The Kalamazoo Normal Record

Vol. 1 February 1911 No. 7

Published monthly by the faculty and students of the Western State Normal Kalamazoo Michigan
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Alumni Notes

Miss Blanche Carmody of the life certificate class of 1909 has recently taken a grade position in the public schools of Grand Rapids, her home, and teaches domestic science in the night school.

Miss Edyth Grimes 1909, was married February 14 at her home in Paw Paw to Dr. Kirby of Hillsdale, where they are residing.

Mrs. Gertrude Mills Cole, ’08 special art, is assisting in the art department of the Normal this term.

Announcement has been made of the engagement of Miss Ruth Hendryx of the kindergarten class of 1908, to Carl Mosier of Paw Paw. Miss Hendryx is teaching in Kalamazoo.

Miss Maude Traut, 1909, is teaching in the seventh grade of the Jackson schools.

George Judson ’07 is spending this year in Arizona where he has a teaching position.

Miss Minnie Engel ’09 has recently taken charge of work in domestic science in the South Haven schools.

Miss Beatrice Ferguson ’09 is teaching in the grades at Hammond, Ind.

Miss Mildred Patterson of the 1910 class has recently accepted a position in the state school at Coldwater.

Carl F. Rodgers ’10 who is in charge of the manual training work in the Keokuk, Iowa schools, spent a portion of the holiday vacation in Kalamazoo.

Miss Mabel Fuller is now teaching at Chester Mass.

Graded School

1907.

Miss Plura Boyer is teaching at her home in Lawton.

Mrs. C. A. Bellows, formerly Miss Maude Knauss of this class, resides in Toledo, Ohio.

Miss Areta Waters is teaching in the public schools of Centralia, Washington.

1908.

Miss Adeline Carson is now Mrs. Joe Bates and lives in Galesburg.

Mrs. Graham, formerly Miss Rena Draper, resides at Yorkville.
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Alumni Notes.

1909.
Miss Ethel Arner is teaching in the primary grades at Iron Belt, Wis.
Miss Minta Fleming has a position in the Hudson schools.
Miss Nina Stevens was married to Mr. Carpenter of Goblesville in December, 1909 and resides in that village.
Mrs. William Cook, formerly Miss Bernice Warner, resides in Coldwater where she taught before her marriage last June.
Miss Mary Wyllys is teaching in the country near Quincy.

1910.
Miss Laverne Argabright is teaching in the grades at Dowagiac.
Miss Bessie Bachelder is teaching in the Plainwell schools.
Miss Bessie Barker has a grade position in Big Rapids.
Miss Mildred Brody is teaching at her home in Dowagiac.
Miss May Burkitt is teaching at Coloma this year.

Mrs. Mae Evarts has a grade position in Battle Creek.
Miss Mabel Haven is teaching in the schools at Big Rapids.
Miss Arlien Hoffmaster is teaching at Boyne City.
Miss Fanny Kooiker has a position in the Holland schools.
Miss Loretta Marantette is teaching in the grades at Jackson.
Miss Myrtle McWilliams is teaching in the country near her home in Paw Paw.
Miss Lauty Robinson is teaching in the grades at Schoolcraft.
Miss Edith Sawyer has a position in the Zeeland schools.
Miss Bernice Sisson is teaching in Plainwell.
Miss Lois Warrant has a grade position at Jackson.
Miss Veryl Williams is in South Haven, teaching in the grades.
Miss Hazel Young is teaching a country school near her home at Marcellus.
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A SMILE OR TWO.

A Human Tendency.
The College President.
Such rawness in a student is a shame;
But lack of preparation is to blame.

The High School Principal.
Good Heavens! What crudity! The boy's a fool;
The fault, of course, is with the grammar school.

The Grammar Principal.
Would that such a dunce I might be spared!
They send them up to me so unprepared.

The Primary Teacher.
Poor kindergarten blockhead! And they call
That "preparation"! Worse than none at all.

The Kindergarten Teacher.
Never such lack of training did I see!
What sort of person can the mother be?

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The Mother.
You stupid child! But, then, you're not to blame,
Your father's family are all the same.

The Philosopher.
Shall father in his folk's defense be heard?
No. Let the mother have the final word.
—Puck.

A schoolteacher instructed a pupil to purchase a grammar and received next day, this note from the child's mother:

"I do not desire for Lulu shall engage in grammar as I prefer her to engage in useful studies and can learn her how to spoke and write properly myself. I have went through two grammars myself and I cant say they did me no good, I prefer her engage in german and drawing and vocal music on the piano.

A Bad Example.

Speaking of bad examples, a schoolboy says his arithmetic is full of 'em.
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CLOTHIER, HATTER and FURNISHER
The Point of View of Contemporary Education.

Persons at all familiar with the history of education since the Renaissance know that the effort of great reformers, as Locke, Rousseau, Herbart, Spencer, and their disciples, has been to abolish barren formalism from the school and put concrete, vital significant work in its place. The charge has been repeatedly made by these observers that pupils are taught words in the place of realities, and they are turned into the world full of verbal learning but without judgment or competency. The school of the past was apparently a stronghold of mere conventionalism. The term "scholastic" now denotes arid, fruitless verbalizing; and to say that a proposition or a theory is "academic" is to condemn it as dull, empty, sterile, and framed without reference to the actual constitution of things. An academician isolates himself from man and nature, and gives himself to speculating in a mechanical way about them. He plays unendingly the game of words, following as best he can the rules of formal logic. The typical school-trained man is, according to tradition, of little moment in the world, for he neither initiates activities of any sort, nor can he add to the momentum of movements set a-going by others.

Without question the schools have improved considerably in America and certain European countries since Locke paid his compliments to scholasticism in teaching; but yet viewed from one standpoint we are not now as well off in matters educational as they were in his day. Life with us is far more complex than it was in Locke's time. Knowledge in every field, and particularly science in its pure and applied aspects, has increased a thousandfold. For successful living in America today one must think more readily and accurately, and act more promptly and effectively than was demanded three centuries ago. Education in the present ought to accomplish a vast deal more for an individual than it did at the beginning of the Renaissance in Europe. Certainly the school in any age or community should gain in efficiency just in the measure that the environment of its pupils increases in complexity. But has the school among us kept pace with the evolution of society? Or has it actually been losing in the race, even though it has been making some progress? Has it abandoned in toto the aims and methods of scholasticism, or is it still wedded to formalism, though the bonds may be loosening? If we keep out of view altogether the evolution of mankind, and compare the school of today with that of the Renaissance, we might congratulate ourselves upon our great advance toward virile, effective instruction; but if we compare the efficiency of the
schools of both periods in their respective environments, will we find cause for rejoicing?

Speaking generally, teachers are temperamentally conservative and conventional, more so than any body of persons in the community, unless possibly the ministers. The reasons for this are evident to one acquainted with educational work, and the academic history and social relations of the typical teacher. For one thing, we have inherited the conception that the school should keep aloof from active life, concerning itself entirely with things traditional; and the teacher should confine his sphere of action wholly to the class-room. In a majority of cities and towns in our country, (happily not in all of them), the teachers do not participate to any extent in the characteristic social, political, or industrial activities. As a consequence they often do not realize clearly what the ideals and spirit of the times are, and they are not in active sympathy with the great enterprises of the day. They are a group apart, preserving the traditions of the fathers; and while they are in modern life they are often not of it. Fortunately there are signs in various parts of the country which indicate that we are entering upon a new era, when the teacher will forsake his cloistral life, and be a man among men; but in some sections of the country there are yet but slight evidences of an awakening, though the situation is more encouraging than in a country like Italy or England even.

It should be noted that the training of the teacher has tended and does still tend usually to make him traditional and formal-minded, and secluded in his tendencies. In order to get a certificate entitling him to teach the young idea how to shoot he must equip himself with formal, technical learning. As a rule he is not asked questions relating to the essential characteristics of contemporary life, and no test is made to determine his interests in, or ability to deal effectively with, his present social and natural environments. He might live in France or South Africa or Greenland, and pass, with a grade of excellent, his examination to teach in America. You can hear certain sorts of people in every part of the country say that the business of the school is to impart traditional, verbal knowledge. School directors command instructors (who commonly do not need to be much urged), to teach the rising generation what they were themselves taught, and in the same manner, for this is the best way to "discipline the mind". So one may go into the school from the home, or the street, or the store in many a community, and he will find himself in strange surroundings, where more or less mediaeval ideals and methods of doing things prevail, though happily we are better off in this respect than most European countries. Out in the world people are active, dynamic; they are concerned most of the time with matters of importance to their well-being, and they know it. Consequently their faculties are always alert, and they use them as a unity at all times; for every concrete situation in real life involves perception, memory, reason and most of the other powers with which a human being is equipped. It is only in the formal type of school that the mind is dissected, and an attempt made to "strengthen" and "sharpen" isolated faculties. Students of human nature have long been decrying the ancient conception of the department-store plan of the human mind, but their teachings have not yet had much effect upon the deliberations of school boards in many communities, or the processes of the school-room.

It is easy to understand why some men among us believe that the longer a pupil remains under the conventional regime in school or college the greater the danger that he will acquire habits of mind and of conduct that will alienate him from instead of give him a mastery over the world in which he must live.

What is needed most imperatively in the schools of our country is the general adoption of the modern point of view regarding the sort of experiences an individual must have in order to be prepared for effective adjustment to
his environments. But this point of view can not be put into successful practice until teachers learn much themselves besides verbal, technical, formal knowledge, and until mere learning is esteemed of less moment than efficiency in practical living. This means that the people who employ teachers must prize competency in them more than mere school-keeping ability, and they must be willing to pay for this competency. A man who understands modern life, and knows how to adapt himself thereto will be wanted in business and law and medicine, and school boards as a general thing do not desire him as eagerly as do the captains of industry. Second or third rate men will do for the schools in the majority perhaps of our communities, much as one dislikes to acknowledge it; and these are the men who are formal, conventional, and who preserve the traditional ideals. The schools have fared badly in competition with the shops and the counting houses and the offices of all sorts for efficient men; the rewards they have been able to offer have appealed to a very serious extent to the unfit or the left-overs. If we shall ever succeed in making the school a leader in social progress, reform must begin right here; teaching must be made attractive to men and women of vital instead of mere formal interests and abilities.

One can always tell the teacher who has become imbued with the modern ideal; he does not keep his pupils drilling endlessly on technique, to the neglect of matters of real importance. He leaves technique aside altogether, except as it is essential to the performance of the vital and necessary activities of life. He never isolates technical elements from the content which they are intended to serve. He does not require a pupil to spend his time in spelling, writing, ciphering, learning foreign tongues, and memorizing definitions without employing them in actual situations, typical of those which present themselves in real life. Text books have always been over-loaded with technical material, much of which can not be made of service in modern life; but your formal, scholastically-trained instructor will not eliminate any of this, since, judged by his standards of measurement, it is all equally valuable. It matters not that pupils rebel against such a régime, while they will sacrifice everything for a more vital and life-giving regimen, such as most of the vacation schools offer. The formalists always attach supreme value to drudgery for its own sake in the school-room. They are forced to this view, of course, else how could they live with their consciences? You may hear these dispensers of formal learning denounce the vacation schools, just because pupils are eager to take advantage of their opportunities! People grow in strength by doing what they hate, say the formalists; and again we see from whence has sprung their philosophy. The vacation schools, speaking generally, have broken with tradition, and have taken for their aim to introduce children to the realities about them, and to adapt all they do to the nature and interests of their pupils. They have hardly got started yet, and they make no claim to being anything but crude and imperfect; but they have the point of view, and this is the main thing after all. Abolish all merely technical minutiae, and keep form subordinated to vital, dynamic, meaningful content; this is the new gospel which our regular schools need to ponder and to be guided by in all their work.

How will the more general adoption of this point of view affect our present practice? For one thing it will lead to the elimination of at least one-third of what is now taught under the head of arithmetic. Pupils will give their attention to small numbers, in application to the typical situations in which the majority of individuals will be placed in daily life. All work with numbers running into the billions, now preserved in many schools for the sake of "training mental faculties", and all technical and special processes, as well as all purely gymnastic problems will be abandoned. The aim will be to have the pupil use his arithmetic wherever it will serve him, and not to gain dexterity in the manipulation
of figures in the class-room. Pupils trained in the formal way, and who satisfy the requirements of a technical regimen, are often utterly devoid of the insight and power in dealing with their environments which arithmetic should give them.

Then spelling will be confined to simple words often used by the majority of persons in their written intercourse with one another; and the time and energy of the child will not be wasted in trying to hold in memory a heap of long and complicated terms which no one but a Milton or a Johnson would ever employ in daily life. "Spell only those words that will be needed, and make them automatic by incessant use in a vital way", will be the motto of the teacher when he abandons his faith in formal training. In writing he will not insist upon technical precision and aesthetic perfection. He will treat writing strictly as a means, and not as a thing of value in itself. If a pupil writes legibly and readily in the expression of virile thoughts, this will be considered as immeasurably better than if his attention is absorbed with matters that ought always to occupy secondary place, and it stifles feeling.

Serious defects in our schools are found in the way they teach the subjects that should give the pupil a clear insight into human and physical nature environing him. We are doubtless employing these subjects more advantageously for the pupil than they did in Renaissance times and than they do in England, France and Italy today, but yet we are progressing altogether too slowly to adequately meet contemporary American needs. One may see teachers using history in the elementary and secondary school mainly for "memory culture"! It is made quite remote from the lives of those who try to master it, and who so often grow to dislike it. One may hear high school pupils wrestling with the names of ancient blood-thirsty barbarians, and the chief concern of the instructor is to get them all remembered and pronounced correctly. In some places the pupil is expected to devote as much time to the study of the Greek and Roman period as to that of his own country. Some of these history instructors manifest no sense whatever of relative values; with them history is history, no matter whether near to or remote from the life of the pupil who is supposed to be assimilating it. Dates and names are easier taught and afford better drill material than the social, industrial, and political activities of a people, and so they are made most prominent. But the new point of view will lead the teacher to choose those periods and phases of history that can be closely related to the experiences of the pupil in his present-day living. It will be the ruling aim of the teacher to make his history interpret the social order in which the pupil finds himself by showing how it has been developed. Topics, and especially men, dates, and events, that do not contribute directly to this end will be cast aside. They may all be of value to the scientific student of mankind but they are, considering the total needs of the individual, of no use to the elementary or high school pupil. The enlightened instructor will not ask his pupils to acquire the facts of history by sheer mnemonic effort; but he will constantly require them to use these facts in showing how existing institutions have evolved to their present condition. His questions will not be When? Who? How many? So much as What? Why? With what results?

There is a deep seated conviction among all students of the subject that pupils are not gaining from the study of literature what it is intended to yield of practical service in daily liv-
Like all other subjects the technical, formal side has been unduly exalted to the detriment of the vital, instructional, inspirational side. One finds instructors who choose selections for the sole purpose of discussing grammatical and rhetorical constructions and qualities of style. These are the matters a formalist can handle easiest, and use best to gratify his rapacity for drill. It is no business of his to get his pupil to read books that will help him to solve some of the great problems arising out of his complex relation to people in modern life. The technician in literature is woefully in need of the new point of view; and when he gets it he will pass over much of the verbiage which now claims his whole attention. He will select for reading those approved works that present social and ethical situations which confront the pupil in his relations with his fellows, and that suggest the most worthy modes of conduct under the circumstances; and in his treatment of the selections he will always keep the social and ethical lessons most prominently in attention, seeking to have them grasped in reference to general principles of conduct and to specific instances arising in the daily life of the pupil. He will draw attention to technique only as it will aid in attaining the main end, and in appreciating and enjoying the selection as a whole. He will have his students read many rather than few works, for he will realize that the novice must take the broad, general view, before he can wisely give attention to details.

Educational reformers have hoped that the study of nature in the schools would give the death stroke to verbalism; but they have suffered disappointment in some measure. A formalist can practice his art in physics as well as in spelling or Latin, or arithmetic. He can require his pupils to learn memoriter text-book statements about nature, which is just as fruitless as requiring them to practice finger exercises on the piano for several years before attempting to express musical feeling. In some places one may listen to recitations in botany, or physics or chemistry where pupils never do anything, but only strive to recall some unintelligible statements given in the book! Think of a science teacher whose students knew nothing about certain terms descriptive of physical phenomena, and who criticized them harshly because they had not studied Latin, for then they would know! Surely he was teaching words, not science, and he is a typical example of what a technician will do with any study, no matter how rich it may be in possibilities for adjusting the pupil to his environments. When he teaches manual training even he will keep his students on definitions and mechanical drawing and tool practice for a considerable period before he will permit them to make anything of interest or service to them. Formalism always exalts technique to the disadvantage of content, which alone can give it value; it puts asunder things which were intended to be always joined together.

American education is beginning to throb with renewed vigor wherever the teachers and the school authorities have felt the enlivening influence of the modern ideal, which makes adaptation to the present social and natural environment the supreme aim of education. But we have only begun the great task of founding educational work in all its details upon the naturalistic instead of the formalistic conception of human nature. If we shall succeed in keeping the school abreast of our general social development we must have the cooperation of all the forces in the community. The school must be conducted by men and women who know what the ideals of modern life are, who are in sympathy with them, and who know how to get them adopted by the rising generation. They must know how to select the small amount of wheat from the immense amount of chaff that has accumulated around scholastic education, and they must be able to so present this to their pupils as to afford them the greatest amount of mental nutrition.

M. V. O'Shea,
Professor of Education.
University of Wisconsin.
LITERARY.
Contributions by the Faculty.

"The Play’s the Thing."
Talk given before Ladies Library Club on "Normal Day".

The recent revival of the acted drama in university, college and school circles has given rise to some questions in regard to its significance; as for instance: What place has the drama in public and social life? What has been its status in the past? and of what value is its study?

It would seem as if one might as well ask, "Of what value is the study of any artistic expression of man’s thoughts and feelings?" We all of us acknowledge the great value in the growth of a people, of Painting and Sculpture,—the expression of man’s thoughts and feelings through form and color. We give to the study of music a prominent place in our school curriculum, conscious of its power as a cultural progressive factor. We cannot nor do we wish to escape our debt to literature through which we trace the attainments of the human race; but beyond a mere glance at the drama as a form in literature, we give very little attention to it. And yet it is the only art that combines all other arts in itself—it paints for us a picture; it gives us beauty of form and color; and charms us with harmony and sometimes rhythm. It is the great mirror in which may be reflected the life and manners and problems of the age, and no history that does not take cognizance of this fact can be altogether adequate.

Perhaps a great part of the vitality of the drama is due to its primary law that being a picture of life, it must present a struggle. If we should take a hasty glance from the beginning of the drama through the medieval ages to the present time, we would find variations in the struggles presented, according to the age in which the play was produced. For instance, we might compare the position of woman as depicted by Goldoni in an old Italian drama with her position as portrayed by Ibsen—in whose plays she has struggled to an independent position; or we might compare the struggles depicted in the great external actions of some of the Elizabethan dramas, with those great struggles of forces within, as shown in our modern psychological plays. While we would find these differences according to the time, we would find, as surely that the great forces impelling these actions were the same forces that are in effect today.

"We are the puppets of a shadow-play,
We dream the plot is woven of our hearts.
Passionately we play the self-same parts
Our fathers have played passionately yesterday
And our sons play tomorrow.
There’s no speech
In all desire, nor any idle word
Men have not said and women have not heard.
We pass and have our gesture; love and pain,
And hope and apprehension and regret.
Weave ordered lines into a pattern set
Not for our pleasure and for us in vain.
The gesture is eternal: we who pass Pass on the gesture; we who pass, pass on
One after one into oblivion,
As shadows dim and vanish from a glass."

There has of course been no great event in all history that has not had as its motive power some great passion of humanity, and it is only when we are able to see and recognize this motive power back of the action, that we are able to read into the heart of his story, and realize that the people of other ages were animated with the same passions that rule today:—loved with our love, fought with our ambition, died with our courage. And, only when we feel this, do they cease to be images and become throbbing, vital individuals. And then it becomes natural to look more and more to the thoughts and the emotions that form the motive power of the deeds of men, as we realize that of such is the kingdom of heaven or hell here on earth.

Now I must ask your indulgence if I speak of some of my own experiences
because I am most qualified to speak from that standpoint.

Some time ago shortly after the presentation of a play by the Normal school, a friend came to me, saying that a prominent club woman of this city had asked her: "Of what value are these plays;—are they really of any worth beyond a mere pretty entertainment?" I presume the question has occurred to a good many—perhaps to you, if you have given it any thought. Certainly, it came very insistently to me and after that pertinent question I felt impelled to make an attempt to answer it, mainly for my own peace of mind.

As you may know, it has been the custom of the Normal school to give two plays a year, usually a Shakespearean play for the senior class outdoor production, and an Elizabethan or modern play in mid-winter. Last year we branched out into Festival work, three classes giving an English, a Greek, and a modern May Festival, respectively. During the work on these, and more especially on the plays (for the Festival fulfills a somewhat different function) these questions reiterated themselves. To what good are the long, long hours spent in the play: on the rehearsals? Is the presentation by the pupil of any value to him? Is the time spent in seeing such a production of any value to the spectator?

I have suggested to you something of the value of those feelings that form the propelling force of actions in every phase of human activity. It is my belief that we underestimate this force in our present education, carrying our education mostly along purely intellectual lines. Through a mistaken idea of the meaning of control, we, as a nation, have, I believe, glorified the masking of our emotions. From the child who holds it beneath him to show affection for a sister or sympathy for a playmate, to the man who scorns to weep with Hamlet, to love with Romeo; to sorrow for Ophelia, and can only laugh at Falstaff, not with him, we have all masked ourselves, until with Stevenson’s misanthrope we sit behind stained glass windows—the design may be very beautiful, the colors very gorgeous, the passer-by may stop to observe, and to admire, but in the meantime the poor dweller sits languishing within, unseen, unheard, unknown.

"Let us, oh, let us be unashamed of soul
As earth lies bare to heaven above."

In the study of literature we give some special attention to the study of Shakespeare—even the least theatrical of us acknowledge his place. We know where the climax of Macbeth is; we spend our grave consideration over the problem of Lady Macbeth’s character. Is she to be pitied or condemned? We delve into that great Hamlet library—attempting to find the hidden springs in the personality of Hamlet. And to some of us these characters are vital human beings but to most of us, I sometimes fear, they are mere forms, on which we hang the clothes that we have made or remodeled. But when we are called upon to play Macbeth he must perforce be a creature of red blood, and not a form. This is a creature of a very different mold. Now must we sit for long, long hours with our heads in our hands thinking, thinking Macbeth until the character allows us to be nothing but Macbeth; thinking not only those thoughts that find utterance, but also all those unuttered broodings; living not only the life that is portrayed, but also that life that is never seen, but merely hinted at until we ourselves have vanished and have become flesh of his flesh—soul of his soul. This ideal should be the aim of every person who vitalizes a character in a play. It is what every student does consciously or unconsciously more or less imperfectly, when he plays a part. Having done this is there anyone who believes that Macbeth is not of infinitely more worth and meaning than he could be in any other study of him?

We seldom think, when studying Shakespeare, how little he cared for the reading public—doing little or nothing towards having his plays published so fundamentally were they written to be acted. So is it true of any drama of worth, the very definition signifying that it is “a picture of life,
written by an author to be performed by actors, in a theater, and before an audience”. No drama, I believe is entitled to that name, until it has stood this test. I have little use for the so-called closet drama and its devotees; agreeing with Brander Mathews when he says, “The closet dramas are all unactable, most of them are unreadable, and many of them are unspeakable”. And as a matter of fact we can have very little more appreciation of a drama that we do not see, than of a song that we do not hear; at least, not until, through the actual experience of vitalizing a character in the play, or through intense study, we are able very imperfectly in the reading of a play, to see it in imagination acted before us. I am impressed more and more with this every time after reading a play, I see its production. Never perhaps was it better illustrated than a few weeks ago, when I saw Mrs. Fiske in Pillars of Society—that great drama in which Ibsen has depicted the struggle of an individual, and his responsibility to the community. I had read it several times; had spent some study on it, but I certainly did not to the full realize the significance of it to every individual and the vitality of its problem in every community until I saw it unfold itself before my eyes in action. The moral of this is excellent; for every play that we see acted gives us so much more power to make alive the next play that we read.

Not only then does the student learn to give a soul to the characters of literature; he learns something of the pretension: that the play’s the thing, and not any one character. Thus this play in which he has lived, in comparison with its mere study, unacted, is like a living lion, brought in beside a painted one, a painted one, which is perhaps more grandiose, more perfect than its living brother, but lacking the spark of of life. For what we forget is that this business of life is carried on, not only by means of speech, but by means of emotion revealed through other media. What we can’t read on the printed page is the toss of the head, the smile on the lips, the tear in the eye, revealing sympathy, love, hate, bitterness, oh! a thousand varying emotions that mean more than any word, yes though written by Shakespeare himself.

And last, the student has some outlet for that creative and life-giving impulse that dwells in each of us. Perhaps some of you know what it means to live “bottled-up” lives. If so then by contrast, you can appreciate how much health comes from a sane creative outlet, how much it makes for progress and self development instead of passiveness and self-deterioration.

Some time ago I wandered into the Academy to see a play which aside from its title was the repetition of scores of melodramas. The title was “The Bride’s Temptation”; the plot, one that you all know:—a hero who has gone away and has sent no word; a villain who takes advantage of his absence to sow seeds of doubt in the mind of the wife; a comedian who frustrates the plans of the villain; and the final punishment of that dark and blasted soul, and the general love feast of the white and good souls. I looked around. The house was well filled; some factory girls; some shop girls, tired after a day’s work, seeking rest; some newsboys; some negroes; some prominent church people; some Normal students; and even some club women. The plot was hackneyed, the humor or wit most obvious and crude, the acting poor, and yet it was greeted with literal cheers for the hero and hisses for the villain. It was eminently a moral play,—all melodramas are. The people who attend them demand it. And as I looked around me, I wondered why they were here. And it seemed to me that if we could find an answer to this and to the crowded vaudentes and Majesties, we would be able to answer some of those questions that I suggested at the first of this paper, as to the place of the drama in social and public life, and the value of its study.

It is of course a well known fact that more people come within the influence of the theater in a night, than come within the influence of the church in many weeks. This you may consider a deplorable fact, but fact it is, and like
all our social and political conditions has to be met as it is with a view to increasing its influence for progress. For any factor that affects a number of people, axiomatically is an influence. Unquestionably the influence of the theater has not been and is not always for progress. There are a good many reasons for this, only one or two of which we can discuss.

We cannot do away with the theater. The demand for the story in action is as instinctive a demand as the demand of our bodies for bread. Through the study of social conditions we have found that few men find play for their activities in their work. This they must get elsewhere—in the saloon, at the gaming table, or at the theater when they vicariously live in the lives of the hero and the heroine, the life that they dream about over their work, a life of egoistic significance that is necessary and vital to them—less harmful even in the present melodrama and moving picture shows than the alternatives of the saloons and other workingmen's amusement places.

Now, it is only when we recognize this demand as fundamental that we can deal with present social conditions. Perhaps the first place to recognize it is in the school. Some provision is made here for physical activities, witness our athletics. But a wider field would be a phase of work that would call into play not only an activity of the body but an activity of the mind and an activity of the spirit that would start the spark of the creative impulse that makes of men gods and not machines.

I believe that much of this can be accomplished in the work on the Festival, and if you will again pardon a personal illustration, I can best explain what I mean by this, by the work done in three classes of the department of Expression, in working out a Greek, English and modern May Festival. (For full particulars see art. in vol. I. No. 2, p. 53 of this publication.) The method used for the Greek May Day will be used as an example. This class decided that they would like again to make alive some of the festivities which the ancient Greeks celebrated in their joy at the return of spring. They determined to devote three weeks of their term's work to a Greek May Festival. In preparation for this, they read up on the home and public life of the Greeks so as to form something of a background for their work. They then acquainted themselves with something of the mythology of the Greeks and especially with that, that had to do with the explanation of spring. They found that the Greeks in celebration of this event, expressed their joy of life by means of the dance, of music, of games, and of pantomime. So the class was divided into groups, each group in charge of one of these forms. Each group found that it had several factors, that must be reckoned with in its work: 1st, the material with which it had to deal; 2nd, the place where it was to be given; 3rd, the people who were to give it; 4th, the people who were to see it. Keeping this in mind, they went about their work. The music group found that early Greek music was written in a different scale from ours which made it more difficult to learn. However, they found the music to a Greek song of spring and to this they adapted a verse written in honor of the Greek celebration of spring. They also found a step used by Greek maidens in their processional, and the combination of the words, music and step served for their processional and recessional.

The group working on the dance, found more difficulty in finding a dance measure, and finally adapted several steps that seemed to partake of the grace and the dignity of the Grecian maidens.

The group working on the dramatization adapted the myth of Ceres and Proserpine and worked it out in pantomime, weaving into it some of the flower myths.

The group working on games found to the interest of the whole class that, our own, "Blind Man's Buff", and "Tag" originated in these early Greek Festivals.

After these reports were brought in each member of the class worked out a program including these and also including those transition steps that
were necessary to pass from a game to a song, from a song to the pantomine etc. This in brief was the method followed by each class. Thus was the Festival the medium for the expression of physical, mental, and spiritual activities.

I can but feel that this has a very pertinent significance to people of the community as well as to educational institutions. It is brought very forcibly to mind every Fourth of July especially since the talk of the saner Fourth has come into vogue.

Instead of taking from the child those elements which he associates with the Fourth: the noise, the activity, the element of danger, why not give to him an activity, a Festival, that will employ all these dynamic features without the dynamite dangers, and also create more? Would not a Festival or a Pageant in which he could reproduce the life of his grandfather or great grandfather when he first settled in the community; his encounter with the Indians; his vote on the first school; the first spelling-bee in the school or the meeting house; his departure with the troops who were going to fight that the government of the people might not vanish from the earth; all those steps and processes that developed his town or his city;—would not this celebration be more than a substitute for the traditional Fourth, and leave instead of a death list at its sunset, a living list of children and finally citizens more conscious of those processes that had developed them and therefore more vital factors in the present processes that are making for the future of their communities?

Or instead of the hundreds of dollars spent on the processions in a home-coming week, or in a street fair could we not profitably substitute a pageant that would represent some of the vital crises of our history—one on a smaller scale than the Hudson-Fulton celebration, but one that would accomplish even more than this in strengthening community feeling. From a commercial side (the chief stimulus toward street fairs and their sister celebrations) what would be lost? Would not as many people be brought to the city? Witness New York, New Orleans, Boston and Gloucester; would it not be a better advertisement for our industries and activities, and would it not be building foundation for a future of vastly more power than street fair or home-coming week could possibly effect?

In a recent issue of the "Living Age" was a very suggestive account of the Chester pageant. Perhaps the most note-worthy feature in it was the method by which it brought together the people from all walks in life. In this pageant walked and fought and lived again the kings and grocers, the queens and maidens, the burghers and weavers that from early time had helped to develop the present Chester—the kings who had protected "Boots" as well as "My Lord"; the soldier who had fought for the "scullery-maid" as well as for "My Lady". And this pageant left a Chester, more united than many years of other municipal activities and interests had been able to effect.

In other words, this is, I believe, a community interest calling for more breadth of community feeling and resulting in a permanent effect in community life that is almost inestimable. This could be accomplished through the women's clubs and the municipal organizations as well as through the work that we are trying to do in our school.

Due, partially, to the lack of attention in the school curriculum and in our communities to the Festival and to the drama, their influence has not been and is not always for progress and it can become so of course, only through the demand of our people for better festival activities, and better drama. Is there a much more efficient way of producing this than through the study in our schools and in our cities of the growth of Festivals and of plays in their production, thereby creating a better taste so that, in the matter of the play for instance, the spectator may go away with an ability to appreciate the difference between a strong play of human feelings and a play of
opera—bouffe situations; and so that
in the matter of the Festival the spec-
tator may gain the ability to appreciate
the difference between a parade devot-
ed to isolated industries with no con-
necting thought, or a representation of
farcical figures, seldom funny, fre-
cently vulgar, and a pageant that
makes alive to him the vital episodes in
his country or his city?

Our aim is not to create great actors.
Our aim is to create an appreciation on
the part of the actor and the spectator
alike of the thoughts and feelings, that
rule mankind, thereby creating an ap-
preciation of man himself—half a god
and half a beat.

To dwell with the great masterpieces
is a great privilege; to live them in
their characters is to become a part of
the great creative force of the universe.
We may, nay we do, fall far short of
our aim. The characters that we lead
before you are frequently deformed,
but the intellectual and the emotional
stimulus that has gone to the creation
of them, has contributed to growth in
us in a lasting and a permanent form,
I do believe.

Mary Master Needham.

A Visit to a German School.
I lately accepted the invitation of a
Leipzig teacher, a friend of mine, to
visit his school. The building lies at the
outskirts of the city, and forms two
sides of a hollow square. It is one of the
newest in the city, and I was much
interested in noting some of the latest
German improvements in school archi-
tecture. The grounds are for so com-
pact a city, spacious, airy and well
lighted. At one side is a small garden
plot with a miniature lake and grotto,
tastefully laid out in flower-beds. The
rest is sanded, and is used as a play-
ground. The corridors are unusually
wide; the walls, with the exception of
a dark-brown wainscoting about three
feet high, are of a delicate blue tint.
There is a small opening through the
corridor wall of each class-room, the
inner end of which is stopped up with
the glass frame of a thermometer. The
janitor is thus enabled to ascertain the
temperature of each room without en-
tering it. One room is set aside for the
director, one for the teachers, and one
for the maps, pictures, natural history
specimens, etc. In the latter room every-
thing was carefully indexed and ar-
anged. In the center of the ceiling of
each class-room is an eight-pointed star,
indicating the points of the compass.
On the wall a square meter is marked
off in darker color and is divided into
square decimeters and centimeters.
Maps are hung by means of a pulley
and a rope. The small blackboard, so
characteristic of continental school-
rooms, is kept carefully clean by means
of a wet sponge and a dry cloth. The
desks are clumsy wooden structures,
each seating two pupils. The seat and
desk of the pupils are set in the same
frame.

The pupils, who have already assem-
bled, rise when the teacher and I enter.
The teacher acknowledges the salute
with a slight, stiff bow. The pupils then
resume their conversation, for it is not yet
time for school to open. "Those", said
the teacher, noticing that I was exam-
ining some botanical specimens arrang-
ed before the window, "are what we
gathered on our last excursion into the
country." A bell tinkles in the corri-
don, the teacher claps his hands, and
the room of fifty twelve-year-old girls
subsides into silence. "Upper windows
open": the three girls nearest the win-
dows open them quietly and quickly.
"The map": another girl deftly at-
taches a rope-and-pulley arrangement
to a map of Europe and hoists it to the
ceiling. The lesson is one in history.
"The subject of our last lesson?" Many
hands are up. "Probst?" a girl at the
farther end of the room springs to her
feet. "The conquest of Sicily, says
Probst in a voice so clear and ringing
that I, only two or three months out
from America, am startled almost to
my feet. "Why did the Romans wish to
conquer Sicily?—Schluppe?" selecting
one of the many volunteers. "Sicily
was a stronghold of the Carthaginians,
the enemies of the Romans." "Another
reason?" "Because it was so fruitful",
is the somewhat tentative reply. And so
for two or three minutes the teacher
continues, rousing the minds of his pu-
pils and bringing them fully abreast of the subject. Then, "Repeat the story—Friedrich." "Friedrich" strikes out with a clearness and vigor of enunciation and a wealth of diction that surprises me, and leads me to expect a lame and impotent conclusion. "The Romans, having already conquered the greater part of Italy wished to make themselves masters also of the rich and fruitful island of Sicily. They had already defeated the armies stationed there, but the Carthaginians had sent others to replace them. The Romans saw that they must build ships and fight on the sea if they wished to win," etc. She continues sturdily to the end, making only one or two insignificant errors, which are set to rights by the others.

"Give an account of the strategy of the Romans", pointing to a girl in the front row. "The Car—Carta—Car—" "Spell it," says this refreshingly laconic teacher in his accustomed manner—that of an officer drilling his troops. An attempt results in ignominious failure. "You spell it", indicating her neighbor, who succeeds perfectly. "Write it." This is done quietly and quickly on the blackboard.

After some recitation of this character we pass to the second part of the hour's work. "What shall we learn next?" "What the Carthaginians did," "The results of the Roman victory," "The Carthaginian revenge," are replies coming from different parts of the room. The last is adopted as the subject of the next lesson, and is written upon the blackboard by one of the pupils. The teacher takes his place before the map, and proceeds slowly, pronouncing distinctly every word, to give an account of Hannibal's famous campaign. The terseness and force of his diction show that every phrase, almost every word, had been weighed beforehand. The map is frequently referred to. The pupils then give the substance of the new lesson, some at their seats, some standing by the map.

The corridor bell sounds, and the pupils leave their seats for a short recess. The first period after recess is devoted to German poetry and to dictation. "First, we shall have an exercise in proverbs. Begin, Mann." The largest girl in the room rises, and recites distinctly and well five or six verses from the sixth chapter of Matthew, beginning at the 25th verse. At the seventh verse she hesitates. The teacher turns to me and says aloud, "This is a stupid girl. She has had these verses given her to learn several times. The others have long since learned them, but she will not learn. She has failed of promotion several times." The girl's head drops upon her breast and she stands the picture of humiliation and distress, but her teacher continues inexorably until at a gesture she drops into her seat. Some of the most popular poems of the more modern German poets are then recited individually and in concert in unfailingly clear and distinct tones. "I noticed in the compositions just handed in that Richter has spelled 'entstehen' wrong. She may write it on the blackboard." The pupil repeats the mistake, but it is corrected by the others. The mistake was in the first syllable. "Other words having the same syllable?" "Entlaufen," was the first reply. "A sentence?" "Das Kind ist entlaufen." "Another?" Many are given and are used in sentences, the teacher making a list of the words as they are given. When the pupils' vocabulary has been pretty well exhausted, they write at the teacher's dictation sentences in which each of the words is used. But a few minutes remain. "We shall have a song." The announcement is the cause of manifest enthusiasm. The "Lorelei" is selected, possibly in part out of consideration to the presence of a foreigner. The key is given. I wish I could describe the singing of those fifty large-lunged, robust girls. They had been trained to use their voices for what they were worth. The volume of sound, much too great for the small school-room, would have made our soft-tone-loving music-teachers shudder, but there was nothing harsh about it. The music rose and fell now slow, now faster, but always in perfect time. It was a delightful finale to my visit.
I left feeling that there had been illustrated in that one forenoon session the chief characteristics of German methods of public-school instruction, its faults, and its excellences.

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Contributions by Students.

Departmental Note—The department of English will, from time to time, submit to the Record plays representative of the best efforts of successive classes pursuing the regular courses in composition, or investigating the question of the presentation of English literature in the graded school. It is our purpose in due time to produce a series such as will include a goodly proportion of the so-called canonical fairy-lore and herotales. Besides such dramatic series occasional short stories and interpretative essays will be presented.

B. L. J.

Dick Whittington and His Cat.
(Dramatization.)
4th Grade.

Dramatis Personae—Dick Whittington, Mr. Fitzwarren, The Captain and his Mate, the Cook, Miss Alice, Servants, Travellers.

Property List—Broom, kettles, brushes for scouring, a dish of potatoes, bundles for servants, a cat, a bundle of clothes on a stick, book, chest for the treasure, pieces to represent gold.

Dress of actors similar to that worn in the reign of King Edward the Third of England.

1. Set trees.

2. Mat and carpet.

3. Lamp-post.

Dick (to the cook)—Alas! I have had nothing but hard luck since I came to London. No bed! No food! Nothing. I have asked people for only a halfpenny, but no one paid any attention to me except one good-natured gentleman who took me to his hayfield, where I worked and lived merrily until the hay was made. Now I am as bad off as I was before. I have had no food for three days. Will you give something to eat? (Sinks exhausted on doorstep R. 2 E.)

Cook (angrily)—You beggar, get away from here before the Master comes for dinner. It is time he was here now. (Looking up the street, where Mr. Fitzwarren is seen coming from his shop L. U. E.) Ah! there he comes now.

He will make you go. (Exit hastily).

Mr. Fitzwarren (seeing Dick)—Why do you lie there, my lad? You seem old enough to work; I am afraid that you are lazy.
Dick (looking up)—No sir, I would work with all my heart; but I don’t know anybody and I am half starved.

Mr. Fitzwarren (kindly)—Poor fellow, get up and let us see what ails you. (Dick tries to rise). Poor boy. I will have you carried in (calls a servant) and then I will see what I can do for you. Maybe the cook will have some work for a boy who is willing to work. You must rest here for a few days anyway. (Servant carries Dick into the house and Mr. Fitzwarren follows R. 2 E.)

Curtain.

ACT. I. Scene II.

Scene—Kitchen in Fitzwarren’s house.

(Dick discovered at the bench near R. 1 E. scouring a dish; cook by stove near L. 2 E. stirring a pudding.)

Cook (angrily)—I should think you would work faster after all that Mr. Fitzwarren has done for you, giving you new clothes, good dinner, and allowing you to stay at his house as scullion. Scullion! Indeed you are a fine scullion.

Dick—I am doing my best.

Cook—Come, hurry up here; don’t you know that all these potatoes have got to be pared before dinner. (Points to a pan of potatoes sitting on a stool in front of stove L. 2 E.)

Dick (resentfully)—I am hurrying. You told me to scour this kettle before I pared these potatoes.

Cook (angrily, coming over and boxing Dick’s ears.) Don’t you talk back to me, you beggar. Do as I tell you and keep still. (Goes back to stove.)

Dick (apart)—How I wish Miss Alice would come in sometime when the cook is scolding me. (Sadly). It is so hard to do anything to please the cook. Miss Alice is kind and pleasant. How I love her!

Cook (seeing that Dick has stopped for a minute.) Get to work you lazy rogue. (Enter Miss Alice R. C. E. coming toward the cook).

Miss Alice (sternly)—Cook, don’t you think that it is a shame to use Dick so cruelly?

Cook (sullenly)—He doesn’t work at all. He just sits around and dreams.

Miss Alice—Dick is a good worker and he doesn’t have much time, I am sure, to do any dreaming. Do you, Dick?

Dick—No, Miss Alice.

Miss Alice (turning to Cook)—If you were kinder to poor Dick, I am sure that he would be more willing to work for you. Unless you do treat Dick more kindly, you shall certainly be turned away (Exit L. 3 E.) (Cook at stove looks sullenly at Dick who works cheerfully).

Curtain.
ACT. II. Scene I.

Scene—Parlor in Fitzwarren’s house.

(Mr. Fitzwarren seated at L. of table at C.—Servants standing around table with their offerings for the ship.—Miss Alice standing near her father.)

Mr. Fitzwarren—My good servants, you know it is my custom to allow all of you to send something as a venture for a good fortune when I send out a ship. Have all of you something you wish to send?

Cook (advancing to the table)—Master, here is my watch which I hope will bring me some money. It may please some savages where your ship is going.

Serving Maid (holding up a piece of tapestry)—I have nothing of value except this piece of tapestry which my great grandmother wove. It is very old and I don’t know whether it is worth much now.

3rd Servant—I have ten Pounds which I wish to send.

4th Servant (pointing to two bags near the table)—I am going to send these two bags of corn to those heathen cannibals where your ship is going.

Mr. Fitzwarren (looking around)—But where is Dick? Hasn’t he anything to send?

Miss Alice—Father, poor Dick has neither money nor goods to send, so he did not come to the parlor. May I lay down some money for him?

Mr. Fitzwarren—I will send for Dick: (to one of the servants) go and tell Dick to come to the parlor. (To Miss Alice) Dick must send something of his own. It is not right or fair for you to lay down anything for him. (Entrance of Dick L. 3 E.) My boy, have you nothing to send in my ship?

Dick—Please sir, I have nothing but a cat that I bought for a penny which you gave me for cleaning your guest’s boots a few weeks ago.

Mr. Fitzwarren—Fetch your cat then, my boy, and let her go. (Exit Dick L. 3 E.)

Miss Alice—I am afraid Dick is not willing to let his cat go, for fear that he will be kept awake all night again by rats and mice.

Mr. Fitzwarren—That’s too bad, but we will get Dick another cat. (Enter Dick L. 2 E. with his cat in his arms, advances to Mr. Fitzwarren.)

Dick (with tears in his eyes)—There she is, sir. (Turns and leaves parlor L. 3 E.) (Mr. Fitzwarren at the table, Miss Alice looks pityingly after Dick; servants exeunt.)

Curtain.

ACT. II. Scene II.

Scene—plot same as for scene II. act I.

Scene—Kitchen.

(Dick discovered at bench near R. 1 E.—Cook fixing fire L. 2 E., other servants standing near cook.)

Cook (to Dick)—Ha! my fine fellow how much of a fortune do you expect to make off of your cat?

1st Servant—Ha! Ha! who ever heard of a cat making a fortune.

2nd Servant—Do the rats bother you since you sent your cat to hunt for your fortune? Or have the rats gone with the cat to help?

Cook—Do you think your cat will sell for as much money as would buy a stick to beat you with? (Angered be-
cause Dick pays no attention to him). There take that you rogue. (Cuffs Dick).

3rd Servant—I suppose your cat will bring you as much money as Mr. Fitzwarren has; don't you think so, Master Dick?

1st Servant (to cook)—I think that I hear Miss Alice coming. You better get out of here before Miss Alice catches you.

Cook—You too. (Exeunt hastily.)

ACT. II. Scene III.

Scene—Country road early in the morning.

(Enter Dick C. E. with his clothes in a bundle. Enter two travellers R. 3 E.)

Dick (to the travellers)—Good morning. Are you going my way?

Travellers—Yes, will you go with us?

Dick—I'll be glad to. I am tired of walking alone.

1st Traveller (as they come down)—How does it come that you are out so early in the morning? You are too young to travel far alone.

Dick—I am running away. I have no parents or relatives and I have been staying with Mr. Fitzwarren of London, as scullion. But the cook was so cruel that I ran away.

2nd Traveller—But Mr. Fitzwarren is a kind master, isn't he?

Dick (sighs)—Yes, very kind and so is Miss Alice, but the cook is very ill-tempered and jealous. (Sits down on a rock R. of C. for a minute to rest. Travellers stand by him. Music and singing is heard.)

Turn again, turn again,

Turn again Whittington,

Dick (moving slowly to chair R. 1 E.)—I am glad that there is some one in this house whom those servants fear. (Seating himself). There is no one kinder to me than Miss Alice. I hate to do anything that will displease, (rising, moves up stage) but I can not stand this cross cook any longer. She is too cruel. I am going to pack my few things tonight and slip out early in the morning (Exit R. C. E.)

Curtain.

1. Set trees.

2. Stone.

Lord Mayor of London.

1st Traveller—Hark! What is that music (all are silent).

2nd Traveller—Sounds like some distant chant. (Bells and singing heard again.) Hark! The music again.

Dick—Can it be the Bow bells.

1st Traveller—It may be. May be we will hear the music again. (Bells and singing heard again.)

2nd Traveller—It is the Bow bells, and the bells seem to me to say:—

Turn again, turn again,

Turn again Whittington,

Lord Mayor of London.

Dick—Lord Mayor of London?

1st Traveller—Yes, the Bells tell you to go back if you are to be Lord Mayor of London.

Dick—Well, I will go back and think nothing of all the cuffing and scolding, I will get from the old cook, if I am to be Lord Mayor of London.

Travellers—We wish you good luck and hope that you will prosper (Exeunt road L. 2 E. Dick turns and goes up road C. E.)

Curtain.
ACT III. Scene I.
(Scene-plot same as scene I., Act. II.)
Scene—Fitzwarren's parlor.
(Mr. Fitzwarren discovered sitting at L. of table at C.—Miss Alice reading near R. 1 E.)

Miss Alice—Father when do you expect your ship back? It has been gone now six months hasn’t it?

Mr. Fitzwarren—Yes, it ought to have been back several months ago. I fear that it has been caught in a storm and either disabled or shipwrecked.

Miss Alice—I wonder if Dick’s venture will bring him a fortune. Such things do happen.

Mr. Fitzwarren (laughing)—Possibly, but I hardly think that homely cat would make a fortune. (Hearing a knock at the door). I hope that no one is coming to bother me; I must get this work done.

Servant (appearing at door L. 2 E.)—The Captain and his mate of your ship. (Exit).

Mr. Fitzwarren—Come in, come in, Captain. (Enter captain and his mate followed by men bearing chest, pieces of gold, etc.) I thought you were shipwrecked. Where have you been so long? (Motioning captain to a seat back of table near R. Mate and the men stand in back of room.)

Captain—No, I wasn’t shipwrecked but I came pretty near it. The ship was driven by the winds to the coast of Barbary where I sold most of your ship’s cargo.

Mr. Fitzwarren—My good friend, but where did so much wealth come from? Surely my cargo was not worth so much.

Captain—No, it is for your scullion, Dick, whose cat I sold to the king of Barbary.

Mr. Fitzwarren—But how did the cat come to be worth so much money?

Captain—The Moors who live on the coast of Barbary were very civil to us and the King invited the mate and me to mess.

Mate (coming over by captain)—Yes and a mighty good mess it was, but little good it did us.

Captain—Why just as we sat down to the table a big army of rats and mice came running from every corner and ate everything up so that we didn’t get even a bite. I thought of Dick’s cat and told the King that I had an animal on board that would kill all those vermin. The King told me to bring the animal and said that he would give half of his kingdom to be rid of the pests. I brought the cat and placed her on the table. In a few minutes, almost all the rats were dead, weren’t they? (looking to mate).

Mate—Dead? Well I guess so and what weren’t dead went to their holes about as fast as their legs could take ’em.

Captain—The King was so delighted with the cat that he bought all the ship’s cargo and gave me ten times as much gold for the cat.

Mr. Fitzwarren—Well, I am glad for Dick. (To a servant). Go fetch him, we will tell him of the same. Pray call him, Mr. Whittington by name. (To some clerks) God forbid that I should keep the value of a single penny from him. It is all his own and he shall keep every farthing’s worth of it to himself. (Enter Dick L. 3 E. Mr. Fitzwarren places a chair for Dick L. of table.)

Dick—Please, Master, do not play tricks on me but let me go back again to my work.

Mr. Fitzwarren—Indeed, Mr. Whittington, we are all quite in earnest with you and I most heartily rejoice in the news this gentleman (pointing to the captain) has brought you, for he has sold your cat to the King of Barbary and has brought you in return for her more than I possess in all the world; and I wish that you may long enjoy it.

Dick—Please, master, take a part since I owe all to your kindness.

Fitzwarren—No, no, this is all your own and I have no doubt but that you will use it well.

Dick (to Miss Alice who comes over by her father)—Miss Alice, take what you want from my treasure.

Miss Alice—No, your success affords me more pleasure.

(Continued on page 251)
Editorial

School Spirit.

A big man physically is not necessarily a big man. A big motor-car may have too small a motor and be rated far down in the list of desirable machines. The big man physically may have the wrong idea of life—so narrow that he walks and lives in a crack—and be rated low in the scale of men.

A well equipped set of Normal building, even though "set on a hill", does not make a fine school. It is the conscience of the student body and faculty as a whole which is back of the school spirit that gives the institution its name.

Western State Normal is in that splendid stage described as "in the making". To have a share in this period of its history is a great privilege, but it also brings its responsibilities, responsibilities which rest on the shoulders of every individual connected with the school, and particularly on the students and alumni.

We are a state institution. Citizens have the right to and are commenting, visitors are commenting, pupils entering from other schools are commenting, and general comment makes a reputation.

The policy of the school is progressive, and it is possible to be progressive and yet decently conservative. "When in Rome, do as the Romans." If you find you are in the midst of a moving procession, get in step! School spirit ought to mark the time.

School spirit will solve more problems in an educational institution than any other factor. It is easily applied on the athletic field or on special occasions, but it counts most when it is in the air all the time. It should have no "Renaissance", it should need none.

School spirit is hard to define. It is an intangible something that drives us not simply into doing things, but into doing things well. It is a thing that the many too often leave to the few to display. There must and should be individualism in its evidence, for a single remark when heard on the Holiday vacation that "the Normal is a corking good school" may be just as effective as getting out and playing on the scrubs during the foot ball season.

The student conscience back of school spirit must respond sensitively to the manifest wrong and right of things, it must have its influence on the incoming throng of Juniors each year, who come to learn the same lessons you have learned, not out of books, only in part from the faculty, but most of all from their fellow students and from the very atmosphere of the corridors and rooms.

T. Paul Hickey.

Professional Growth.

Washington Irving said of Rip Van Winkle, "Rip's strong point is his aversion to work." Aversion to do real work and complaints resulting therefrom, are the strong points of altogether too many people. Their ambition is to do nothing, yet have the rewards of faithful and intelligent labor. And only too often do we find the very people, who accomplish the least making the most noise and complaint in regard to their work.

The following comparison drawn by a superintendent of a large manufactory very aptly illustrates this point.
Once while conducting a party of sight-seers through his plant he noticed the intent gaze of a small boy fastened upon a piece of heavy machinery which moved forward and backward with ponderous regularity and with every movement came a heavy creaking sound.

The superintendent stopped and asked the boy what he thought of it. "I am thinking what a big lot that thing has to do", answered the boy seriously. "It lifts the most and heaviest of all that machinery doesn't it?"

"Not exactly sonny, not exactly," answered the man slowly, but with a twinkle in his eye. "It makes fuss enough to be the whole thing, but machines are a good deal like humans, the part that does the groaning and complaining is hardly ever the part that lifts the heaviest loads or does the most work."

Everywhere along all lines, we find this is true. Even among those whose duty it is to endeavor to inculcate right habits and right points of view in the young child—constant complaining and sometimes a decided aversion towards any part of the work which means extra time, extra expenditure of energy. Many students after being graduated enter the teaching profession in possession of their diplomas, rest upon their oars, as it were, and think no further work—work in its full meaning—necessary. And if by chance, owing to lack of impetus from within, the bark should capsize, complaints are made of the institutions from which they were graduated, instructors with whom they studied, superintendents and principals in general.

It is not the successful workers—not those who are giving themselves to their work, whatever it is, and putting heart and soul into it—who are the complainers. They are far too busy and too intent on results for that; it is those who are grudgingly doing distasteful work for the money they can wring out of it, who waste their strength in groaning and fault finding.

Like your work! Enjoy it! If you don't like it, you have no business doing work along that line—especially in the school teaching profession, where so many little hearts and souls are affected by your wrong choice. Wherever you are and whatever your task, you may be very sure that you are not and cannot be really successful in it, while you view it as a hardship and bemoan its attendant demands and annoyances. Nothing worth doing is done without cost, and you certainly can never do your best until you put aside fretting and complaining and work whole-heartedly.

Lavina Spindler.

"You may have a good mind, a sound judgement, a vivid imagination, or a wide reach of thought and view, but you can never become distinguished without severe application."—Todd.

"Whosoever acquires knowledge and does not use it resembles him who plows and does not sow."—Saadi.

LITERARY.

(Continued from page 249)

Dick (to the captain and his mate)—Please take this (gives each a present) and give this to your sailors (hands the captain a bag of money). (To the servants who have come in L. 3 E.) Take this little gift from my good fortune (gives each a present, including the cook). (Fitzwarren and the captain at the table; Dick and Alice standing close together L. of C. near the front. Servants form a semicircle and sing:—Round-a, round-a, keep your ring:

To the honorable Dick we sing,

Ho, Ho!

He that wears the dress of earls,
And th' imperial crown of pearls,
Him with shouts and songs we praise—

Ho, Ho!

Ho, Ho! etc.
Basket Ball League.

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The basket ball league began a series of thirty games January 16th. This league is composed of four teams representing the Preparatory and Rural Departments, and the Junior and Senior classes of the life course.

Much class spirit and rivalry has been created, and at each game an enthusiastic body of rooters is found on the side lines. The season closes March 8th.

The following are the results of games played thus far on schedule.

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Rurals ............... 5
Seniors ............... 30
Juniors ............... 8
Rurals ............... 10

NEWS ARTICLES
Rocks and Minerals.

The Record is glad to call the attention of teachers of physiography to a pamphlet on Rocks and Minerals published by Professor L. H. Wood of the Geography Department of the Western State Normal School. This little book of 32 pages is the outgrowth of Mr. Wood's work in his physiography classes. It is therefore a practical treatment of the subject and represents successful class room work. The pamphlet is divided into six main sections.

Section I takes up the study of the most common rocks of the drift, such rocks as are found in the vicinity of every school, furnishes a brief classification, a scheme for identification of these rocks, and gives the more common facts about the chief rock making minerals and the chief elements of which they are composed.

Section II treats of rock weathering, its causes and conditions, a process fundamental in the formation of soils and sedimentary rock.

Section III discusses groups of sedimentary rocks. (1) Fragmental rocks; (2) chemically and organically formed rocks; (3) the coal group; (4) iron ore group; (5) silica group; (6) the lime group; (7) the salt group.
Section IV. takes up the subject of metamorphic rocks.

Section V. discusses ore deposits, the nature of the process of ore deposition and applies the subject practically to such things as iron, gold, silver, aluminum, tin, copper, lead and zine.

Section VI. has to do with soils. The sub-heads are soil builders, plants, bacteria, animals, concentration of soils, physical composition of soils, chemical nature of soils and some of the world’s famous soils.

The pamphlet brings together the best on the subject from many sources and groups the material in compact and usable form. The chief purpose has been to select the few most common things from a very large subject and to put them in a form so brief that they can be used by the average teachers of physical geography or by teachers in the upper grades in the short time at their disposal for this part of the subject. Teachers of physiography in the high school will find it very useful as a supplement to the chapters on rocks and minerals and vulcanism in the texts they are using.

The pamphlet is distributed by the Kalamazoo Normal Record and is sent post-paid for twenty-five cents. Address all inquiries to the Record.

Training School Assembly.

On Friday morning, Jan. 6, children of the seventh and eighth grades repeated their dramatization of Dicken’s Christmas Carol for some of the children of the Frank Street School. The children present were those who had been neither tardy nor absent during the year.

A musical program was given on Jan. 19. Miss Victoria McLaughlin played three piano numbers: Magic Fire, a selection from Die Valkyrie by Wagner; Perseus by Grieg, and A Scotch Poem by McDowell. In every case she gave first in words the story afterwards told on the piano. This contributed much to the intelligent appreciation of her audience. The rest of the program was as follows:

Songs—Grade III.
I Saw a Ship a-Sailing
Tiny Tracks in the Snow.
Piano Solo—Milton Courtney VI.
Sextette—Grade II.
Apple Tree Song.
Sugar Dolly.
Vocal Solos—Howard Hinga VI.
Coasting Song.
Tin Soldiers.
Oetette—Boys VII, VIII.
Santa Lucia.

Jan. 26. First on the program was a spelling contest between two teams, one made up of children chosen from the fourth and fifth grades, the other of those from sixth, seventh and eighth grades. This had furnished the incentive for much of the spelling drill of the term. The latter part of the program was given over to the reading of original compositions and poems by children of various grades.

First Grade Play Houses.

The first grade children have begun their play houses. The work is in charge of some of the manual training students. Each child has a box which he partitions off as he wishes; he puts in windows and adds a roof. In making these houses the children are left quite free to carry out their own ideas. The results are crude, but it is the making not the result that means most to the child at this stage of his development. The handling of and the way to use the tools is directed.

The house is painted and furnished. To furnish the house the children make rag rugs, wooden furniture and curtains.

The children of the second grade are enjoying the study of shepherd life. They have already washed the wool and carded it with carders which they made in the manual training class. The work on the simple wooden loom is begun. They will later weave rugs of simple design. The coarse colored jute will be used for the weaving.

The seventh grade basketball team is practicing every Monday night. Games have been played with the K. A.
A Language Exercise.

In connection with their work in description pupils of the fourth grade composed riddles. The directions given by the teacher were to choose some common object and keep their choice a secret. They were then to describe the thing without naming it and see if their classmates could guess what it was. In order that no one would be tempted to use a riddle he had heard, they were asked to make at least four sentences describing the object. Some of the riddles composed by the children follow.

What Am I?

I am the giant of my race. Some of my brothers are smaller than I am, but most of us are very large. I always carry a large bunch of black and white keys but not one of them will unlock a single door. People hit them every day to hear my voice. I have four legs which men move me on. I have two feet which are in no way connected with my legs. Some people are constantly treading on them to make me change my voice. What am I? (Piano) —Robert Upjohn.

I am a member of a very large family. Our family is usually white and we are all sizes and shapes. All of us are very thin and also very useful. People write many beautiful stories upon us. We also carry messages to distant lands. What am I? (A sheet of paper) —Mary Faught.

I live in a little glass house, I creep up and down like a mouse, When the weather gets warm or cold You are sure to be told By the way I creep out of my house. (Thermometer) —Elizabeth Nicholson.

I am quite a story teller. I have many brothers and sisters. They are all colors and sizes. People handle me very much. I have many leaves but none of them grow on trees or bushes. They are not all shapes and colors. They are square and white. What am I? (Book) —Marjorie Loveland.

On Wednesday Jan. 24 Berton B. Johnson, State Secretary of the Y. M. C. A., of Lansing, and W. J. Pontius, International Secretary of New York City, met with the young men of the Normal for the purpose of organizing a student Y. M. C. A. After a discussion of the matter it was decided to organize a temporary association with the idea of making it permanent at a meeting to be held later. With this end in view the following committees were appointed to investigate and report at a future meeting:

Committee on Organization.
Committee on Bible Study.
Committee on Membership.
Committee on Social Service.
January 18.—One of the most solid and convincing addresses of the year was that of Dr. Goddard of the Vineland Institute of New Jersey. He was followed by Superintendent Johnstone of the same institution. Both men have done some of the most original work that has been done up to the present time in the problem of heredity, especially in relation to its etiology in feeble-mindedness. Superintendent Johnstone has had a long and successful career in the administrative, the practical work of institutional life. Dr. Goddard on the other hand is giving up his whole time to the scientific study of the feeble-minded child. Vineland is a private school without the pale of politics and supported by a liberal board. Consequently both men are in a position to do some very effective work.

The results of their work to date are briefly these:

1. Sixty-five per cent of feeble-minded children are such by inheritance.

2. The number of feeble-minded children in the public schools of America is at least one to every six hundred, more likely one to every three hundred.

3. After the age of eight, and possibly ten, there is little or no hope for a cure of the condition; before that age, proper training may put the unfortunate individual in a position of self-support, wholly or in part, by bridging him over the critical period. Even then he must be under trained supervision.

4. The only sure method of preventing the condition in the sixty-five per cent of cases due to heredity is to prohibit procreation by the afflicted parent. That means new state institutions for children with a law for compulsory attendance, as stringent as the law for public school attendance, applicable to the period before maturity. It also means that present institutions for the feeble-minded adult including almshouses, must enforce segregation of the sexes.

5. The scientific study of feeble-minded children is throwing much light on the study of the normal child.

January 20.—Mr. Sprau spoke on a theme that has interested the thinkers of all ages, man’s attempt to find God. His thought was that every age has contributed its part in the fulfillment of the quest, if it is a quest ever to be fully satisfied. The tendency of the nineteenth century and the early twentieth to look with contempt on the philosophy of the Hebrew, the Greek, the Roman and the thinker of the Middle Ages is at fault. A few men like Goethe, Schiller, and later Browning and Matthew Arnold, are perhaps nearer the truth when they urge that the answer to the question, “What is God?” and “What is life?” must come from within. Socrates, however, said the same; so did the Hebrew singer when he sang, the thirty-ninth Psalm. Even then may it not be that we, as well as he, must say, “I am a stranger with Thee, A sojourner as my fathers were.”

January 24.—Mr. Waite believes that an occasional talk on the preparation for a European voyage and on some of the things one may expect to happen, embarrassing or disagreeable as it may be, may be as profitable as one that confines itself to the description of some literary or historic shrine. Travelers cheques, trade receipts, mingling with the people instead of lounging in hotels, the best season of the year for traveling and sans camera were some of the topics which Mr. Waite presented from first hand experience. He illustrated his talk concretely by reference to several pictures purchased in England.

January 27.—Mr. Johnson, State Secretary for Y. M. C. A. college work addressed the assembly on the need of the average student for spiritual culture. He advocated a closer intimacy with biblical literature, the Bible itself, both on spiritual and literary grounds. A knowledge of its narrative and its exposition is helpful not only
to the humble laborer but to the professional and to the business man as well.

January 31.—“Oberammergau” was Miss Goldsworthy’s subject for this date. The stereopticon is always helpful in an address if its interest rests chiefly in what the speaker has seen. When that speaker is also a competent judge of pictures, the audience may expect a real treat. The assembly was not disappointed. Miss Goldsworthy successfully wove her narrative and her running comment on her pictures into an unusually interesting presentation of one of the most fascinating decennial events that modern Europe affords.

The Book Shelf.

After a student has finished the required courses in Education he sometimes asks, “What book can I get which will help me in taking the next steps?” I know of no publication which will serve this purpose so well as Dr. Ernest N. Henderson’s, “A Text-Book in the Principles of Education” just published by the Macmillan Co. (593x XIV pages. Price $1.75 net).

It is not an easy book to read. This is no fault of the author for it is written in an interesting style but it deals with topics which require thought and do not yield their meaning to the first glance. Such subjects are discussed as Readjustment, its Meaning, Conditions and Method; Heredity and Education; Education and Society; Learning by Trial and Error; Conscious Learning; Imitation; Play; Language; Liberal and Vocational Education.

On the whole this is the best book of its kind that has appeared and there is little reason to expect that any other that will appear soon will serve the thoughtful student so well in his endeavor to keep in touch with progressive thinking on school problems.

Dewey, John, Educational Essays, Edited by J. J. Findlay, Blackie and Son, London (167 pp. Price 60 cts. net.) It is unfortunate that we are obliged to go to England to secure serviceable editions of the work of America’s leading contributor to the literature of education. This is true, however, only of the second and third numbers in this book, Interest in Relation to the Training of the Will and Psychology and Social Practice. The first section Ethical Principles underlying Education has recently been issued by Houghton, Mifflin Co. in the Riverside Educational Monographs. This volume is similar to that edited by Dr. Findlay entitled The School and the Child. The latter contains the essay on The Child and the Curriculum also sections from the very important essays and reports concerning the work of the University of Chicago Experimental school. Both of these books deserve a place on the near-at-hand shelf of working books in the rooms of growing teachers.

Class Management by Joseph S. Taylor, A. S. Barnes & Co. (113 pp. Price 90 cts.) Dr. Taylor as district superintendent in New York City has dealt with many young teachers and from his knowledge of their needs he has brought together nine helpful chapters. Among the headings are Justice the Basis of School Discipline; Some Factors of Discipline; Devices of Class Government; Corporal Punishment; Methods of Teaching Self-Government; Class Room Decoration; The Care of School Property and The Class Library.

One may not be able to agree with all the suggestions offered and he may consider the work scrappy in places yet if he will put himself back to his beginning days he will find that many of the trials of that time would have been reduced by acquaintance with so sensible a book.

Edna Lyman, Story Telling, What to Tell and How to Tell It. McClurg. This is one of the best outcomes of the story telling movement. Teachers of older pupils as well as those in the primaries will find it useful.

Richard Thomas Wyche, Great Stories and How to Tell Them, Newson & Co., (181 pp.) Mr. Wyche is a favorite storyteller in Michigan and his book will help many of his hearers to get into the spirit of the great stories and pass them on to others.

(Continued on page 258)
J. R. JONES' SONS & CO.

KALAMAZOO'S NEW MEN'S FURNISHING DEPT.

The nearest men's furnishing shop to the Normal School.
A new department—filled to overflowing with new, snappy Ties, Shirts, Collars, Sweaters, Sox, Underwear, etc.
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We aim to give the same value at a little lower price, or a better value at the same price.

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ADDRESS OUR NEAREST OFFICE
The Book Shelf.  
(Continued from page 256)

Jane L. Hoxie, A Kindergarten Story Book, Milton Bradley Co.  (119 pp.)
To those who have heard Miss Hoxie tell about Dunny, Topsy, Ludwig and
Marleen there will be an added pleasure in finding them all in print. There
are original stories, rewritten stories and adapted stories with a hearty intro-
duction by Miss Susan E. Blow, who says "I know no equally simple, varied,
and interesting collection of stories for children between the ages of four and
six."

Joseph K. Hart, A Critical Study of Current Theories of Moral Education,

Cornell and Wise, Outlines for Primary and Kindergarten classes in the
(162 pp. Price 75 cents.)

Nihart and Stryker, The New Century Arithmetics, First Book, Silver,
Burdett and Co.  (240 pp. Price 40 cents.)

News Notes

Manual training has been installed in the school at Mattawan with John
Damoth, senior manual training student in charge.

Clell Peer is teaching in Galesburg.

Arthur Mason manual training, '08 paid a visit to the manual training de-
partment Jan. 28. Mr. Mason is the charge of this work in the Jackson
schools.

Among the graduates in manual training of the 1910 class who visited
the Normal during the holidays were Glenn Hammond of Stevens Point, Wis.
Dwight Paxton of Bay City, Carl Rodgers of Keokuk, Iowa, Fred Sowle of
Mannington, West Va., Pierre Osborne of Blommington, Ind., and R. M. Sooy
of Chicago Heights, Ill.

Mr. Waite and a committee from the manual training, domestic science
and art departments had charge of the general student party Jan. 21. Fischer's
orchestra furnished the delightful music for the occasion.
SAILING THE TOY BOAT--ISRAELS

SCHOOL PICTURES

THURBER FINE ARTS BLDG.

CHICAGO, ILL.

Just a Little
Out of the Ordinary
is Our Stock of JEWELRY

F. W. HINRICHHS

117 SOUTH BURDICK ST.

JEWELER

Normal Souvenir Spoons a Specialty
News Notes

Meetings of the Normal Literary society under the new officers have been very successful. A business administration is promised in addition to a series of good programs. On Feb. 2 the following program was presented:

Song—Society.
Valedictory—Archie Welch.
Recitation—Clyde Rwing.
Piano solo—Dean Griffith.
Talk—Mr. George Sprau.

On Feb. 3 the Seminar of the rural department gave the following program:

Song—Seminar.
Current Events—Ruth Minnock.
Reading—Gertrude Riddering.
Recitation—Leora Tuckey.
Talk on Rural School Life—Irvin Randall.

Debate—Resolved that the Normal cars be abolished.
Affimative—The Misses Gardner and Flannery.
Negative—The Misses Whipple and Dunnington.
Dream—Cora Travis.
Reading—Myrtle Kenyon.
Song—Male Quartet.
Biography of McKinley—Miss Lane.
Talk—Olive O'Connor.
Recitation—Mildred Fox.
Critic's Report.

Miss Mary DeGroot and Miss Monica Manning of the rural department have not been able to resume their work in the Normal this term on account of illness.

Among the new students in the rural department for the winter term are Maude Thomas, Anna Thomas, Margaret Laughlin, Sarah O'Rourke, Irvin Randall and Avery Willis.

The seniors in the rural department have adopted an attractive pin as their insignia. It bears the letters W. S. N. and the date and is in Roman gold.

Mrs. W. S. Colegrove of the City Rescue Mission gave a talk before the young women of the Normal and college Jan. 23, having come to the Normal upon the invitation of the Y. W. C. A.
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News Notes.

President Waldo made an address at an institute in Constantine Jan. 16.

Faculty talent is contributing to a series of popular concerts given in the First Congregational church. At the first, Jan. 25, Mrs. Mary Master Needham gave a reading from Margaret DeLand and on Feb. 17 Miss Matie Lee Jones had charge of some feature of the entertainment.

Glenn M. Sooy substituted in the Dowagiac High School for four days during the week of Feb. 1st, teaching mathematics.

Dr. J. H. Kellogg of Battle Creek gave an address at the Normal Monday evening, Jan. 30th in the interest of health and efficiency. With stereopticon views many points were illustrated.

A costume party is planned for March 18 for the general student body, Miss Mulry being chairman of the committee on arrangements.

A "little girls" party was enjoyed by the young women of the Normal Saturday afternoon, Jan. 28th, the occasion having been arranged by the Y. W. C. A. of the school. Children's games contributed to the entertainment of the enjoyable event.

A committee of which Blaine W. Storer was chairman, planned the pleasant senior class party held Friday evening, Feb. 3 in the gymnasium.

Miss Mary Weber of the faculty of the University of Cincinnati, was a January visitor to the Normal spending the day visiting various departments of work.
News Notes.

Dr. William McCracken conducted the Lenawee County institute held at Adrian Feb. 1 and 2.

Mr. Harry F. Gillette, supervisor in the elementary school of the University of Chicago was a guest at the Normal Jan. 31.

Miss Mildred Davis is conducting classes in physical education for the teachers of the Grand Rapids city schools and others from Kent County.

Supt. A. M. Nutten of Comstock gave a very interesting talk to the rural school seniors Feb. 18 on Consolidation of Schools.

On Jan. 25 the young people of the high school department participated in a party in the gymnasium. Folk dances and music in charge of the young women of the music department, made up the afternoon's entertainment.

Miss Gage of the kindergarten faculty addressed a parent's meeting in Plainwell Thursday afternoon, Jan. 19. She was the guest of Miss Edith Patterson, a graduate of the Normal in 1909.

Mrs. Ferrey of Lansing, secretary to Hon. H. H. Patengill, secretary of the Michigan Historical Society, addressed the children of the training school in assembly Thursday morning, Feb. 2.

A SMILE OR TWO.

What the Label Said.

Paintings were not her specialty, but as she gazed at a beautiful copy of Millet's "Gleaners", her admiration of the work called forth enthusiastic comment. "What a wonderful picture!" she exclaimed. "And how natural it looks!"

"But what are those people doing?" she inquired, as she bent nearer to read the title. "Oh, yes, I see, gleaning millet! How perfectly fascinating!"

—Youth's Companion.

"That's right," said the teacher encouragingly to the very small boy who was laboriously learning his A B C's. "Now, what comes after G?"

"Whiz."
Some Lectures Worth Hearing
Western Normal, Summer Term, 1911

Wednesday, June 28.

"Abraham Lincoln," an address by Hon. Addison G. Proctor of St. Joseph, Michigan. Mr. Proctor was a member of the famous Wigwam Convention in Chicago that nominated Lincoln in 1860. He has made a careful study of the life of Lincoln and is a splendid platform speaker. His address will be a rare treat for the students of the summer school.

Wednesday, July 5.

Hon. Lawton T. Hemans will deliver an address on "Governor Stevens T. Mason." Mr. Hemans is one of the keenest historical students in Michigan and has made a careful study of the life and character of Michigan's first governor. His address will contain an abundance of information not accessible to the ordinary student. Mr. Hemans is well known as one of the most forceful platform speakers of our commonwealth.

Monday, July 10.

Professor R. M. Wenley, head of the department of philosophy at the University of Michigan, will deliver two addresses on educational topics. Dr. Wenley's reputation as an authority in philosophy and education is international and his addresses are always of the highest order in form and substance.

Additional announcement regarding summer term lectures will be made in the March Record.

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A SMILE OR TWO.

A Worcester County farmer was sawing wood, when it occurred to him that he ought to have the help of one or more of his five boys. Lifting up his voice, he called, but not a boy appeared.

At dinner of course they all appeared, and it was not necessary to call them.

"Where were you all about two hours ago, when I wanted you and shouted for you?"

"I was in the shop, settin' the saw," said one.

"And I was in the barn settin' a hen," said the second.

"I was in gran'ma's room settin' the clock," said the third.

"I was in the garret settin' the trap" said the fourth.

"You are a remarkable set!" remarked the farmer. "And where were you?" he continued, turning to the youngest.

"I was on the doorstep settin' still."

Wendell Phillips was, on one occasion, lecturing in Ohio, and, while on a railroad journey going to keep one of his appointments, he met in the car a crowd of clergy, returning from some sort of convention. One of the ministers felt called upon to approach Mr. Phillips, and asked him: "Are you Mr. Phillips?" "I am, sir." "Are you trying to free the niggers?" "Yes, sir; I am an abolitionist." "Well, why do you preach your doctrine up here? Why don't you go over into Kentucky?" "Excuse me, sir, are you a preacher?" "I am, sir." "Are you trying to save souls from hell?" "Yes, sir; that's my business." "Well, why don't you go there?" The assailant hurried into the smoker amid a roar of unsanctified laughter.

Entitled to Some Credit.

"It was Satan," said a mother to one of her children, "who put it into your head to pull Elsie's hair."

"Perhaps it was," replied the hopeful, "but kicking her shins was my own idea."
Western Normal
Kalamazoo

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