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Alumni Notes

1906.
Miss Rose Dillon who graduated from the life course in 1906 is teaching at Houghton.
Leo J. Pritchard was married December 10 to Miss Amy English of Chicago and resides in Indianapolis where he is assistant in manual training in the public schools.

1907.
Miss Ola Hart and Mr. M. H. Becker were married Dec. 31, 1909, and reside in Sault Ste Marie where Mrs. Becker formerly taught in the public schools.
Charles Johnson is superintendent of schools at Fowler, Indiana.
W. G. Willard is in his second year at Fife Lake, Michigan.
Ralph P. VanSaw was superintendent at Colon for two years and is now at Amasa, Michigan.

1908.
Miss Margaret Parker is teaching at her home in Battle Creek.
Clifford Ball of the class of 1908 is in his third year of teaching in the manual training department of the schools of Butte, Montana.
Miss Beth Haight of this class was married Jan. 4 at her home in Otsego to Howard Doolittle of the same class. They are "at home" in Winona, Mich., where Mr. Doolittle is superintendent.

1909.
Miss Blanche Carmody is at her home in Grand Rapids.
Miss Nina Doyle is teaching in her home in Grand Rapids.
Miss Nina Doyle is teaching in her home town, Augusta.
Miss Agnes Jeffrey has returned to her former position at Auburn, Indiana.
Miss Marie Kimble is at her home in Vicksburg.
Miss Blanche Waldron is teaching in Lawton, her home.
Miss Florence Barrett is in charge of the music work at Lawrence.
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Alumni Notes

1910.

Miss Susie Shumaker is teaching in the grades at Benton Harbor.

Miss Pearl Albertson has remained at home since her graduation with the class of 1910.

Miss Harriet Carson is teaching in the grades at Galesburg, her home.

Miss Elvira Barnaby has a kindergarten-primary position at Boyne City.

Mrs. Beatrice Ehle is substituting in the kindergarten department of the Kalamazoo schools.

F. W. Emerson returned to his former position as superintendent at Watervliet after completing the life certificate work in the Normal in the summer of 1910.

Miss Myrtle McVean is at her home in Plainwell.

Trevor S. Muffitt is teaching in the high school at Howe, Ind.

Miss Ethel Pease has a high school position at Gobleville.

Miss Esther Benson who completed the life course in December has a grade position at her home in Traverse City.

Miss Ida L. Miller taught after finishing the graded course and this year is working toward a life certificate at Western Normal.

Miss Electa Pierce of the 1906 graded school class, is teaching in Kalamazoo.

Miss Fern Reynolds of the 1906 class in the graded school course, is now Mrs. Ray Holden.

Miss Mary Keller taught in her home town, Buchanan, for a year after completing the graded school course in 1907 and is now married and residing there.
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Alumni Notes

Graded School.
Miss Marian Blakeslee taught at the Soo immediately after completing the graded course and is now teaching in the public schools of Kalamazoo.
Miss Katherine Oltman, graded 1907, has taught in Allegan and Holland the past three years, now being in Holland.
Miss Lillian Anderson, graded 1908, is teaching at her home in Bessemer, Michigan.
Miss Ruth Elwell, graded 1908, taught in Sturgis and St. Joseph and is now pursuing life certificate work at the Normal.
Miss Margie Hyder has taught at her home in Plainwell since completing the graded course in 1908.
Miss Mary Miller taught in Jonesville after leaving the Normal in 1908 and is this year teaching in the grades of the Kalamazoo schools.
Miss Lyle Babcock, graded 1909, died at her home in Allegan in September, after a brief illness. She had taught in the schools of Allegan.

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Burdick and Water Streets

Miss Mildred Stephens is teaching at her home in Mendon.
Miss Mabelle Cattelle has taught near her home in Mendon during the past year.
Miss Katherine Newman, graded 1909, has taught in Hart since completing her work at the Normal.

Growth of the Library.

Number of volumes:—
October, 1905, 1195
October, 1906, 1934
October, 1907, 2791
October, 1908, 4957
October, 1909, 6104
October, 1910, 7091
Public documents, 600
Training school library 400

Number of periodicals taken:—
1904-05, 49
1905-06, 57
1906-07, 66
1907-08, 70
1908-09, 86
1909-10, 100
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The Farm Problem and Its Solution.

Probably one reason why the earnest efforts heretofore expended upon country farm life by educators, agriculturists, and others interested in its welfare, have not met with greater success is because due account has not been taken of its peculiar characteristics. There has been a strong tendency in the past to regard the rural community as a weakened urban community, and to use the same methods of relief as those practiced in the city. Such an attitude, ignoring these fundamental differences, cannot fail to prove largely ineffective and slow.

In no respect is the country more essentially different from the town or city than in its isolation. The problematic situations of the city are due to congestion, those of the country to isolation. In the country, homes are often a mile or more apart, and during the winter or early spring bad roads, alone, make hermits of many farm families. The snow-bound days pictured by Whittier in his charming idyl are no longer frequent occurrences but less poetic mud-stuck days are still an existing reality. A second factor of this isolation that must not be disregarded is the fact that the farm home is almost complete in itself. Farmers produce their own food supply and can exist for days wholly cut off from their fellow-men. Physical isolation and the economic independence of the farm are thus the fundamental causes of social isolation which, in turn, results in conditions making the farm situation problematic. The most far-reaching of these consequences is the lack of organization among farmers with the accompanying lack of leaders. The great significance of this influence can be merely mentioned here. It may be suggested in passing, however, that social education in the country is "picked up" and that progress is accidental development, rather than constant purposeful and steady growth.

The numerous effects of physical and social isolation, unheeded and stoically endured, rather than intelligently controlled, have resulted in conditions making farm life unattractive and undesirable. Herein lies the cause of the silent but steady immigration from the farm to the city. This brings us face to face with the question of making the farm fit to stay upon and reveals the true farm problem, which though differently stated by different people is essentially, in its most fundamental aspects, the problem of maintaining upon our farms a class of people who shall be the educational, industrial, political, and social equal of any people in American national life.

The permanent solution of this problem can be brought about only through the socialization of farmers. This means, briefly, impressing upon them the responsibilities of the indivi-
dual in the community, the value of cooperation in gaining common ends, and the significance of their responsibility as members of the national social order. Such a process is a matter of education and can be attained only through the influence of certain institutions which have assumed vital importance as socializing agencies in rural life. These are the home, the church, the farm organization now represented chiefly by the Grange and farmers' institute, the agricultural press, and the country school. In communities where they are firmly established and well understood, the church, the Grange, and the farmers' institute have done much toward rural progress. But there are still many sections, in even our richest agricultural states, where little or no attention is given to any of them. That their growth has not been more rapid and general is but due to the fact that farm people have not been led to see their value. This, then resolves the whole question into a matter of the enlightenment, or education, of the rural population, and makes the school, the institution designed to control education, the chief point of attack upon the present situation. The shortest cut, therefore, to the solution of the farm problem is through the upbuilding of these agencies which work for the good of the farmer and above all, through the improvement of the rural school.

That the present rural school system is inadequate is self-evident. To be sure, the ungraded system has served humanity long and well and has had untold influence on the American republic. But it has served its day. There was a time, it is true, when the country school was the center of neighborhood life; when spelling-bees, literary societies, singing schools and debating clubs made it the life of the community. But this time has gone by. What the unobserving, unthinking farmer of today recalls as the country school of his boyhood no longer exists. The wide-awake, muscular, scholarly young man he remembers as the rural teacher has long ago attained his desired ambition in the law or the ministry, and been replaced by an inexperienced, and untrained slip of a girl from some city high school or neighboring community. The comfortable, convenient building he remembers is now aged and dilapidated; while the troop of hearty boys and girls his imagination sees have turned cityward in search of a more extended course of study than the old system can maintain, and left but a handful of unfortunate stragglers. The old country school of the past has gone never to return.

By this it is not implied that there are now no well-conducted schools under the old system. Here and there are communities where the highest possible efficiency of the system is still realized. Such instances are the exception, however, and in their prosperity but prove the limitations of the ungraded system, for even under the most favorable conditions three incurable defects remain. In the first place the school having from six to eight grades, each grade with at least four daily recitations, demands more work than one teacher can possibly do well in the time allotted. Moreover, the small number of children enrolled, very frequently makes an uninteresting school and never fails, even in larger schools, to necessitate the formation of some classes of one, two, or three. The stray children of such classes lose interest, dawdle, and often drop out of school through the simple lack of companionable associates. The third defect, the fact that the system provides no high school course, is perhaps its worst feature. Farmers in order to secure the advantages of a high school for their children either send the boy or girl under consideration away from home, into the care of an urban high school whose interests, courses, and tendencies are naturally so arranged as to lead the country child directly away from the farm, or as an alternative, the whole family moves to town "to educate the children", and in either case the country suffers irreparable loss.

We shall never solve the farm problem as long as the most energetic and ambitious leaders of rural life are being forced into cities to provide educational advantages for their children. It is
evident, then, that the farm problem and the country school problem are one and that the only direct attack in the solution of this problem is to make the school system efficient.

In Putnam County, Illinois, the people of Magnolia Township have found its right solution. Here one public spirited old man donated 24 acres of beautiful wooded land for a school site. The people then combined three districts into one, and built a modern, sanitary, $16,000 building, with four good school rooms, a library, two laboratories, rooms for manual training and household science, an assembly hall, and water and lighting systems. The children are transported in hacks. Five teachers are employed, offering a course of study the equal of any, which is particularly adapted to rural life, and includes a four year high school course. This school serves the whole community; it is the social center for the people of the district. In it they hold their lecture courses, musical entertainments, parents’ meetings and social functions. The children have their literary societies, clubs, and musical and athletic organizations. A six-acre university experiment plot on the campus gives it direct connection with the state college of agriculture.

What has been accomplished here might be attained in any other rural community if farmers generally but realized the possibilities of country life and appreciated the full worth of the school. This school serves the whole community; it is the social center for the people of the district. In it they hold their lecture courses, musical entertainments, parents’ meetings and social functions. The children have their literary societies, clubs, and musical and athletic organizations. A six-acre university experiment plot on the campus gives it direct connection with the state college of agriculture.

Before censuring country teachers the critic should consider the vast difficulty of their undertaking. The very limitations of the system under which they are forced to work are so numerous that an efficient degree of success is practically unattainable. The hard physical conditions, long muddy walks, cold lunches, heavy janitor work, and poor ventilation are in themselves enough to tax the strength of any individual to say nothing of the nervous strain occasioned in the management of twenty-five or thirty daily recitations. There is almost no virtue or ability not listed in the category of a good country teacher’s accomplishments. She must possess a fair degree of all-round scholarship, be something of an artist, carpenter, cook, musician and gardener, know just what ails a smoky stove, a rattling window, or a dull boy; be able to bandage wounds, pull teeth, start fires, drive a fractious horse, conduct a Sunday School, or fish lost boots from the muddy depths of the public highway. And all for the royal sum of thirty or forty dollars a month!

The point to be emphasized, however, in this mention of the country teacher and her place in the community life, is that **she should become a leader.** Her position as one controlling education makes it possible for her to do this effectively and well. It thus becomes her privilege to serve as a medium between the people of the farm and their opportunities. **This makes the country teacher who appreciates her advantage**
the chief factor in the solution of the farm problem.

But the country school and the country teacher, though the immediate fundamental factors in the solution of this problem, cannot solve it alone. Its final adjustment will require renewed life and vigor on the part of all social agencies now working toward the betterment of rural life. What we need in American farm life today is not only the quickening and regeneration of individual farm organizations but a broader and more genuine cooperation on the part of these agencies.

It is time for a federation of forces for rural progress. Such a federation must ultimately include the country church, the school, the Grange, the farmers' institute, and the agricultural press, but certainly no agency is more capable of instituting a beginning in this direction than the school. By this it is not implied that the school shall assume the work of other institutions. It is maintained, however, that the rural school is the chief point of attack in awakening a more appreciative understanding of the true beauty and richness of farm life, and that it is the best instrument for directing the forces of American national life back to the peace, and freedom, and neglected opportunity of the country.

Mabel Carney.
State Normal School,
Cheney, Washington.

The Christmas Festival in the Training School.

The celebration of Christmas this year brought the usual joy to the children of the training school. Those who had the planning of the festival were desirous that each child in the school should take an active part in the program. With this in mind a festival march, including the whole school, was planned, ending in the decorating of the hall. This to be followed by the dramatization of Dicken's "Christmas Carol".

During the weeks following Thanksgiving the children were busy making the decorations to be used and in practicing the dramatization.

A near-by friend permitted his evergreen trees to be trimmed, which supplied some of the material for the decorations, and a friend from the South sent a box of holly.

The bringing in of the greens undoubtedly gave as much genuine pleasure as any part of the work. The upper grade boys went out and dragged them in with much enthusiasm and the little children shared their fun as the huge bundles of Christmas greens arrived.

All through these busy weeks the children had been looking forward to the afternoon when mothers, fathers and friends should join them in celebrating the glad Christmas time. At last the hour arrived, announced by a fanfare and followed by boy's voices singing, "God Rest Ye Merry Gentlemen."

The hall at this time presented a bare appearance, the only decoration being the large Christmas tree, partially trimmed. A second fanfare and boys, playing on drums, triangles and bells, appeared followed by the children of the eighth grade carrying their ropes of green, the seventh and sixth grades with their wreaths and stars; the fifth grade bearing their boughs of evergreen and the fourth grade with their bells; the third grade carried tiny Christmas trees, and the first and second grades came bringing the trimmings for the tree.

The children of the eighth grade formed an aisle down the center of the hall, with their ropes of green, through which the other children passed. It was a most attractive sight as the children marched about the hall bearing their decorations. As they came to their places they formed arches with these, and the children marched under them. When the grades were assembled the kindergarten children came in carrying their red and white stockings, which were to be hung by the fireside.

As soon as the kindergarten children had taken their places, a boy from the eighth grade, the Master of Ceremonies, wearing a red cap and a crown of holly came running forward and ordered that the hall be trimmed. After the carol of decoration was sung,
each grade, following the direction of the Master of Ceremonies, put the decorations in place. As the last wreath was hung the festive appearance of the hall stood out in marked contrast to the bare walls which first greeted the guests.

As soon as the children had returned to their places the Yule log appeared and was greeted by a loud shout of welcome from the children. It was drawn by a group of the larger boys and followed by some of the smaller children, while perched on the log were two little people from the kindergarten and first grade. The log was thrown in place and as the fire spread its ruddy glow about, the children sang the "Yule Log Chant."

In response to the call of the Master of Ceremonies the carolers sang "Good King Wenceslas." He then ordered the children to get ready for the play.

The children of the seventh grade assisted by the eighth grade children presented the dramatization of "The Christmas Carol". This was done in such an extraordinarily fine way that it was a treat, indeed, not only for the children, but for the grown-up as well. The following scenes were given.
1. Scrooge in his office.
2. Scrooge and Marley’s Ghost.
3. The Fezziwigs—from the Christmas Past.
4. The Cratchit’s Home—from the Christmas Present.
5. Stave Five—The End.

The Christmas tree was moved into the center of the hall when the play was over and the children sang: "This Tree was Grown on Christmas Day". The children of the second grade and the girls from the seventh and eighth grades gave two special dances around the tree. These dances had been worked out in their physical training classes, the suggestions coming from the children.

Following the usual custom, the afternoon ended with dances around the tree, in which not only the children of the school joined, but also the guests of the school—old and young.

The members of the faculty who had the Christmas Festival in charge were assisted by a committee of children consisting of two children elected from each grade. These children kept the various rooms informed of the plans of the committee, planned the directions given by the Master of Ceremonies, and the girls of the committee planned and made his costume.

The words of the carol of decoration (see December Record) were written by the children in the seventh grade; the music was composed by the sixth grade children.

The stage settings for the dramatization were planned and carried out by the boys of the eighth grade assisted by the fifth grade children. The girls in the third and fifth grades assisted in making some of the costumes worn in the dramatization. The more elaborate ones were made by the students in the normal domestic art classes.

LITERARY.

Some Incidental Observations of German Schools.

German schools have received so much attention lately from students of pedagogy and so much has been written about them, that it is almost useless to attempt to speak of them without repeating what has already been said. But perhaps I can mention some comparatively minor details which I have noticed, which, if not of first importance, still may be interesting.

A stranger can not remain long in a German city without seeing, on the streets, crowds of school children on their way home from school, each with his knapsack of books on his back.

If it is cold or rainy, most of them will be wearing the long grey-green capes which so largely take the place of overcoats and umbrellas. These are worn over the knapsacks and make it seem as if a large proportion of the children were hunchback.

I said on his way home from school, for it is only the most energetic of travelers who will rise in time to see the scholars on their way to school. The sessions open at 7:30 or 8:00 o’clock.
and in winter, in Berlin, this is before sunrise. It would seem as if the children carry all their books home each night, although, in the elementary schools, little home work is required. The books used are far from being as attractive, in pictures and binding as the corresponding textbooks in use in our own schools. The pictures in the primers are very crude, the paper poor and the type small, and although the physicians have long complained that the German letters are hard on the eyes, their use is continued. The children are taught both German and Latin script, but the German is almost always used. The national feeling shows itself here, for the chief argument for its use is that it continues something which is distinctly German. The very fact that Latin letters originated outside of Deutschland is enough to condemn them, whatever their merits.

Each scholar carries also a small lunch box, generally containing two slices of rye bread and a slice of sausage, for even the German children, stolid little machines that they are, must have a lunch in order to endure the long hours. They have plenty of opportunity to eat in the short recesses of five or ten minutes, which are given every hour or so. The teachers, even the dignified university professors, always have their lunch, often wrapped in a bit of newspaper and stuffed into a pocket.

The morning session, in the elementary schools, with which I am familiar, is from eight till twelve, six days each week. On Monday they have an afternoon session of two hours; on Tuesday, one hour; on Wednesday, a half holiday; on Thursday, two hours again; on Friday, one hour; on Saturday, another half holiday. The youngest scholars have somewhat shorter hours, but even the kindergartens are in session from eight till twelve, each week day.

The German boy is very serious in this matter of school; and truly, it is a serious matter. One of the first items of school news I learned, on my arrival in Berlin, was that recently eight boys had committed suicide because they had failed to pass their examinations. These boys were sixteen to eighteen years old, and, if they had passed, would have been excused from all but one years service in the army. As it was, they were slated for three years service, and, among the better class of people, this is looked upon as a great disgrace. The following year more than a dozen boys from one section of Berlin, committed suicide for the same reason.

The conditions governing these examinations, and their result, are under control of the Minister of Education, and although there have been complaints from the people for a long time, the popular voice is not listened to, to any great extent, and no immediate change is probable. But it is significant of the increase of freedom of speech in Germany, that this, among other things, is receiving the attention of the radical press; we may be sure, however, that the Kaiser will not decrease the numbers of his standing army even in the slightest degree, unless he is forced to do so.

The German children seem to have no idea of how to play games. During more than a year spent where I could see many children every day, I did not once see a German child, of his own accord, playing a game. German toy shops are noted the world over, and are most interesting places to visit, but the toys are for individual use, and games such as “hide and seek”, “one old cat” or “run sheep, run”, are entirely unknown.

Each school has a school yard of bare, hard earth, where each class takes its physical exercise, under the direction of a teacher. This consists largely of marching, and running, with some jumping and a few simple exercises on the horizontal or parallel bars. The laboratory in which I worked for a year overlooked such a yard and I had an excellent opportunity to observe the boys of an ober-real-schule, or scientific high school, during their periods of recreation. In the gymnasia and ober-real-schule the pupils come to this yard for five minutes at the end of every hour, rain or shine, but they walk about most sedately, and although I have seen the teachers try to start a
game similar to prisoner's base, the boys took no interest in it and none played it of their own initiative. They sometimes kick a football about the yard, but have no goals, the "game" being to kick the ball as hard and as often as possible, without any regard to where it goes.

I have also seen the pupils of a girls high school playing a kind of basket ball, but here too, the object was to throw the ball somewhere, no matter where. The pupils need these five minute intervals of rest between classes. The recitations are conducted by the teachers with great energy and the pupils must be on edge every minute they are in the room. Perhaps they have no energy left for games during the recess, or after school.

As long as the boys are in the public school, that is, until they are eighteen or twenty years old, they are under the authority of the school not only during school hours, but all the time. They may not associate with older boys or young men, even with the permission of their parents. They are forbidden to frequent cafes and billiard halls, or to attend the theater, even when accompanied by their parents, except at rare intervals; and these regulations are enforced, for the authority of the teachers and principals comes from Berlin and there is no chance for local influence. It makes no difference who the boy is or who his father may be. The local political boss, or his German equivalent, has no pull in school matters, either as to these requirements or any other school affairs.

Americans, sending their children to German schools, often have amusing and exasperating experiences with the autocratic school directors, for no exception is made in the case of foreigners; and the foreign children must attend school, if they remain long in one place, or be liable to expulsion from the country.

I was surprised to find that a great many middle class people send their children to private schools, in order to avoid contact with lower classes. This is very expensive as the private schools must keep up to the grade set by the state for its own schools; but a great many people think it a disgrace to send their children to the public school.

The manual training school is not an open question in Germany, whatever it may be with us. There it is avowedly a trade school, and a boy of the working class begins to learn his trade very early. Training in these schools is a prerequisite to many employments. A man may not open a meat shop or a grocery store until he has passed the examination in meat cutting, window trimming, or whatever the requirements of his trade may demand. I have never seen such attractive windows or well ordered shops as those in Germany. A butcher's window is a revelation in the art of window dressing—the sausages look almost good enough to eat—and the interior is usually of marble, spotlessly clean, and with the meat kept away from the dust and the flies. This is undoubtedly due to the compulsory attendance at the trade school. I think, the people appreciate these schools, and would not dream of wishing to abolish them.

There are many other peculiarities of the German schools, too numerous to mention. In discussing these differences from our own customs, we must remember that their conditions are not the same as ours; they have their own problems, which they are working out for their own advantage. The fundamental fact that the German citizen has few "rights", but must take what is given him by those in authority, is something that the American is slow to appreciate. The German, however, is so accustomed to obeying orders that he never thinks of objecting, until the conditions become so unbearable that he feels that his very life is in danger. Many of the peculiarities of their schools come from this centralized authority, and judging from the results, I am not sure but what their system is fully as well adapted for them as ours is for us.

My observations were confined to the schools in Berlin, and those in a small city in the province of Hanover, both under the control of the "Minister of Culture" of Prussia.
The schools in the other kingdoms and dukedoms of Germany may, and probably do, differ from these in details. Bavaria has a very complete system of her own, often spoken of as a model, but I had no opportunity to study it. Germany is a much larger country than many of us imagine, and the different political divisions, never combined in one nation until 1871, differ in laws, customs and language even more than the different states in America.

Kendall P. Brooks,
Professor of Chemistry and Physics,
Central Normal School, Mt. Pleasant, Mich.

Contributed by the Faculty.

Impressions of Chicago.

You ask me concerning my impressions of Chicago and the University. As a setting to what I have to say, let me reel you off a few statistics with which you are probably already familiar, but which you need to keep in mind in order to understand my characterization.

It is generally conceded by those in a position to know that Chicago is the largest live stock, lumber, grain and stove market in the world and that as a meat packing and railroad center, it far exceeds all other places. It has the largest elevator capacity, the biggest commercial buildings and the greatest retail dry goods house to be found anywhere. Here is found the largest library circulation in the United States and the percentage of bank reserves is greater than that of any other banking center in America.

The social group of the University as a body, is highly cosmopolitan. Students from fifteen foreign countries are enrolled in the group. Last year there were enrolled during the four quarters 6007 different students. Of these 2984 were men and 3023 women. There were 1435 postgraduate students; 900 men and 535 women.

The social science group of studies, owing to the foreign element, is much enlivened. Statements concerning a foreign people are quite likely to be challenged. An interesting incident happened the other day in class. The professor remarked that a certain Chinese minister, while in America, posed as a very naive person, very often merely to ridicule our institutions and customs. The professor intimated that Chinamen, in general, were likely not to be sincere in their attitude towards western peoples. Immediately afterwards, upon asking a young Chinaman present to give his opinion about some work the class had been directed to read, the Chinaman answered in broken English that what impressed him most was the great amount of time and energy wasted by sociologists in recording and disseminating so many things that were not true. The next day the professor further illustrated his original statement by trying to get this Chinaman, in the presence of the class, to be explicit in his criticisms—a thing clearly constitutionally impossible on the part of the Chinaman. And yet I've learned to like the Chinaman.

I suppose I ought to say a word about the department in which I am doing the most of my work—the department of physical science. I like the plan of the work very well and next term will be in better position to judge. The laboratories are well but not overstocked. Promiscuous use of apparatus by students soon unifies it for data very near the truth. This is especially true in undergraduate work. Very much attention is given to research work by graduate students, and when the new addition to Ryerson Laboratory is finished and equipped nothing will be lacking. The mathematics and physics
libraries in the physical laboratory are a great convenience for students.

To sum up the whole matter, after noting the many opportunities, both in connection with the University and external to it, Chicago is, in my opinion; a superb location for a great university.

John E. Fox.

Contributions by students.

A Problem in the Marble Faun.

Many readers of the Marble Faun have made the peculiar style the object of severe criticism. To be sure, it is rather unusual, for Hawthorne has put into it his own thoughts and feelings, and, instead of giving the public just an entertaining story, he has sought to make known a great truth. If a book only to pass away the time is desired, it had better be sought elsewhere, for the person who attempts to read the Marble Faun without giving it serious thought and consideration soon finds himself in a hopeless labyrinth of doubt and mystery. But throughout the story there is woven one problem which holds the key to the entire plot—only through sin can the soul be developed.

Hawthorne did not draw on his imagination for this problem; it is found in everyday life and is clearly portrayed in the case of our first parents. Into the beautiful garden of Eden where Adam and Eve lived in ideal happiness, the deadly serpent came gliding on its mission of wickedness, and with the first taste of the forbidden fruit, sin and woe were brought into the world to take up their task of scattering the seeds of pain and sorrow wheresoever man was destined to dwell. But, when by the first act of disobedience sin was born into the world, another great change was brought about. Adam and Eve were drawn nearer their creator. They had been living surrounded by the indescribable beauty and glory of Paradise, conscious of a supreme being who had placed them there but never really finding the depth of his love. Now all was changed; harassed by sin and trouble they found a richness in the love of their Heavenly Father that they had never known before.

If the forbidden fruit had not been tasted no ransom from sin would have been needed and God would not have given His Son to die on the cross. But after Satan entered the garden only in one way could man be saved from eternal death; through the blood of Jesus Christ. To a truly repentant mortal, the gift of forgiveness establishes between the giver and the receiver a new relationship from which the soul gains a growth that it has never known before.

So Hawthorne has thrown over the story of the Marble Faun, the shadow of sin, a great and dreadful sin, and, while all the characters are touched by it in some degree, Donatello, the perpetrator of the crime, is transformed from a happy, playful creature into a man with a soul to save.

When we first meet Donatello he is a gay, blissful being living in a sphere of his own where nothing but joy and happiness enter. As he stands gazing at the Faun of Praxiteles, his resemblance to the statue is so striking that his companions playfully declare that he, like that strange rustic figure, must have pointed ears.

Then as he comes in contact with the great sin that casts its shadow over Miriam’s life, we at times see his faun-like nature shrinking into the background and its place taken by a being whose nature responds to the sorrow and suffering of a sin-sick soul.

But not until the fearful crime is committed does a complete and permanent change come over Donatello. The faun vanishes forever and the world gains one more remorseful, sin-burdened man. From this moment, life becomes a reality and Donatello’s one aim is to make atonement for his crime by a life of endless repentance and sacrifice. He has lost his animal spirits and innocent buoyancy but has gained a new intellect and understanding and a sympathy born of suffering. We see him undergoing unspeakable mental agony and countless self-imposed penances.

Then when he and Miriam are convinced that henceforth their ways lie
together because of the bond of crime by which they are united, the two guilty ones, putting away forever the hope of joy, take up the task of redeeming their souls by sacrifice and well doing.

The days flit past and still Donatello and his companion continue their weary way together until at last even that solace is denied them and, accepting this fate meekly as part of their just punishment, they are separated never to meet again in this world.

Heavy are the ways of sin! But what a boon it is to mankind that there is pardon and new life for all who will receive it!

Edith Campbell.

Scott's Reasons for Ceasing to Write Poetry.

Scott's fame was well established when he gave to the English people his poetical contributions, "Lay of the Last Minstrel", "Marmion", and "The Lady of the Lake". Always a great lover of nature, his word pictures vividly portrayed the studies of a master artist and afforded delightful surroundings for the Scotch lads and lassies, his favorite characters. His poems, alive with the movements of tireless youth, won the admiration and applause of the reading public, though they lacked penetration and spirituality, two almost indispensable qualities in the realm of poetry. He could paint in living colors the beauties of the sunlit craggy pass, the lake reflecting the azure sky and the verdure of its shores, the brilliancy of the dew-bejewelled heather, and the revels of the murmuring brook; but he could not invest it with the emotions of a Burns or a Wordsworth.

He had indeed passed the zenith of his power when in 1811 Lord Byron, a beautiful young peer just returning from a tour of Spain and Greece presented to the public his 'Child Harold's Pilgrimage', which met with immediate approval. London society neglected its old favorite, Scott, and sought for the originator of this remarkable poem. Full of passion and coloring, and manifesting a remarkable energy and mastery of expression and versification, Byron's poetic genius soon overshadowed the seemingly feeble attempts of his rival. Nor did he cease writing, till he had produced poem after poem, each being received with more enthusiasm and delight than the preceding one. He was surpassing Scott, and Scott realized that his poetic star was in eclipse.

But, though he little realized it at that time, his value in the literary world was augmented rather than decreased. A great work was before him, and the pain of a crushing defeat was necessary to reveal to him his field of action. Just as the picturesque mountain stream leaps down the precipitous inclines and rambles away among the verdant slopes below, so Scott had followed his poetic bent only to be lost among the throng of versifiers. But by the building of obstructions that same mountain stream, that was practically useless in its former state, may be turned aside from its original course and led out over many estates rendering them more productive; likewise, in seeking his way around the insurmountable impediments to his writing, Scott discovered the means by which he could render greater service to his fellow-beings and more than reestablish the fame which it had formerly been his to enjoy. Poetry no longer offered any opportunities to this nature artist, but he was destined to accomplish in prose what no man before him had done. Accordingly, he resumed a long neglected task, a prose work he
had begun some nine years previous, and after days of diligent application he completed the first of his long series of novels, which were to mark a new period not only in Scott's career but also in English literature as well.

The Waverly novels were only the stepping stones to his success, an experiment as it were. Uncertain as to the outcome he suffered the first of the series to be published anonymously. He had not long to wait for the verdict. No sooner had the work been placed on the market than it was devoured by literary men and the reading public clamored for it. Its praises were heard everywhere, and there was much speculation as to who the author might be. Pleased with his success Scott followed this with a list of twenty-nine books, all possessing admirable qualities.

At last he had found his real calling. Though other poets far surpassed him in song, he was master of the realm of prose fiction. Here he had no equal. In this as in his poems his work was characterized by his wonderful power of description and energetic movement. Probably one of the greatest causes of his success in prose writing was the source from which he secured the material for his work, historical events in his own native land. No other author had ever conceived the idea of clothing cold historical facts in the garb of the living or representing important characters in history as men of flesh and blood, who lived and toiled with real living beings and had their virtues and faults as truly as did the people of Scott's time. Having all his life been interested in the history of his country and especially the feuds existing between the different peoples, he had enough historical knowledge at his command so that he could mold it into delightful stories, that held the reader spellbound, marveling at the reality of the past. He has been rightly named "The Father of the Historical Novel", for since he proved its success, others have deigned to follow in his footsteps.

Scott's greatness rested on his wonderful descriptive power and the spirit of earnestness manifested throughout his works. Dawson says, "Give him a truly great scene to describe, as the appearance of Elizabeth amid the revels of Kenilworth, and he is at his best." "His art is incapable of fine miniature work; but give him a big brush and a broad canvas, and he has no equal." Though his greatest triumphs were achieved in depicting great historical personages, yet he had a fine grasp on life as a whole and was especially successful in portraying the poorer classes. He was very democratic and loved these people dearly; and through his intimacy with them he was able to picture them as they really were, not exaggerated and vulgar as did Dickens. His zeal for the clan was a characteristic feature of his literary productions, and he is earnest in his appeals. Much of his work was too hastily done, but "The real object he had in view was not the satisfaction of his artistic conscience in the production of perfect work, but the satisfaction of his romantic dreams in the creation of Abbotsford."

Though his first reason for ceasing to write poetry was undoubtedly the superiority of the productions of Lord Byron, yet his greatest was the brilliant success he attained in the field of prose work.

Once launched on this great work, he found an ever increasing demand as long as he was able to grasp his pen and delineate characters.

Myrtle White.
EDITORIAL

Advertising is the breath of life to a magazine, the very oxygen of its existence. Without its financial returns the publication soon comes to an untimely end and the editor goes out of business. Sellers do not advertise simply to please the editor nor to see their names in print. Advertising with them is business, not sentiment, and they expect a return in kind for the good money they spend on printers ink.

A magazine, such as the Record, is not a money making affair. It is published for the good of the school and to advance its interests. No one makes a dollar out of it. Those who labor to make it successful do so either from love of work or a sense of duty.

Advertising was referred to above as the oxygen that keeps the magazine alive. The money that is left over after the payment of the printer may, to carry the chemical figure farther, be looked upon as ozone. Ozone is a superlative kind of oxygen. This extra money is what gives real life and tone to the publication. It pays for the frills, the cuts and all things extra that go to make a high toned publication. As we want to publish this sort of a magazine we are of course interested in the extra income, the "velvet".

Now the real Senegambion in this editorial woodpile is the buyer, the ultimate consumer. The advertiser is like a fisherman; after he whips a pool a while and gets no results, he quits. Without at all intending to ascribe any fishy characteristics to our subscribers—the ultimate consumers in this case—we nevertheless venture to address them on the subject of buying and to ask them to give our advertisers careful consideration when they do their shopping.

Our advertisers sell good goods. What they have to sell will be displayed in our advertising columns. Look these carefully over and then when you buy, patronize those who by advertising with us make it possible for us to publish the Record.

Buy all you can and as often as you can and always from our advertisers.

On Taking Stock.

This is the time of the year when business men all over the country are taking stock. They are looking over their shelves, in the attic and basement, and are prying into every nook and corner in an endeavor to list every article carried over from last year. The knowledge thus obtained is indispensable to them in the successful conduct of their business. They learn what stock must be replenished, what sells rapidly and what slowly and what is a drug upon the market. The latter, if they are wise, they put on sale at a sacrifice and cut it off their future orders. After a careful inventory the merchant is able to tell just where he stands financially, and has the necessary knowledge to lay his plans for a successful business during the ensuing year.

Living a useful life is the most important business that each person has. This necessitates our taking into account business methods and making use of every device that the successful man of affairs employs. It is true that this is the season of the year when the funny man waxes merry over the turning over of leaves and the making of good resolutions. The cartoonist loves
to depict the water wagon starting out on its journey on January 1st loaded down with passengers, and as the days follow he fairly revels in depicting the rapid fall from grace of these erstwhile resolute but bibulous individuals. So too the lover of the weed is represented as smashing his pipe and valiantly turning his back upon my Lady Nicotine only to be shown in a later view furtively smoking a surreptitious pipe or cigarette. Now with all due respect for the cartoonist and the joke, and while we may and often do smile with him as he touches up our neighbors (and our own) foibles and frailties, yet it nevertheless remains a fact that the making of good resolutions, though, they frequently are broken, is not a bad thing for any one, and the taking of an inventory of ones own individuality is just as necessary to ones own success as the taking of stock is to the success of the merchant’s business.

Let us then take stock of ourselves 1st as to physical, 2nd as to mental, and 3rd as to spiritual health.

Do we then have good physical health? If so we have one of the greatest assets to help us to a successful career that can possibly fall to us. We should thank God for it and take courage. But we should conserve it and not recklessly draw upon it until we impair our reserve. Good health is a blessing most appreciated when it begins to forsake us. When the stomach rebels and the liver becomes an ally, then indeed do we look out upon a saffron world through indigo glasses. When our eyes smart from over strain and our joints creak from rheumatism then life is no longer one sweet song, but a jangle of horrible discords. Conserve your health, if you would be happy, though old, eat well, sleep well, exercise well and cut out every bad habit and the particular sin, overeating, late hours, candy, tobacco, etc., that does so easily beset you. Take exercise in plenty and don’t worry.

But we are not all body, we are more largely mind. The body plays an important part in our success, but the mind is a more potent influence for good or evil. Now the mind as an instrument for work may be either good or evil, potent or impotent, resourceful or a broken reed. Many people used to think, and some do still, that each individual got from some source a mind of a certain type, good or bad, and that once this kind of mind was fastened upon him, it was his for life and he couldn’t help it. But we are more and more coming to the point of view that the mind, mine and yours, is largely what we make it. That if we wish to have a mind keen to act and serviceable we can have it and if we prefer the opposite kind, it is ours for the asking. In short the mind can be trained and we are the trainers and it is strictly our fault if we do not have one that is good for something. Let us then examine our minds. Have we slovenly habits of thought, are we mind lazy, do we lack concentration, are we content with trashy mental food, do we suffer from atrophied cerebrums? Let us sweep all our bad mental habits into the discard along with all the failures of 1910, and having sponged our convolutions clean, let us move forward on a higher, more strenuous and more successful mental plane.

But man is also spirit and that is his highest attribute. It is his moral nature that makes him but little lower than the angels. Through his spiritual nature man reaches up to sources of power beyond the ken of the mental and physical. The really great men of the world have been, not the Sampsons, not the greatest thinkers, but those of the most superb moral courage and greatest spirituality. The spirit may be good or bad, developed or embryonic, a power or a curse. The most of us are not immoral but rather unmoral. We don’t even stop to ask whether a thing is right or wrong, we seldom call our consciences into consultation at all, but go heedlessly on our way content with the present and its pleasure. It would be well for all of us to dwell more upon the things that belong to the realm of the spirit; to strive to make more acute our judgment as to right and wrong; to attempt to gain a greater sensitiveness in regard to moral ques-
tions. There are plenty of these pressing for solution—great questions that can only be settled by an appeal to right and not to expediency. Many of these we must attempt to settle.

And having set our physical, mental and moral houses in order, we must be ever vigilant to keep out the dust of bodily laziness, mental sloth and moral degeneration that every social wind brings to us.

Some New Faces.
The Record is pleased to present in this number photographic likenesses of some of the new instructors. Men only are introduced this time but in a later issue we plan to introduce a group of women.

Among the new instructors who came to the Normal in September 1910, is J. B. Faught, Ph. D., who has general charge of the department of mathematics. Dr. Faught is a Hoosier, bred and born. He has been a teacher since early manhood, and was graduated from the Indiana State Normal School at Terre Haute in 1891 and from the State University of Indiana at Bloomington in 1892 with the degree of bachelor of arts. Three years later he had added the A. M. title to his name and after two years of graduate study, one at the University of Chicago and the other at the University of Pennsylvania, he was granted the doctorate in 1899. Dr. Faught has had a varied teaching experience including six years of service in the rural and graded schools of Indiana, one year in the department of mathematics of Vincennes University and five years in the department of mathematics at the State University of Indiana. For ten years before coming to Kalamazoo, Dr. Faught had been in charge of the work in mathematics at the Northern State Normal at Marquette in this state where he brought the department to a high standard of excellence. He brings to the Western Normal a well earned reputation as a sound and skillful teacher of mathematics. Dr. Faught is more than a teacher. He is first of all a man and one whom it is a pleasure to know and count as a friend. His personal qualities are sure to win him a high place in the affection of the Western Normal student and faculty community and in the esteem of his fellow townsmen in the city.

Mr. T. Paul Hickey is a Michigan product, having been born and trained in the Wolverine commonwealth. He graduated from the Detroit Central High School in 1892 and four years later was given the degree of bachelor of arts at the University of Michigan. He has had a varied and extended teaching experience in the public schools of this state including two years of service at Lansing, four years as principal of the high school at Alpena followed by two years at Adrian, after which he was for six years principal of the high school at Battle Creek. In September 1910 Mr. Hickey was elected head of the department of history in the Western Normal. He can hardly be called a new-comer as he had already served as a most popular instructor here during three summer sessions. Mr. Hickey brought to Kalamazoo the reputation of being one of the most skillful and efficient high school principals of the entire Middle West. He is endowed with personal qualities that make for human friendship and as a teacher of unusual power, is certain to win distinction in the new field.

Mr. George F. Jillson, the new assistant in the department of physical science, is another Michigan product. His high school training was secured at South Haven where he graduated in 1905. In 1910 Mr. Jillson was granted the degree of bachelor of arts at Albion College where he specialized in science. During his college course he dropped out of school for a year to gain teaching experience in a country school in Van Buren county. As assistant in physics and chemistry he has made himself deservedly popular with the students who have come under his instruction.

Mr. John Phelan has charge of the Rural School department during the absence of Mr. Burnham who is pursuing studies at Teachers' College, Columbia University. Mr. Phelan graduated from the high school at Marshall.
After eight years of teaching service in rural and graded schools of Michigan and Illinois and some valuable experience with a large business enterprise, he entered the Western Normal in the fall of 1906. His student record was O. K. and during his senior year he served as assistant in the department of mathematics. In 1907 he achieved no little local fame as a member of the championship football team. After graduating Mr. Phelan went directly to the University of Michigan where he was granted the degree of A. B. in 1910. He was honored during his senior year with an appointment to an important assistantship in the department of political economy. He is level headed, is a hard worker, and has a broad experience. Those who have been especially interested in the Rural School department will be glad but not surprised to know that the work and spirit of this department are being kept at the high plane developed under Mr. Burnham.

Mr. Robert M. Reinhold is another Michigan boy. His secondary training was secured in the high schools at Reed City, Flint, and in Ferris Institute at Big Rapids. In 1902 he entered the State Normal College at Ypsilanti and three years later was granted the degree of bachelor of pedagogy. Before entering the Normal College Mr. Reinhold taught for a number of years in the rural schools of Osceola county. At Ypsilanti he was made editor of the Normal College News and the Western Journal of Education and served as editor-in-chief of the last named journal during the first three years of its existence. In 1908 he was elected superintendent of schools at Hart, Michigan and in the summer of 1910 was tendered a position in the department of Education at the Western Normal. He has made the shift from superintendent to instructor easily and naturally and is making himself indispensable in the school. He had previously been a member of the teaching force of the Western Normal during the summer session of 1909. Mr. Reinhold is a close, clear thinker, an indefatigable worker and a skillful teacher. The Record predicts for him a splendid career in the profession.

The Editor of the Record most heartily congratulates his colleagues of the Western State Normal, the students of the institution, the alumni and all friends of public education throughout the state on these splendid new accessions to our teaching force. These five instructors whose likenesses are shown and whose biographies have been scantily sketched are men whom it does one good to know and who make the community in which they happen to live better and happier simply by reason of their being members of that community. They have brought a splendid accession of teaching skill and good human personality to the Western Normal.

**NEWS ARTICLES**

**Michigan Fisheries.**

Michigan has a larger portion of productive inland water resources than any other state in the Union, and this resource was one of the first to receive systematic and scientific culture. Soils and waters are both naturally endowed with the capacity for regeneration that becomes the basis of a continuous productivity common to no other natural resource. Just as nature has locked up in the recesses of the soil some of her most valuable treasures, so the waters are furnished with an abundance of vegetable matter which is a sort of foundation food for fishes. The way in which this plant food supplements the efforts of man in restocking the depleted lake waters with fish is a most interesting story, and, while it cannot be told in the space given here, some of its details are worth mentioning.

Michigan's shore line is about half of that of the Great Lakes. This shore furnishes an approach to 39960 square miles of water surface, an area equal to the Lower Peninsula, and about half of this has the depth and other qualifications necessary for good fishing grounds. Along these grounds there are set enough gill nets to reach five times from one end of Michigan's shore line to the other,
and 6500 men are employed taking out 50,000,000 pounds of fish annually. If we had to pay for these fish in the market, they would cost us $7,000,000. Lakes Michigan and Huron furnish the larger part of the catch, Lake Superior having a smaller return, not because of lack of fish, but because of lack of fishermen and good markets.

Lake Superior furnishes chiefly white fish and trout; Lake Michigan trout and white fish, chiefly from its northern part; Lake Huron has white fish in the north, trout in the middle, and herring and pike in the south, while Lake Erie is known chiefly for its herring, the white fish having been depleted in early years.

Fish culture for the Great Lakes is in charge of United States Hatcheries at Put-In Bay, Detroit, the "Soo", and Northville, supplemented by egg-collecting stations at various places. The supply and culture for the inland waters is in charge of the State Fish Commission, with headquarters at Detroit, and hatcheries for trout at Paris and Hartetta, bass at Mill Creek, near Grand Rapids, and for trout, pike, salmon, at Detroit and the "Soo". The state also owns a special car "Fontinalis" for the service of the hatcheries in distributing eggs and fry.

In the seventeen years from 1891 to 1907, 651,139,914 pounds of fish were taken from the lakes. To make good this drain, the state and the United States are annually collecting the eggs, hatching them, and distributing the fry of our chief food and game fish to all parts of the state. In 1908 fish to the number of 55,000,000 were distributed by the state hatcheries to more than 2500 lakes and streams.

If each of these 55,000,000 fish grew to weigh a pound, they would just balance the annual catch taken from the Great Lakes. The distribution of fry from the United States hatcheries in 1899 was 300,000,000. The question whether this artificial propagation is an advantage is answered in part by Prof. Reighard of the University of Michigan. From the study of statistics he shows that a plant of 30,000 fry per square mile, the catch drain but leads to an increase of the catch of white fish. With a plant of 10,000 fry per square mile, the catch remains nearly constant.

Fish Food—Plankton.

The saying "big fish eat little fish" does not apply to white fish and suckers. White fish live chiefly on "plankton". This "primitive food supply of the lakes", as it is called by Prof. Ward, consists of the free swimming mass of microscopic plants and animals, living between the top and the bottom of the waters of medium depth in the lakes and oceans. Ward has shown that Lake Michigan alone contains from 90,000 to 120,000 metric tons of plankton, a self growing and replenishing food stuff for fish, the existence of which is not generally known. While most fish take many kinds of food, insects, other fish, and the like, none of them could exist were this plankton to be destroyed. So far, man has neither power to destroy nor to materially increase, the quantity of plankton, and it is interesting to know that there is an abundance of it for all the fish now in the lakes, and for the increase anticipated by artificial propagation.

The scientific study of fish food, the increased supply of eggs from the hatcheries, and wisely enforced restrictive legislation are three elements of much economic importance and future promise in the fish culture of the state.

Assembly Notes.

November 22.—We have been unusually favored with sound and instructive talks on practical medicine this season. Dr. E. J. Bernstein of this city followed up the work of Dr. Woods Hutchinson and Dr. A. H. Rockwell. Dr. Bernstein, representing the propaganda of the Russell Sage Foundation, took for his subject, the prevention of blindness. He introduced this with some preliminary remarks on the more salient features of diseases resultant from enlarged adenoids and tonsils. He then proceeded with his subject proper. After briefly referring to blindness due to causes
associated with various industries, and further referring to the proper lighting and heating of school rooms, he spoke of the chief cause of blindness in children, and of course ultimately in adults, ophthalmia neonatorum. This type of blindness, he said plainly, is due to venereal disease on the part of one parent or the other; and this in turn largely to the double standard of moral purity now obtaining. The work of the Russell Sage Foundation is to combat such conditions by lectures on the cause, and by insistence at least on the next best, and possibly only efficient means at present available, of avoiding blindness in such unfortunate children, namely; the application, in every case where there is the least suspicion of impurity on the part of parent or nurse, of the so-called Crede method. This was instituted by Dr. Karl Crede, a German physician, in the past generation. It is simply the application of a 2 per cent solution of nitrate of silver to the eyes of the new born child. Dr. Bernstein illustrated his lecture with an interesting series of lantern-slides.

November 29.—Miss Emma Zeeb gave an American's first impressions and experiences of the famous Passion Play as presented at Oberammergau last summer. The character of the villagers as a community, the origin of the play, the preparation for its presentation including the selection of players and costumes, the mode of presentation, and the significance of the whole were concisely presented.

December 2.—"We are here not merely to make a living. We are here to make a life." This was the theme of Miss Koch's admirable talk on the work of such organizations as the Young Men's and the Young Women's Christian Associations. The machinery of city, county, state, and national associations was touched upon; this followed by brief reference to interesting individual work, such as the great educational classes at Los Angeles and the mill-work among the women of southern cotton factories; and at fuller length by the necessity of American students living more than a mere insular life—the Y. W. C. A. and its brother organization, the Y. M. C. A., are but one of many influences corrective of such insularity—combined to make an address which should stimulate our own student body to a hearty support of its own organizations, which aim to reach more than the merely physical or intellectual life.

Miss Koch was followed by President Noah D. Showalter of the state normal school at Cheney, Washington. Brief as was the time in which he spoke he, nevertheless, spoke feelingly enough to make his audience catch a whiff of the west wind which blows from mountains that can be seen for a hundred and eighty-five miles on a clear day; to make that same audience picture bounteous orchards, enough grain in three counties to feed greater New York for many months, and then to breathe the freedom of the great open West that is still calling to the men of the East. Two such addresses in one morning, ought to give us more than glimpses of the life that is not mere living.

Dec. 6—Miss Florence Marsh gave us an interesting half hour on her recent travels through southwestern Canada extending from Moose-jaw near Winnipeg to Vancouver. She supplemented her account with good stereopticon pictures. After the talk one felt as though Switzerland is not the only interesting mountain country.

Dec. 9.—Dr. George Williams of Kalamazoo College gave a concise and instructive lecture on his visit to Greece. His emphasis on the importance and interest of the Parthenon not only to the classic Greek, but to the traveler and student of today was well put. It may not be out of place to remind resident students of the rich opportunities that the assembly really offers for getting geography and history that is not in the books.

Dec. 13.—The following program was carried out with effect.
CHRISTMAS ASSEMBLY
December 13, 1910.

Program.
“‘The First Nowell’…….Old English
The Treble Clef Club.
(a) “Oh Night, Peaceful and Calm”
—Old Normandy
(b) Noël of the Birds …….Provencal
The Chaminade Club.
“Silent Night” ……………..Haydn
The Choral Union.
A Christmas Story, A Christmas Mystery, The Story of Three Wise Men
—William Locke
Miss Master.
“Nazareth” ……………….Gounod
The Choral Union.
“Cantique de Noël”, Modern … Adam
Miss Rosecrants and mixed octette.

Miss Master’s rendering of Mr. Locke’s new story, “A Christmas Mystery” was in harmony with the sentiment of the story which is of the rare type that verges on sentimentality and yet never drops to that level. Her reading had a fitting setting in the Old English, Provencal and more recent “Noëls” or Christmas songs. The whole program was in keeping with the Christmas season.

January 6, 1911.—The first assembly of the new year was addressed by Mr. Phelan of the Rural School Department on a live urban subject, the workings of a great metropolitan newspaper. His remarks were based on a day’s experiences in the offices of the Chicago Tribune, the Chicago Press Association, and the great Associated Press; the two last named offices, he visited with a view to relating their work to an individual paper, in this instance the Tribune. What Mr. Phelan seemed to most lastingly bring away with him is the speed with which newspaper men work, the exhausting nature of that work and the intense love for it ranging from the office boy to the managing editor.

The assembly of January 10 was under the direction of Miss Florence Marsh and was a decided musical treat—a recital of piano numbers given by Miss Margaret Cobb with the assistance of Miss Aileen Van Buskirk, violinist. Miss Cobb has recently returned from a year’s study and travel in Germany, and it was a great pleasure for her friends among the faculty and students to listen to her again. Miss Cobb’s numbers were opened by one, a novelty to her audience—an old French Rigaudon by Rameau, transcribed by Godowsky. Two characteristic Chopin numbers followed: The Third Impromptu and the Scherzo in E major. An interesting group that suited Miss Cobb’s adequate style was Leschetizky’s Arabesque and the Concert Etude by our own American composer, MacDowell. Miss Van Buskirk won her audience immediately by her excellent rendering of the First Concerto by de Beriot, and for an encore she played MacDowell’s “To a Wild Rose”. Her second number was Raff’s beautiful Cavatina.

Jan. 13. What is a man’s life? What is the end and aim of education? The answer is too frequently ignored, or at best but perfunctorily or scholastically considered. That such answer should rather effect our living, Mr. Reinholdo attempted to show in his assembly talk. He believes that the aspects of man’s nature known as knowing, willing, and feeling might with profit to many of us be considered in the reverse order for their importance in life and education. At least may it not be true that some of us need to cultivate our emotional nature more fully in an age and among a people who are famous for doing and demanding the reason why?

Jan. 17. Mrs. Mary B. Ferrey of the Michigan Pioneer and Historical Society held the assembly delighted by a profitable half hour’s talk on some of the aspects of Michigan history. This she supplemented with an appeal to teachers of the state to hand down its rich heritage to children under their care. The time will come when we shall regret what the spirit of progress has
cost us in the destruction of historic buildings and landmarks. The publications of the society of which Mrs. Ferrey is clerk to H. R. Panttengill, Secretary, offers rich material to teacher, historian or novelist, and should be better known by all of us. These publications now number thirty-six large octavo volumes. Mr. C. M. Burton, president of the society has a private library of over 35,000 volumes and holds more original manuscripts than any historical society in America. With such a wealth of material within our own bounds, there can be no excuse for any Michigan teacher who fails to make use, somewhere in his work, of these materials. Peter White we should know as well as Peter the Hermit, and Pontiac as Pocahontas.

Pictures in the Normal School.
Corridor 1st Floor.

NAME
Large Carbon Photograph of Statue of Lincoln (Lincoln Park, Chicago)—Photograph of Bas Relief of Gen. Shaw.
Flight of Night, Mural Painting in Capitol, Albany, N. Y.—Christ head, Detail from “The Holy Family”—Laughing Cavalier—Man with the Glove—Death staying the hand of the young Sculptor, Photo from bas relief—

Library.

Autumn, Sheep—Dutch Cottage Interior—Portrait of My Mother—By the River—Photographs of Columbia University—Ploughing—Photograph of Lincoln—Washington—Mother and Child—Sunset at Capri—

Department of Education.
Courtyard of the Bargello, Florence—Photographs of Jane Addams and Dr. Dewey.

German Room.
Mother and Child—Parthenon—Pyramids—Frieze, Chaucers Pilgrimage to Canterbury—

History Room.
Mother and Child—Parthenon—Pyramids—

English Room.
Frieze, Chaucers Pilgrimage to Canterbury—

ARTIST.
St. Gaudens, American Sculptor.
St. Gaudens, American Sculptor.
Wm. Hunt, American Artist.
Murillo, Spanish.
Frans Hals, Dutch.
Titian, Italian.
Daniel French, Am. Sculptor.
Michelangelo, Italian.
Mesdag, Dutch.
Edwin Blashfield, American.
Holbein, the Younger, German.
Barducci, Italian.
Anton Mauve, Dutch.
Joseph Israels, Dutch.
Whistler, American.
Le Rolle, French.
Rosa Bonheur, French.
Gilbert Stuart, American.
Madame Le Brun, French.
Karl Bohme, German.
Gari Melchers, American.

Photograph colored.

Robert Sewall, American.
Department of Expression.

Frieze, Holy Grail—
Edwin Abbey, American.

Music Room.

Avenue of Trees, Middleharnis—
Hobbema, Dutch.

St. Cecelia—
Carlo Dolci.

The Sower—

Rural School.

Landscape—

English Room Preparatory Dept.

Detail from the Frieze Holy Grail,
Edwin Abbey, American.

(Key to the Castle)—
Sir Frederick Watts, English.

Sir Galahad—

Latin Room.

Roman Forum—
Photograph.

Coliseum—
Photograph.

Cicero's Denunciation of Cataline—
Maccari, Italian.

Art Rooms.

Edge of the Forest—
Theo. Rousseau, French.

Lake Albani—
Corot, French.

The Storm—
Corot, French.

The Blue Mill, Belgium—
Fritz Thaulow, French.

Water colors, oils and charcoal studies
Misses Goldsworthy and Balch.

Assembly Hall.

1 Frieze of the Prophets, color—
Sargent, American.

2 The Guild of Wool—
Rembrandt, Dutch.

3 The Blue Boy—
Gainsborough, English.

4 Children of Chas. I—
Van Dyck, Dutch.

5 Going to Work—
Millet, French.

6 Oil Painting, Autumn, (Class of '10)
Theodore Steele, American.

Corridor. Second Floor.

Frieze, Singing Boys—
Della Robbia, Italian.

York Minster—
Photograph.

Durham Cathedral—
Photograph.

Sir Galahad and Knights—
Training School.

Detail from Holy Grail—
Edwin Abbey, American.

Frieze, "The Departure."—

First Steps—
Millet, French.

Feeding her Birds—
Millet, French.

Christ Child—
Murillo, Spanish.

Innocence—
Reynolds, English.

Family by the Sea—
First Grade.

His Majesty—
Bloomers, Dutch.

Animal Pictures—
Second Grade.

Iron Guard—
Gambar Bolton, American.

Arabian Outposts—
Photographs.

Christ in the Temple—
Third Grade.

I hear a Voice—
Junck, (German Print)

Lord of all I survey—
Fourth Grade.

Cattle Study—
Schreyer, German.

Troyon, French.
Sixth Grade.
Dicksie, English.
Troyon, French.

Seventh Grade.
Van Dyck, Dutch.

Eighth Grade.
Corot, French.

Library—Training School.
St. Gaudens, American.
Constable, English.
Robert Blum, American.
Frederick Remington, American.

NEWS NOTES.

On Monday, November 21, the Erosophian society had the pleasure of listening to a very interesting address on Berea College and education among the mountain dwellers of Kentucky.

The last meeting of the Erosophian society, for the term was held Wednesday, December 14th, at four o’clock. The program consisted of a debate: Resolved, “That Football Should be Abolished.”

Affirmative—Seth Baker, leader, assisted by Clyde Ewing and Ray Adams.
Negative—Frank Carpenter, Richard Healy and Lee Fisher.

In addition to the student reporters whose names were mentioned in the November Record, the following persons have been chosen from the rural department, Ruth Sherman and Hazel Stevens from the senior and Edna Minnich and Alice Mack from the junior class.

The class in Musical History is conducted each Friday on the lines of a musical society with parliamentary rules. Each week, a different chairman, secretary and director of music is in charge, and subjects of current interest in magazines and papers are discussed. Miss Marcia Warner, who had just returned from grand opera in Chicago, gave a talk on the operas she had heard and her visit to the Chicago Normal Training School, which was very interesting, on Nov. 18.

On Saturday, November 26, Miss Zimmermann’s advanced German classes gathered in the library of the training school to spend a “German” evening, and to organize a permanent German club. German games were played, German folk-songs sung, and Christmas songs practiced.

The Rural Junior Literary Society met Friday, Jan 13th, in the library of the training school. Two papers were given, one on the “Rural School” by Miss Antoinette Hutchinson. Another on the “Consolidation of Rural Schools” was read by Miss Alice.
Mack. It was suggested that the members consider another name for their society, the present one being too long.

On Thursday, Jan. 5th, six students from the kindergarten department, chaperoned by Miss Gage, went to Chicago to visit the kindergartens and to attend Grand Opera. They stayed at Gertrude House, a resident kindergarten college. The time spent there was made most enjoyable by the cordiality of both the students and the faculty.

The kindergartens visited were the mission kindergarten in charge of Miss Mary Ely, which is in connection with Armour Institute, and the one conducted by Miss Allen in the School of Education at the University of Chicago. One of the most interesting features of the visit at this school was the aesthetic dancing taught to a class of first grade children by Miss Hinman, who has recently published a book of original methods of teaching this subject. It was also a pleasure to meet Mrs. Gudrun Thorne-Thomsen, who will be remembered for her story hours here. One morning was spent in Hull house, in going about the various buildings containing class rooms for all kinds of industries, from black-smithing to clay modelling, rooms for games, lunch rooms, rest rooms, pleasant libraries, halls for clubs and dancing, and a well-equipped theater in which amateur plays are given. Not the least interesting place was the Mary Crane Nursery where children of laboring women are cared for during the day.

The operas attended were, "The Girl of the Golden West", "Rigoletto" and a gala performance, consisting of one act from each of the six best operas given during the season.

On the evening of November 11th the seniors enjoyed a social time in the gymnasium by themselves. Members of the class furnished music during the evening, games were enjoyed and refreshments were served in the corridor by the young women of the domestic science department. A general good time was enjoyed by the upper classmen who left with the hope of a repetition of the occasion in the near future.

The Choral Union is showing a great deal of enthusiasm over the opera "Erminie". During the past few weeks its members have worked on the action as well as the music of the opera. The work was slightly interrupted by the preparation of two numbers for the St. Cecilia evening given by the music and art departments. A Choral Union party was enjoyed December 9th, the members of the organization wearing fancy costumes for the occasion.

On account of the football game between Mt. Pleasant and the Western Normal only a business meeting of the Rural Seminar was held November 5th. Miss Hazel Stevens was elected reporter for the rural school department and the work of the Seminar for the winter session was discussed. Lawrence Tanis was chosen to lead the Seminar yells, and was elected vice president of the Advanced Seminars, then the meeting adjourned, the members attending the game in a body. The following program was presented at the next meeting, November 18th: Current Events—The Misses Prout, Bartzen, Thomas and Milham. Sociology—Miss Bartholomew.

Mr. Manny spoke December 17th before the Chicago Collegiate Alumnae on "The Vocational Training of Women." He addressed schools at Waukegon and Lake Villa, Illinois and visited the Allendale Farm (the original in many ways of Lake Farm near Kalamazoo) and conducted a conference with its school force and the directors.

Two very interesting trips were taken by students in Miss Koch's classes recently. One, to the American Livery Stables, was taken in connection with the study of horses, while the second to the Dairyman's Milk Co., illustrated the sanitary processes of making butter and caring for the milk which is distributed through the city.

The Y. W. C. A. of the Normal was fortunate in having as a December visitor Miss Helen Barnes, a national secretary, of New York City. Miss Barnes is interested in rural association work and gave an interesting talk to the
rural students on that subject. She also met with several of the association girls for a short service.

A business meeting for election of officers and the transaction of other matters was held Jan. 9 by the young women of the Ampietyon society. A social hour with refreshments followed the business meeting.

Members of the Choral Union enjoyed an informal costume party December 9 in the Normal gymnasium. Games were enjoyed and in the three-legged contest Glenn Sooy and B. W. Storer won the prize. Miss Charlotte Ball won in the dumb-bell race. The guests formed a "bread-line" late in the evening and were served to ice cream and wafers.

Officers were elected by the Seminar of the rural department before school closed in December, the election resulting as follows: President, Lawrence Tanis; vice president, Verne Haskin; secretary-treasurer, Cecile Ruell; chairman of executive-committee, Anthony Mulder.

Several members of the Normal faculty will address the teachers of the Three Rivers schools this term, the dates being as follows: Jan. 23—The Modern Kindergarten, Miss Gage. Feb. 6—Tests of Success in the Grades, Miss Densmore. Feb. 20—President Waldo. March 20—Music in the Grades, Miss Florence Marsh.

The winter term of school opened Tuesday, Jan. 3 with most of the old students back and many new ones enrolled. Early registration made it possible to begin classes almost immediately after the opening of the term and regular class work was resumed on the first day of school.

Sixty new lockers have been installed in the girls’ locker room in the basement of the gymnasium, there now being a number sufficient to accommodate all of the students desiring lockers.

Mr. B. L. Jones of the English department spent the vacation in study at the University of Michigan in the Macmillan Pocket Series contains material from a dozen books of the Bible arranged in good literary form with marginal references to the original "verses." This will be valuable for use in school and also for private reading. One needs to go at the Bible from new standpoints. (235 pp. 25 cents.)

Page, Esquire and Knight by Lansing has been tried out by the boys at the Lake Farm and has passed the test they gave it. (Ginn & Co.)

Short and Elson, Secondary School Mathematics aims to treat mathematics as a single subject growing out of its real use and not as a number of "branches" or even twigs as some high schools consider it. The point of view given here will be useful in unifying other subjects as well as mathematics. (D. C. Heath & Co. 182 pp.)

Shop Problems in Mathematics by Breckinridge, Mersereau and Moore. (Ginn & Co.) "The aim is twofold: first to impart to the student information in regard to shops and shop materials, including the names of the parts of machines used in wood working and metal working; second, to give a thorough training in the mathematical operations that are useful in shop practice and science." The authors have provided another link in the development of secondary school work as a curriculum of valuable related problems and activities instead of a mass of unrelated bits of subject matter.

The Personal Equation by Lawrence McTurnan. (Atkinson, Mentzner and Grover.) The renaissance of story telling is sometimes in danger of not leading on into the years that follow childhood. Any attempt to follow up the many beginnings of today by showing what the story and especially biography can mean in later periods is sure to be appreciated. The chapters here on "Work-a-day heroes", "Great women", "The human side of heroes", "Contributions of adversity", "The teacher and the artist", etc. savoring as they do of Samuel Smiles and like writers, yet present a modern introduction into an important field. The bibliography of...
twenty six pages gives reference to material on the lives of women, rulers, statesmen, military and naval heroes, reformers, philanthropists, educators, pioneers, explorers, scientists, inventors, industrial heroes, artists, musicians and great writers.

Principles of Education by Frederick E. Bolton of the University of Iowa. (Scribners.) This is a large book of nearly eight hundred pages. The chief stress is laid upon the psychological side and the point of view seems best stated as that of a modified G. Stanley Hall school. One must read some of the chapters with more reservation than is desirable yet any student will profit by an acquaintance with the author's straightforward presentation of such important topics as "Development and specialization of the nervous system", "Recapitulation", "Culture epochs Theory", "From fundamental to accessory", "Work, fatigue and hygiene", "Volition and moral education", "General discipline and educational values", etc. These are among the subjects which superintendents, teachers, parents and school board members must understand better before school efficiency can advance very rapidly.

Ethics for Children by Ella Lyman Cabot. (Houghton, Mifflin Co.) The appointment of a state commission to discuss moral instruction in the public schools of Michigan calls attention to similar efforts in other states. South Dakota has taken the problem seriously and as a result this book has been prepared offering "definite ethical narrative and definite suggestion for teaching during every month of the school term from the first day to the end of the Eighth Grade". Experience with it in the hands of the teacher of the eighth grade in the training school has proved its value. One need not commit himself to any of the various schools of moral instruction in order to profit by the excellent selection and arrangement of material. Each year has a center of interest ranging from "Helpfulness" in the first grade and "Home Life" in the second to "Patriotism" in the seventh and "Choosing a calling" in the eighth.

The Worker and the State by Arthur D. Dean, Chief, Division of Trade-Schools, New York State Education Department. (The Century Co. 1910 Pp. XIX x 355. Price $1.32.) Students who have taken the course in the psychology of occupations will find that Mr. Dean has brought together in this work just what is needed to enable them to understand present tendencies and needs. Not only those who have taken manual training and domestic science will gain from it, for the movement in the state as indicated by the work of the commission on vocational training, whose report is just in press will compel the attention of all progressive teachers to the next steps Michigan schools can take in this direction.

Education in Sexual Physiology and Hygiene by Philip Zenner, M. D., is the result of practical experiments with students in college and below upon a subject needing attention. (The Robert Clarke Co., Cincinnati, 126 pp.)

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Another hygiene series indicates the increasing interest in the subject. Davison, Human Body and Health, Elementary Book, 40 cents; Intermediate, 50 cents; Advanced, 80 cents. The books are scientific and interesting. They will be serviceable in the home and the children's club as well as in the school.

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ADDRESS OUR NEAREST OFFICE
News Notes

The Ampictyon society gave a reception Jan. 16 in honor of Miss Nellie Bek of Grand Rapids who has returned to the Normal. Miss Bek is a former president of the society, who has spent the last three months in New York. Mr. Sprau of the faculty gave an address and Miss Bek gave her impressions of life in New York. Music was furnished by the Misses Lucile Scheid and Charlotte Manni and refreshments were served.

An informal faculty party was held Friday evening, Jan 13, at the home of Miss Gage in the residence of Mr. and Mrs. F. L. Chappel, Stuart Ave.

A Christmas party was enjoyed by the members of the faculty December 10. Supper was served in the lunch room of the training school at 6:30, decorations of Christmas bells and greens transforming the room into a most attractive place. After the supper a Christmas tree in the rotunda was unloaded; every guest receiving from Santa Claus an appropriate gift.

In conformance with a resolution adopted by the Michigan State Teachers’ Association at Bay City last October Mr. Warriner has appointed a commission to study the question of moral and ethical training with a view to recommending a definite course of instruction in this department for both the elementary and high schools of the state. Mr. Frank A. Manny of the Normal faculty is a member of the committee.

Cupid was very busy in the faculty during the holiday season. Miss Mary M. Master, head of the department of expression, was married in Chicago on December 28 to Mr. Henry Needham, a magazine writer of prominence. Mrs. Needham will continue her work at the Normal for the present.

Mr. George Jillson, assistant in the science department, was married during the holidays to Miss Katheryn Pearce of South Haven.

The day before Christmas at a party given in her home at Lexington, Mass., Miss Mildred Davis announced her engagement to Mr. Oscar Shepard of Milton, Mass.
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News Notes

During the latter part of December Mr. Phelan of the rural department talked at an institute in Portage on "The Future of the Rural School" and gave two addresses at Cooper on "Social Progress."

The Normal Literary Society held its first meeting of the new term January 5. Mr. Hickey addressed the society early in the evening on "Theodore Roosevelt and Frontier Days at Cheyenne, Wyoming." Following the talk election of officers took place with the following results: President, Charles Carroll; vice president, Miss Susie Parks; secretary, Miss Aura Cathcart; assistant secretary, Miss Pearl Meeks. Mr. Hickey was enrolled as an honorary member of the society. The inaugural of the new president was held Jan. 12.

A Round Table of manual training teachers of Western Michigan, was organized in Kalamazoo in December largely through the efforts of Mr. Waite, supervisor of manual training in the Normal. A temporary constitution was adopted and officers chosen. The next meeting will be held in February in Muskegon. Grand Rapids, Muskegon, Battle Creek, Jackson and Kalamazoo were represented at the initial meeting.

South Haven has installed manual training in its schools with Ralph Win does '11 in charge.

Mr. Manny of the faculty entertained the young men of the manual training department with a few others Sunday evening, January 8, at his residence in west Kalamazoo Avenue. Mayor C. H. Farrell talked on "Municipal Problems of Today" and Bert Ford gave several piano selections.

Mr. C. J. Albert, Manager of the Albert Teachers' Agency of Chicago, has opened Western Offices at Spokane, Washington, and Boise, Idaho. Mr. S. S. Endslo is the manager of the Spokane office, while Miss S. Belle Chamberlain, late State Supt. of Public Instruction in Idaho, is in charge of the office at Boise. This Agency has been in existence for a quarter of a century under the direct management of Mr. Albert and passed all records in 1910.

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Report of the Music Section at the M. S. T. A.

A fitting prelude to the program offered at the meeting of the Music Section, was the excellent recital given by Charles H. White of Bay City on the new organ at the Masonic Temple. An audience of over six hundred people attended the recital and fully four hundred for the address and paper which followed. The children of Grade I, Wenonah School, Bay City, rendered a group of children's songs, and Miss Margaret Eldred, Supervisor of Music at Hastings, sang delightfully a group descriptive of different countries: Holland, China, Japan and Germany from the new Cycle of Art Songs by Otto Miessner, and responded with an encore.

Miss Jennie Worthington, Supervisor of Music at Albion read a paper sent by Osbourne McConathy of Chelsea, Mass on "High School Music" which was discussed in a very convincing way by Jesse Davis, Prin. Central High School, Grand Rapids. Mr. Davis told of the various organizations of a musical nature in his school, and of the new courses in theory, and appreciation which will be introduced when the new building is occupied.

Rev. William J. Finn, Conductor of the Paulist Choristers of Chicago, gave the address. The subject: "Training the Child Voice in Relation to Current School Methods" was handled in a scholarly manner by the speaker, who gave liberally of his broad experience both in this country and Europe. At the close of his address, on motion of Prof. Harper Maybee of Mt. Pleasant Normal School, it was resolved unanimously that the executive committee of the Association be asked to make provision at the meeting of the Music Section in 1911 for a demonstration by Rev. Fr. Finn of his methods with a
group of boys from his choir, and that provision be made for a song recital by Otto Miessner and Madame North or some other standard exponents of children's songs.

A Round Table in charge of Mrs. Kate Wilson of Saginaw followed by a short social session brought to a conclusion a thoroughly helpful meeting. The officers for the ensuing year are: Chairman, Harper Maybee; Director of Music, Mt. Pleasant Normal, and Secretary, Mrs. A. B. Cutting, Supervisor of Music, Battle Creek.

Among the supervisors present were the following from W. S. N. S.—Ruth East, '07, Grand Haven; Mrs. Jeanette Cauffman, '08, Romeo; and Margaret Eldred, '09, Hastings. Ethel Gibbs, '07, Traverse City, who was on the program for a group of songs was prevented from attending by illness.

Florence Marsh. Chairman.

A SMILE OR TWO.
A True Disciple of Isaac Walton.

"Johnnie, come in to dinner!"

Mrs. Slater stood at the door of her cottage, looking over toward a small boy who was fishing with a bent pin and a herring bone on the brim of a puddle.

"Johnnie—dinner!"

Still the boy went on fishing.

"Johnnie!"

No answer.

"If you don’t come in to dinner at once, my son," threatened Mrs. Slater, "I won’t give you any at all!"

Only a sudden tension of the small boy’s frame as he gazed eagerly into the depths of the murky puddle.

Mrs. Slater’s patience was at an end. Silently she crept up behind the delinquent, and then, suddenly seizing him by the shoulders, shook him violently to and fro.

"You rascal!" she cried. "Didn’t you hear me call?"

"No, ma," replied the youngster stoutly. "I didn’t hear you the first three times, and the last time I had a bite!"

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A Good Fit.
The colonel’s new gray trousers, of which he was very proud, had a big black smear of grease on them. The following comment thereon occurred between him and Mose anent cleaning them.

"Have you tried gasoline?" "Yas I done tried gasoline, but it done no good." "Did you try brown paper and a hot iron?" "Yessur, I tried a hot iron. I tried everything and nothing works." As a last resort the colonel asked: "Have you tried ammonia?" "No boss," said Mose, "I aint tried em on me, but I knows, they’ll fit."

A Foreign Commission.
When the telephone bell rang the librarian hastened to answer it. The day was stormy, and few people had been into the library, so that she was glad of an interview, even over the wires. She at once recognized the voice of one of the indefatigable "latest novel" readers.

"What can I do for you?" she asked pleasantly. "Shall I have a parcel of books ready for Johnny to take up to you when he comes in after school? Three cards belonging in your family are here now."

"It’s so stormy we kept Johnny at home," said the voice at the other end. "Can you— do you know German well?"

"Fairly," said the librarian; "do you? Would you like an interesting German story? I can choose two or three for you."

"Mercy, no!" came in a subdued shriek. "I couldn’t read a word of them. Are you busy this minute? If you aren’t, would you spell out for me in German, ‘I miss you worse and worse, and mother says my appetite isn’t what it was.’ My dearest friend is in Berlin, and I thought if I could just put that, underlined, at the end of my letter, it would mean so much more to her than if I said it in English. Please spell slowly because I can’t write fast while I have to hold on to the receiver with my other hand. Now I’m all ready to begin."
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