakers roar!

Jennie S. Lane.
EDITORIAL

For Alumni.

The editors of the Record are very anxious to have not only the good will but also the active cooperation of all the alumni of the Western Normal in the publication of the magazine. We desire to make it interesting and valuable to all. With your help we know it can be done. To this end, we ask you from time to time to keep us posted in regard to your comings and goings and the various things in which you are interested and playing a part.

There may be something in your neighborhood of geological, historical, or industrial interest. A tribe of Indians may live near by—possibly Pontiac fought in your back yard; there may be a coal or gypsum mine or a salt block at hand; you may live in the beet sugar region; or perchance the automobile industry is the greatest in your midst; or it may be that the lake marine and fishing interests bulk large on your horizon. Whatever it is, no matter how commonplace to you, remember there are plenty of inquisitive souls who would gladly know what you can tell. Sit down then and occasionally write us a letter which we can publish in the Record. By so doing you will be helping to make the Record better and incidently will be lightening the load that the editors are carrying.

A Merry Christmas.

The Holiday season is nearly here and Old Father Time is about to ring down the curtain on 1910. By the time this issue of the Record is in your hands you will be separating for the vacation time and hastening on your joyful ways homeward. The things you have done or left undone during the year now closing are matters of history. Regrets you doubtless have for many things left undone, but do not dwell upon them. Christmas should be a happy time.

During the term just closed you have labored hard, perhaps oftentimes, apparently, to small purpose. Your hard hearted teachers have piled the work upon you, this one demanding a theme, that one a report, the other one laboratory work, and each insisting that his particular subject was the one subject in the curriculum for you, until from burning midnight(?) electricity and constant digging you are somewhat cast down in spirit and are fain to say with Solomon: "Of making many books there is no end, and much study is a weariness of the flesh." And then as a climax to your woe, the last straw to break your patient backs, came the examinations—and after that the deluge in some cases. Examinations are indeed a trial, but trials, we are told, are for the purpose of giving one strength and self-reliance and so they undoubtedly serve a useful end.

But cheer up! Exams are over and let us hope you all passed B or better. Christmas is at hand and, be the result of your work what it may, it is now the proper time for one to laugh and play. So go home and have just as good a time as you may and make things just as pleasant for the home folks as you can. Forget your studies and write no themes or note books. Absorb enough good spirits to last you through any gloomy and homesick day that may come later. Here's wishing you one and all a Merry Christmas and
a Happy New Year and may your stockings all be crammed full of good things.

Shall we Smile?

The criticism has come to the ears of the managing editor of the Record, that in the opinion of some of the readers there is too much of the grave and too little of the gay in its contents, in short that there is lacking some of the spice of life, laughter.

Now the editor pleads guilty to a fairly robust sense of humor. He would rather laugh than cry any time. Up to date, the editing business has brought him much more of despair than delight, more of load than of levity, a surplus of woe and an absence of wit.

The editor is from Missouri and is willing to be shown. If then, any of you who desire these things, will but keep your ears alert to catch the bon mots as they fall, if you will but gather up the witty expressions and the humorous experiences that come your way and pass them on to him, he is willing to do the best he can to laugh and grow fat over them with you.

An Olive Branch.

Just as the November Record was going to press, it was found necessary, in order to make the subject matter fit the space at hand, to cut out a paragraph or two from some article. On his own responsibility, because there was no time for consultation and revision, the editor removed the necessary matter from the excellent article on "The Training School Assembly." This is written in justice to Miss Barnum, so that if any lack of continuity of thought is apparent at any point in her article, it may be known that the blame rests on the editor and not on the author.

NEWS ARTICLES

Athletics.

The Hope Game.

The football team journeyed to Holland on Nov. 12 for the final game of the season with Hope College and only after a hard seesaw contest on a field of mud were the teachers allowed to carry away the long end of a 6 to 0 score.

Good football was impossible under the conditions. A fall of several inches of snow during the forenoon made the gridiron a veritable mud hole. Despite the unfavorable weather conditions, however, it was decided to play the game. During the preliminary signal practice, Hope appeared the heavier, but the Normals showed more snap and dash.

Captain Berger won the toss and chose to defend the west goal. On the kick off, Damoth ran the ball back to the Normals 20 yard line. Four line smashes by Damoth, and Mayer and an end run by Berger put the ball on Hope's 10 yard line, where the Pedagogues found themselves ankle deep in mud and were held for downs. Hope recovered her own punt, but lost the ball at once on downs. A series of shift plays and off tackle bucks brought the Normals to Hope's 5 yard line but for the second time the Hollanders held. The quarter ended with the ball in the possession of the Teachers on Hope's 40 yard line. Hope had scarcely made a first down during the whole period, while the Normals had rushed the Dike men all over the lot but were unable to score because of the soft footing.

The Normals came back stronger than ever in the second session and after Sooy by good generalship had directed the attack to a semi-dry spot near the goal, Mayer went over for a touchdown. Berger kicked an easy goal. Score Normals 6, Hope 0.

For the remainder of the encounter, the Normals played a defensive game almost entirely. The ball was invariably kicked on the first down and no chances of fumbling the slippery pig skin were taken. Had the field been dry, the Teachers would undoubtedly have won by 3 or 4 touchdowns. The Hollanders, however, deserve much credit for the sturdy resistance they gave when their goal was in danger.

Captain Berger proved the best mud horse and carried away the honors of the day both on offense and defense. He gained from 5 to 15 yards on almost ev-
very attempt and tackled Dutchmen all over the field. Mayer, Damoth and Sooy also carried the ball for good gains, while Webb and Warren opened up big holes for the backs to drive through. It is difficult to name any special stars as every man played hard. For Hope captain Stegeman was the best ground gainer making some beautiful runs around end, while Vruwink, Halleman and Veenker proved the best defensive performers.

The line up:

Normals Hope College
Martin L. E G. Stegeman
Webb L. T. . . Den Herder
Warren L. G. Deters, Schoom
Bean C. . . . Warnshuis
Russell R. O. . Vandenbrook
VandeWalker R. T. . . Weurding
Conklin R. E . . Vruwink
Sooy Q. . . . Reese
Berger (capt.) L. H. . . Halleman
Damoth R. H. Stegeman (capt)
Mayer F . . . Veenker

Final score: W. S. N. 6, Hope 0.

Touchdown, Mayer. Goal from touchdown, Berger. Referee Jillson, Albion College; Umpire, Hadden, Holland H. S.; Field Judge, Hansen, Holland; Headlinesman, Roost, Hope College. Time of quarters 15 minutes.

Review of the Football Season.

Football prospects did not look overly bright at the opening of the season, as there were only three men returned from the 1909 eleven. The backfield did not suffer so much from loss of regulars as the line. Capt. Berger and Damoth were on hand for the half back positions, and Glenn Sooy who had played on the second team two years before and who played only one game with the regulars last year, was available for the position of quarterback. Glenn Mayer, capt. and halfback on the Lansing H. S. last season showed up so well at the early practices, that he was placed at full back. It was easily seen that the line was now the weakness that must be overcome before a successful team could be turned out. Bean the only line man left from last season’s team was switched from guard to center. Various switches were made, until Russell and Warren were decided upon for guards and Webb, Windoes and VandeWalker for tackles. These men were practically green but were willing to work and before the season closed formed one of the strongest lines that ever represented the Normal.

While the backfield was mainly responsible for the early success of the team, it was plainly noticeable that the victory over Mt. Pleasant was probably due to the hard, sure charging of the line men, who broke up the opposing defense making holes for the backs to go through for consistent gains.

The team played with good fighting spirit all through the season winning from Hillsdale College on Oct. 8 by the score of 5 to 3 and playing Albion College practically an even game but losing by a 6 to 0 score.

After these two games there was a necessary relaxation and on Oct. 22 Culver M. A. won an easy game from us. The team suffered a hard trip, finding it necessary to leave at 6 o’clock in the morning and traveling all forenoon of the day of the game. That game was lost 21 to 5 but was not so one-sided as the score indicates.

A practice game with Benton Harbor H. S. on Oct. 29 was won 16 to 0 and all players came out of it in good condition, which was the most pleasing feature, as the hardest game of the season was to be played the following Friday with Mt. Pleasant.

The fact that Benton Harbor had held the Normals to a low score on Oct. 29, coupled with the fact that Mt. Pleasant defeated the Flint Mutes by a 40 to 0 score, threw a scare into the camp of the locals, while it gave to Mt. Pleasant, on the other hand, that spirit of overconfidence that is so fatal to success. During the three weeks preceding Nov. 4, practically all work was pointed to the Central Normal game. Therefore when the time for the contest came, the Western Normal players were at their best and in the pink of condition to fight the battle of their lives. On the other hand the Mt. Pleasant boys showed only flashes of form and did not possess the necessary fight-
ing spirit that means victory when two teams are practically evenly matched in weight.

The Hope College game was won 6 to 0 after a hard struggle. The Hope team played their best game of the year having brought their team to a climax for this contest which is considered their big game. The Normals had reached their top form the preceding week and only showed flashes of brilliance relying mainly on shift plays to baffle the Hollanders' defense. After a score was made they resorted to punting. The field was too soft after a storm to attempt any trick plays.

The Second Team.

The most promising feature of the football season just past, was the fact that a good second team was developed and came out practically every afternoon for practice.

Mr. Jillson took charge of the men and trained them so well that it is doubtful if there is any high school in the vicinity that could hold its own with this team. Although but one game was played, in which Wayland H. S. was defeated 32 to 5, the team came out conscientiously and gave the regular team some valuable scrimmage practice. It is this one thing more than anything else that gave to the school one of the most aggressive elevens in its history. Various plays were tried against the reserves and practised until their efficiency was tested to such an extent that it could be readily seen whether they would work successfully in the coming games.

The various men, who with coach Jillson deserve much credit for the success of the first team, are Orr (capt.), McGuire, Gundry, Fisher, Shaw, Healy, Tuttle, Carpenter, Chittenden, Giese and Rennie.

The annual football banquet, which marks the formal closing of the season, was held in the training school building on the evening of Wednesday, Dec. 7 at 6:30 o'clock. The gathering was a most joyous and enthusiastic one and the 120 men present enjoyed themselves to the limit. There was eating, singing and speaking, and at the end everyone went away thoroughly satisfied with the team and the time. The lower corridor of the training school was tastefully decorated with posters and presented a very attractive appearance.

Those present did ample justice to the following excellent menu:
Roast Turkey, Mashed Potatoes, Squash Cranberry Jelly and Pickles
Coffee and Rolls
Ice Cream and Cake.

After the real business of the meeting was over, attention was devoted to the lighter side of the entertainment, and the following program of toasts was given to the attentive auditors.

**Toastmaster, R. M. Reinhold.**
1. We are Here ........... D. B. Waldo
2. Music ................. Male Sextette
3. The Season ........... W. H. Spaulding
4. The Rooters ........... Arthur Cross
5. Music .................. B. L. Jones
6. Real Football .......... J. B. Faught
7. Response for Team ... C. A. Bean
8. Music ............ Neil Verburg and Chorus

The toastmaster introduced each speaker in a most felicitous manner by telling some appropriate story or taking off the speaker in a humorous fashion. Space forbids us to report in detail all the good things pulled off by the speakers; suffice it to say each rose to the occasion and excelled all previous efforts in this direction.

The supper was in charge of Miss Pray and the senior domestic science girls and the success of the entertainment is very largely due to their untiring efforts. The committee in charge of the banquet consisted of Messrs. Phelan, Harvey and Hickey of the faculty and students selected by them as their aids. The decorating committee was assisted by the domestic art and science girls.

**Christmas in Song.**

If at any time during the school year an abundance of song should be presented to the child, surely it is during the Christmas season. The glad Christmas-tide—primarily the child's festival—should extend, to be enjoyed to its fullest, from Thanksgiving Day to
Christmas. Just think of the many delightful phases to be touched upon in song and story! The zest of anticipation that the very mention of Santa Claus, and chimneys, and reindeer, and stockings bring to mind! All this to be thoroughly assimilated takes time and can not be crowded into two or three long rehearsals. It would seem perfectly legitimate to subordinate the technical side of the music period to the song all through the month of December. The cycle of Christmas songs should run the gamut of emotions from the material phase of the coming of "old Saint Nick", the hanging of stockings, the green of fir tree, and the sound of bells across the snow, to the climax of the festal season—the coming of the Christ Child and His beautiful message of "Peace and good will to men!"

Every Christmas song one finds may not be used. Time alone mellows and proves the value of this particular phase of song. The song that you loved as a child, still calls to the child of to-day, and it is refreshing to find that "Once in Royal David’s City", "The First Noël", and "Silent Night" are just as compelling as they were many, many years ago. Fortunately the large publishing houses are stemming the tide of cheap and trashy leaflets that is brought out annually for Sunday School use, by compiling not only the modern standard songs and hymns, but also the traditional Christmas songs or Noëls of England, France, and Normandy. Every child should know and love the "Cradle Hymn" written by Martin Luther in the early part of the sixteenth century for his own little children, also the old English "God Rest Ye, Merry Gentlemen", "We Three Kings of Orient Are", and "It Came Upon a Midnight Clear".

The best compilation that has been presented for the teacher’s use thus far, made its appearance this year. It has been edited by Hollis Dann, who occupies the chair of music at Cornell, and who formerly supervised the music in the schools of Ithaca, N. Y. He brings to his work a knowledge of the child and his tastes and needs musically, that is intensely practical. "Christmas Carols and Hymns" contains not only the modern but the traditional settings as well.

Our own library contains so much material, that it would seem only to be a question of fore-sight to gather poems, stories, and songs against the time of future need. Below is a short suggestive list:

Christmas Carols and Songs—Dann, Am. Book Co.
Christmas Carols—Tomlins, Am. Book Co.
O Clap, Clap Your Hands—Poulsson Finger Plays.
Santa Claus—Gaynor, Book I.
Christmas Joys—Gaynor, Book II.
Christmas Waltz Song—Kindergarten Chimes.
Christmas Songs—Flanagan’s Songs in Season.
Christmas Night—Hill’s Song Stories.
Old Christmas Carols—Gibson, Schirmer.
Christmas Tree Dance—p. 60, New Ed. First Reader.
Old English Songs—Myles B. Foster, Florence Marsh.

"The Galahad of the Market Place."

This is the name that Dr. Adler gives to one of the great men of our day, William Henry Baldwin Jr., whose life by J. G. Brooks has recently been published by Houghton Mifflin & Co. under the title "An American Citizen."

No book of recent days has more of value or interest in it for our young people. I hope that thousands of copies will be given as Christmas or birthday gifts to young men and women. In it they will find the record of a man who was not content to take things as they are but who spent his energy in attacking old problems in new ways so that we can meet our problems better because of what he did. Neither did he find it necessary to leave the tasks usually considered dirty for others to do. Railroad extension, freight and passenger competition, negro education, even prostitution were simply conditions to which man must bring his best intelligence and energy and organize for progress.
He began his railroad service just a few months before I did and later in New York I had some indirect contacts with him during the last few years of his life. For a short time he had charge of the Pere Marquette Railroad and I have often wondered what he would have done for the State of Michigan had he remained in it.

But everywhere he went he woke up others to real needs. This is a natural outcome of the fact that, as Mr. Brooks states, "On the very threshold of duties in Omaha, even upon the train which took him into the West, he is dreaming of other things besides his own advancement. He will not first make a lot of money and then hunt up worthy philanthropies on which to spend it. ** He will begin earning money and take up some useful service at the same time."

One often hears that youth and inexperience believe in the possibility of improvement but maturity knows better.

Real moral progress however is a development from the material which nature furnishes us. Our instincts are neither good nor bad but we are better or worse according to the use we make of them. Mr. Baldwin's growth is shown in the following quotation:

"In a case of proposed railroad extension, he was asked, as an official, to take advantage of plans then secret and buy certain properties. He considered it, but refused. 'I could have made a pot of money out of that', he said, 'but I should have sold too much of myself'. ** The moral discrimination in his decisions gained year by year in strength. I doubt if he would have made that refusal in the first years in the West, because he did not then see what larger experience made clear to him. His conscience and the delicacy of his scruples were more sensitive in his later than in his earlier years. There is more firmness in his business idealism in New York than in Omaha fifteen years before."

There is a temptation to go on quoting instances in which this man succeeded where so many of us have failed. But the reader must go to the book itself for all of these except this tribute which a man could well give much to be worthy of:

Dr. Adler wrote, "His nature bloomed like a fragrant flower on the very nettle of modern commercialism. He was a wonderful friend, he had the wizard touch; he could unseal the fount of love in men long past middle age, who had supposed that the springs in them of new affectional relations had long since run dry. He was endowed with an eternal cheerfulness. His apprehension of the best values of life was neither slow nor second-hand, neither a matter of mere hearsay nor the weak echo of his own earlier idealisms, but the immediate and complete surrender of his nature to every shape and mode of excellence. He made one feel in his presence that the fine things of life were near at hand and easy, and the vulgar things difficult and remote.

Taking him all in all, he may be called a modern knight of the Holy Grail, seeking it not in the seclusion of the cloister or in any segregation from the world, but rather in the very sin and dust of the market place."

F. A. M.

Assembly Notes.

November 4.—Reverend J. P. McCarthy Ph. D., of the People's Church addressed the school briefly on the significance of the life of Julia Ward Howe. That she was a woman who had lived through three generations, a contemporary of twenty five of our twenty-nine presidents; that she was a poet, dramatist, and contributor to the best American magazines; that she was interested as a reformer in Hungarian and Italian freedom, and the abolition of American slavery, and later reform movements such as woman's suffrage; and finally that she was a woman of wealth and culture "born of the purple"—all this is true. But it is not what makes her memory beloved by the people of this country and Europe. The secret of her effective life was, in the mind of the speaker, her willingness to forego the pleasures of society for the sake of living daily a practical, helpful life.
The assembly fittingly closed by singing Mrs. Howe's "Battle Hymn of the Republic."

It may not be out of place to refer here to a coincidence noted in the last number of "The Dial"—the death, on the same day as that of Julia Ward Howe, of the American poet and dramatist, William Vaughan Moody. America lost in truth her eldest and her youngest poets in the death of these two representatives of the past and present.

November 8.—Miss Gage had for her subject, "Conservation in Education". She introduced her talk by recalling the conservation work of such men as Dr. Wiley in connection with the Bureau of Chemistry, Gifford Pinchot in the department of Forestry and Theodore Roosevelt in the Water-way and Harbor Commissions. This she supplemented with reference to the report of the Committee of One Hundred on the causes of disease, an effort to clear the way for greater conservation of human life. Great as is the need of all such work, Miss Gage believes conservation in education is equally needed, and that it must largely come through the life of man as launched in the kindergarten. Man must ultimately come back to his childhood, at least in this respect, before he can become the greater man he is destined to be.

November 10.—Dr. Woods Hutchinson addressed the students and faculty on the subject, "Fresh Air". He is one of too few professional men who can or are willing to write and speak down to the average man. This he did most effectively in applying medical and hygienic principles to the relation between pure air and the disease commonly called a cold. Infection as a cause of a high percentage of colds rather than exposure to drafts, getting into the open rather than getting air into buildings as the sanest method of ventilation; the application of these principles to life in general and especially to our great public school system—such topics as these, well-spiced with fresh stories and followed by a brief questionnaire, made valuable addition to the week's usual exercises.

November 18—Mr. Hickey gave some very interesting reminiscences of his experiences in Europe during a summer vacation. His description of Milan cathedral, of Monte Carlo, and of the hospice on the summit of Simplon Pass were particularly entertaining because of his happy manner of introducing his personal experiences. It takes Yankee ingenuity to make a dicky do for a full-dress shirt at the edge of the fascinating roulette table of fashionable Monte Carlo, and Yankee grit to climb five miles of Alpine ascent in spite of cold and fatigue. Such reminiscence is worth a volume of Baedeker or a bound volume of magazine description.

November 11.—Dr. Faught gave in his own inimitable and pleasing manner a talk reminiscent of his journey south last winter. He spoke especially of Nashville, with its interesting political situation and its equally interesting Peabody Normal College; and of New Orleans, with its elevated cemetery, its great cathedral, and its French opera—all seen by the traveler who must catch but a flying glimpse if he sees anything and still retains lasting impressions.

November 15.—Dr. A. H. Rockwell, health officer of Kalamazoo, gave a most practical talk for prospective teachers on those diseases common to school children, and about which it is the business of the teacher to at least know typical symptoms and chief causes. He used, as a basis for his talk the report of the Committee of One Hundred. This he followed up with the advice to request printed information relating to such matters of disease and hygiene as the Michigan law makes a compulsory part of common school instruction. Teachers, themselves free from infectious or contagious affections, medical inspection of schools, and sane instruction in the fundamentals of practical hygiene should together give us more efficient public education as well as public health.

The Thanksgiving program in the Training School Assembly was one in
which the dominant note was the giving of thanks for the harvests of the fields of Kalamazoo. It was made so objective, however, that even the youngest child could grasp its meaning and enter heartily into the spirit of praise. The dramatization was worked out by the committee and modified by the participants.

A golden throne, cleverly constructed by eighth grade boys, and banked with corn and pumpkins, formed the chief stage setting. Cornstalks, piles of nuts and vegetables completed the decoration.

At the conclusion of the opening song, "Come, Thou Almighty King," the school joined in the following responsive reading:

"Oh that men would praise the Lord for His loving kindness, And for His wonderful works to the children of men. Response—
O give thanks unto the Lord, for He is good, For His loving kindness endureth forever.

Sing unto the Lord with thanksgiving; Sing praises upon the harp unto our God, Who covereth the heavens with clouds; Who prepareth rain for the earth, Who maketh grass to grow upon the mountains. He giveth to the beast his food, And to the young raven which crieth. Response—
Oh give thanks unto the Lord, for He is good, For His loving kindness endureth forever.

Let the peoples praise Thee, oh God; Let all the peoples praise Thee. The earth hath yielded its increase; God, even our own God, will bless us. Response—
Oh give thanks unto the Lord, for He is good, For His loving kindness endureth forever."

Song. "The Lord is my Shepherd."

The Harvest Queen then entered preceded by four trumpeters and followed by two pages, and took her seat upon the throne, the pages standing on either side and the trumpeters kneeling before her. Rising from the throne, she told of the abundance of the harvests, and called upon each trumpeter in turn to send the cry throughout his territory that her subjects bring in gifts to her throne, from the fruits of their fields. In response to the call of each trumpeter, then entered from the North the bearers of sheaves of wheat, ears of corn, the dusty millers with sacks of flour; from the East the gift of vegetables; from the West the fruits of the orchard and sacks of nuts borne by the little nut gatherers; from the South, bouquets of celery. Each trumpeter presented his people to the throne when they kneeled and presented their gifts to the Queen. At her bidding they took places beside her throne. Then was proclaimed throughout the land in the words of our President, a day of thanksgiving. The Doxology concluded the program.

As the children stood upon the stage, each group arrayed in costumes appropriate to the gifts it bore, the scene was most effective.

Owing to the prevalence of smallpox in the state, the state board of health through its secretary Dr. Shumway requested the various educational institutions to forego the usual Friday vacation following Thanksgiving. In accordance with this request regular sessions were held on this Friday. The 600 and more students and instructors united with splendid spirit in counteracting the disappointment of not spending the holiday in their homes as they had planned.

Two entertainments not included on the winter's social schedule, were arranged by the social committee, one for Thanksgiving afternoon, the second for Friday evening. On Thursday afternoon a program of athletic games, the central feature of which was an indoor baseball game between the junior and senior boys, was enjoyed by a large number of the students and several
members of the faculty. With Mr. Waldo as umpire and enthusiastic support for both sides from the student body, much fun was created. The juniors won by a comfortable score. Volleyball and other games completed the afternoon's program. A candy sale was conducted by the young women, the proceeds to go into the athletic fund.

For Friday evening the Rural Sociology Seminar had charge of a most enjoyable party. Fully 400 students attended and there were several alumni present. Decorations of a harvest character were used in the gymnasium where various contests followed by dancing were enjoyed. Music was furnished by Miss Pearl Sidenius and Harry Taylor of Lawrence. In the library reading room an opportunity for those who wished to play games was provided and many enjoyed this means of entertainment. The former students who attended the party included Miss Virginia Greenhow of St. Joseph, Miss Edith Lent of Howell, Miss Grace Newton of Three Oaks, R. M. Sooy of Chicago Heights, Melvin Myers of Port Huron, J. Pierre Osborn of Bloomington, Ind., and Vernon Culp of Oshtemo.

St. Cecilia's Day.

One of the most delightful programs given at the Normal this year, was that presented by the music and art students in honor of St. Cecilia, the patron saint of music, on November the twenty-second, at eight o'clock in the assembly hall. The tableaux were costumed and arranged entirely by the art students, and much ingenuity was exercised to obtain fitting results with a limited expenditure of money. The poses were natural and the models are to be congratulated on their ability to hold them. Miss Goldsworthy preceded each tableau with a short talk on the artist and the picture represented.

The Van Eyck masterpiece, an altar piece was the first tableau shown, Miss Myrtle White taking the part of St. Cecilia.

The Raphael picture, showing the Saint listening to the song of cherubs, not aware that the reeds are falling from her organ as she holds it in her hands was one of the most beautiful pictures given. Miss Florence Francoise was the St. Cecilia.

The Domenichino picture shows the patroness of music seated, playing on a viol da gamba. Her eyes are turned to heaven as she receives a divine inspiration. This was given by Miss Ruth Foote.

Miss Vivian Cruse in the Carlo Dolei and Miss Eleanor Gardner in the Naujok were beautiful representations of the originals.

The reproduction of the Tiffany Window in the St. Cecilia Building in Grand Rapids was of unusual interest. Miss Helene Rosecrants admirably fulfilled the part of St. Cecilia.

The numbers presented were as follows:

PROGRAM

1. The Bells ............... Vincent (Legend—Peasants in Scotland believe that spirits ring the bells of ruined priories on stormy nights.)
   The Choral Union.

2. A Visit to the Tomb of St. Cecilia
   Miss Mary Master.

3. Tableau ............... Van Eyck

   Tchaikovski (1840-1893)
   (From “Jeanne d’Arc”)
   Miss Gertrude I. Smith

5. Tableau ....... Raphael (1483-1520)

6. Valse Brillante ....... Moszkowski
   Miss Marguerite Schau

7. Tableau ............. Domenichino

   Ladies’ Sextette

9. Tableau .... Cario Dolei (1616-85)

10. Napoli, Ethelbert Nevin (1862-91)
    Miss Alice Holmes

11. (a) Lullaby Cherubini(1760-1832)
    (b) “Who Is Sylvia?”
    Schubert (1797-1828)
    The Chaminade Club

12. Tiffany Window, St. Cecilia Building ............... Grand Rapids

13. Prelude to First Modern Suite from McDowell
    Miss Florence McIntyre

14. Recitation and Aria (from “Der Freischnetz”) Von Weber (1786-1826)
    Miss Smith
Training School News Notes.

The second grade’s study of the Tree Dwellers as a type of primitive people has furnished an interesting motive for the art work during the past month. This has resulted in the making of a book and a basket.

Sharptooth is a little Tree Dweller girl and the book, which the children named for her, represents some of the things, which intimately concerns her life. They have pictured her enemies, the lion, elephant, hyena, and bear; also her friend, the squirrel. Excellent opportunities for original work with crayon, scissors and water color are found in the pages illustrating the problems of food getting, as the finding of honey and the gathering of wild fruits. One page shows Sharptooth feeding her fire. This is drawn with colored and white crayons on black paper.

The book is twelve by fifteen inches. The cover decoration, beside the printed title which the children colored, consists of a tree which was cut free hand. The books are to be used as Christmas gifts.

The baskets may also be used for Christmas. The first baskets were made of rushes which the children had gathered as the Tree Dwellers must have done when they needed a basket for berries. The second was made of raffia woven on a loom with very simple decoration. When taken from the loom the basket was finished by weaving a bottom and braiding the handle.

The third grade entertained the children of the first grade on the Wednesday preceding Thanksgiving. For several weeks before the event the children were engaged in preparation. Candle shades, designs for paper plates and place cards were made for the decoration of the table and served as the motive for several art lessons.

Wednesday morning was a very busy one. The movable desks were taken out and the long tables set.

Before the guests came in the shades were drawn and candles lighted, this with the shining apples and baskets of nuts presented a most festive appearance.

Before the children were seated a little song of grace and welcome composed by the third grade children was quietly sung. At each table presided a host and hostess, who were assisted in the serving by two of the children. The menu consisted of apple sauce and sandwiches, made in third grade cooking classes, nuts, and apples. The appreciation of both grades was shown by the great pleasure this event gave them.

The fifth grade have made a plasticine model of the Parthenon as social work. They also made tiles using as motifs figures from the frieze of the Parthenon.

The fifth grade have been much interested in collecting galls of all kinds and finding the hidden grubs within. They will try to rear the adult insects in simple vivaria.

The 6th grade enjoyed a Thanksgiving party on the Friday afternoon, following Thanksgiving in the training school library. The entertainment consisted of tableaux from the courtship of Miles Standish. Light refreshments were served. The 6th grade children are to be congratulated upon their excellent management of the affair.

The girls of the eighth grade entertained the boys and practice teachers on the twenty-third of November, in the library of the training school! Thanksgiving stories which they had composed in their language classes were read before the blazing fire. For refreshments grapes and sandwiches were served.

The wonderful progress of aeroplanes has found a place in the ambition of the boys of the training school, mostly of the seventh and eighth grades. Many accurate models have been made of the following air machines, Wright, Bleriot, Curtiss, and Voison. Several aero clubs have also been formed among the boys.
On November seventeenth, the sixth grade had charge of the assembly program. Some of the results of their work in geography were given. The topic was "The Work Done by the Ice Sheet About Kalamazoo." Seven of the children were chosen to give five minute talks in which they explained pictures thrown upon the canvas.

The program of December 8th, was in charge of Miss Balch of the art department, who gave the Christmas story as it has been told in pictures, showing how the Italian Dutch, Japanese and American artists have treated it.

On Thursday, November 17th., the men of the faculty spent a very pleasant evening as guests of Mr. Jones and Mr. Sprau of the English department, at the home of the former on Grand Ave. Each guest had been instructed to give a reminiscent talk, not to exceed three minutes. It is needless to say that the time schedule received some pretty severe jolts. By the time the last autobiography was finished all were ready to do full justice to the refreshments. The pleasure of the evening was enhanced by several vocal numbers rendered in most effective style by Mr. Eugene Woodhams of Grand Rapids.

The Book Shelf.

Books for friends for Christmas presents are often bought in a hurry with little adaptation to the real needs of those receiving them. On another page is a reference to "An American Citizen" by J. G. Brooks. Any teacher will be glad to have Hyde’s The Teacher’s Philosophy or other numbers in Houghton Mifflin Company’s Riverside Educational Monographs (35 cents each). Another little book is Robert Herrick’s The Master of the Inn (Scribners, 50 cents). This story gives the Christmas spirit, or better the spirit of service for all the year, in most interesting form. One is seldom able to find a book which holds him so strongly.

The Kalamazoo Normal Record will be a welcome Christmas visitor in many Michigan homes. The gift of a monthly or weekly periodical has the advantage of combining little cost with regular and frequent reminder of the one who sent it.

An Outline of Individual Study, by G. E. Partridge (Sturgis and Walton, New York). The school must take more account of the individual. Vocational, moral, physical problems are requiring a new attack for which our best teachers are preparing themselves. Dr. Partridge has organized the material in such a way that any teacher can make a beginning and be able to judge the results gained by studies already made.

Prose Literature for Secondary Schools by Margaret Ashmun (Houghton Mifflin Co.) combines the advantages of the modern well edited text with those of the old reader. Literature and composition are seen here as two phases of one subject and the selections from Warner, Aldrich, Thoreau, Alice Brown, Parkman, Stevenson, Jewett and others give the high school student and teacher excellent opportunities for social, cooperative work.

Physics by Mann and Twiss (Scott, Foresman and Co., Chicago). Second edition. Any teacher will be able to get a clearer view of what is meant by the more modern educational use of any subject matter through reading the introduction to this work. The method of experience is stated here with unusual force. The new edition affords much better machinery for carrying out this method than did the first edition.

From Trail to Railway by Albert P. Brigham; Geographic Influences in American History by Albert P. Brigham; Industrial Studies—United States, by Nellie B. Allen (65 cents); Lessons for Junior Citizens by Mabel Hill (Ginn and Co. Chicago).

These are all valuable attempts to put school work upon a better working basis. The last has a series of interesting stories about the police, street, health, school, park and other departments as well as chapters on juvenile courts, the caucus and election, town meeting, village improvement, immigration and naturalization, peace movement etc.
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News Notes

Christmas Festival Program.
Carol. "God Rest Ye Merry Gentlemen Boys in Balcony
Festival March .................. School
Carol of Decoration ................ School
(written by 6th grade children)
Decorating Rotunda and Tree . School
Bringing in Yule Log —
Yule Log Chant .................. School
Carol "King Wencelas" .... Boy Choir
Scenes from Dickens’ Christmas Carol
(in charge of 7th grade)
Carol "This Tree Was Grown” . School
Special Dances Around Tree —
2nd, 4th, 7th and 8th grades.
General dancing around tree.

During the past few weeks the members of physics course 101 have been making some interesting visits to local industrial concerns. One trip was to the Superior Ice Company’s plant where the boys were shown in detail the use of ammonia in the manufacture of artificial ice.

The second trip was to the Vine St. building where Mr. Waite and Mr. Ide gave us a very clear exposition of how a modern heating and ventilating system is run.

A third visit took the class to the factory of the Kalamazoo Stove Company. Mr. Curtenius kindly gave up the afternoon to showing us through the whole plant, so that we all came away with a very complete idea of the construction of a "Kalamazoo Direct to You” from cast iron to crate.

The last visit was to the Gas Works. Mr. Barthold, the superintendent of the Works, acted as guide and mentor and under his instruction the boys followed the process from the time the coal entered the furnace until the gas was in the storage tanks and saw how each by product and impurity was removed.

These trips have been both interesting and instructive and we are under great obligations to those who so freely gave us of their time in explaining and showing us through.

Marion J. Sherwood of Plainwell, a graduate of the Western Normal in 1907, will assist in the manual training department for a few weeks.

Allen’s Civics and Health

T HIS is one of the books adopted by the State Teachers’ Reading Circle of Michigan 1910-1911.

A MODERN book, alive and interesting that has been found valuable by parents teachers and social workers. It has already been adopted by the Teachers’ Reading Circles of twenty-three states. Especially helpful are the topics relative to school hygiene and the suggestions for removing the defects in school, street and home environment that tend to create inefficient citizenship.

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News Notes

Mr. Waite is superintending the installing of manual training equipment in the South Haven schools.

On December 17th Mr. Manny will give an address before the Association of Collegiate Alumnae of Chicago, on "The Vocational Education of the College Woman".

Mr. Waite entertained informally Tuesday evening, Nov. 8, the students of the manual training department. Interesting curios and beautiful views of English and Irish scenery collected by Mr. Waite on his recent trip abroad, contributed pleasure to the evening.

Several members of the 1910 class in manual training spent Thanksgiving in Kalamazoo and visited the Normal. These included Rush M. Sooy of Chicago Heights, Ill., Glenn Hammond of Stevens Point, Wis., J. Pierre Osborn of Bloomington, Ind., and Melvin Myers of Port Huron.

On December 2nd, the manual training teachers of western Michigan organized a Round Table association in Kalamazoo, as guests of Mr. Waite. Supervisors and instructors of manual training from Muskegon, Grand Rapids, Jackson, Battle Creek and Kalamazoo, were in attendance at the initial meeting and will comprise the membership of the organization.

The senior domestic art girls introduced themselves to Normal students this year by means of an exhibit of fall millinery. The results were very gratifying to beginners in the profession for the hats showed good workmanship and individuality of style. Interest was aroused by the itemized list of cost attached to each hat showing the possibilities of economy in this department of woman’s dress.

The training school teachers and students had a very enjoyable gathering in the library and rotunda of that building the afternoon of November tenth. After the grand march various games were played and the afternoon was closed with a dancing program. Hot chocolate and cookies were served in one corner of the library. The details of arrangements were in the hands of a committee of students.

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THE BRADLEY WATER COLORS

Miss Esther Waber has a school near Kendall.

Miss Verla Dokey is teaching at Gobleville.

Miss Pearl Schoolcraft has a school near Kendall, her home.

Miss Pearl Meeks, advanced rural, 1910, is teaching near Athens.

Cleon Krum, rural 1909, has a school near Battle Creek, R. D. No. 10.

Miss Mary Betz, rural 1910, is teaching in the country near Battle Creek.

Miss Jessie Engle is teaching near Burlington, Calhoun County.

Alton Granger who has had summer work in the Normal is teaching near his home at Tekonsha.

Miss Hetty Soule, rural 1910, is teaching near Homer this year.

Miss Bertha Collis, rural 1910, is teaching in the primary department of the Bedford school.

Alumni Notes

Rural.

Miss Elsie Shank, rural 1910, is teaching in a country school near her home, Paw Paw.

Miss Stella Thayer has a school near Gobleville.

Miss Gail Hunt is teaching near Mattawan, her home.

Miss Zone Camp has charge of a school near Bangor.

Miss Theresa Randall, rural 1909, is teaching in the country near Covert.

Miss Gertrude Sheffer, rural 1910, has a school near her home at South Haven.

Miss Myrtle Bean is teaching in a rural school near Breedsville.

Miss Saloma Havens is teaching at Kendall.

Miss Hazel Decker taught at Oshtemo after completing the rural course and is now near her home at Schoolcraft.

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The Rural Seminars.

The Rural seminars were first organized by Mr. Burnham three years ago for the purpose of serving the general culture needs of the students of this department. There are two organizations: the Advanced and the Elementary. Each organization chooses its own officers, but it was decided by the members to hold joint meetings this year and give a general program. The meetings are alternately in charge of the students enrolled in the advanced and the elementary courses. The control of the Seminars is in the hands of the student body.

On the Monday following each meeting the officers of both Seminars meet as an executive committee to arrange the program and to decide on plans for the future to be submitted to the members.

The work in rural sociology will not be done in class but will be taken up in the Seminars.

A general course of reading for all the members will be arranged, and special topics will be assigned to individual members to be presented and discussed. The work for the first half of the year will lay emphasis on the social factors of rural life; the second half of the year will be given up to a study of agricultural economics. Definite outlines covering each course will be furnished as a guide for the reading and discussions.

It was decided that there be elected a chairman of a news committee to serve for the year. Mr. Vanderhoof was chosen for this duty. It will be his task to keep well informed as to the news of the day and to assign to four or five members topics for study in order that they may report.

Thus far the custom has been to speak without notes. Inasmuch as one purpose of the Seminars is to give practice in public speaking it is hoped that this will become a precedent for all who have reports to make on current topics or in the presentation of questions for discussion.

Through the courtesy of Miss Densmore the meetings are held in the lib-

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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
ary of the Training School. On October 7, the following program was given:

Piano Solo—Miss Dilley.
Talk—Mr. Phelan.
Song—The Seminar.

The second meeting was held Oct. 21; the program was as follows:

Reading from Mark Twain—Hazel Stevens.
Reading—Miss Riddering.
Song—The Seminar.

At the business session following the program a fee of twenty five cents a term was voted by the members to defray expenses. It is planned to hold an informal reception in the near future.

News Notes

Peter Pell, 1911, is teaching at Galesburg this year.

On Nov. 10, Miss Marsh gave the first of a series of lecture-recitals on different operas. The subject was Wagner's "Tristan and Isolde." The interesting story was illustrated with leit motifs, the prelude and the "Song of Death". The lecture was enjoyed by members of Miss Master's, Miss Zimmerman's and Miss Marsh's classes, besides a number of guests from the city.

The second in the series, "Parsifal" was given on Tuesday, Dec. 13 at 2.25 P. M. in the Music Room.

Among the recent visitors of note to the Normal school were President Noah Showalter of the Cheney, Washington Normal School, and Mrs. Showalter who spent Friday, December second, visiting various departments of this school. Their interest centered especially in the new training school building as the Washington Normal is soon to erect a home for their training work. A visit was made to the rural observation school and a luncheon was served in the training school building for the visitors Friday noon, several members of the faculty being present.
KALAMAZOO NORMAL RECORD
Official Organ of the Western State Normal School

Published Monthly during the school year, beginning with October, by the Faculty and Students

Subscription fifty cents a year, payable in advance. Subscriptions received at the Office of the Normal School.

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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.

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