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<table>
<thead>
<tr>
<th>Title</th>
<th>Price</th>
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<tbody>
<tr>
<td>Mary of Plymouth</td>
<td>$35c</td>
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<tr>
<td>Ruth of Boston</td>
<td></td>
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<td>Stephen of Philadelphia</td>
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Alumni Notes

Mrs. Emma Edwards, life certificate 1908, taught the first year after graduation in Cassopolis and is now pursuing literary work in that place.

Miss Anna Sonke who completed the life certificate course in 1908 is teaching in the sixth grade at Bellaire, Michigan.

George Sievers, life manual training 1906, has charge of athletics in Wenatchee, Washington, this year.

Miss Ella Grable, life 1907, has recently accepted a position in the public schools of Detroit.

Miss Ruth Putnam of the class of 1908 is teaching a rural school near Oshtemo.

Miss Clara Grant, life 1909, is spending the winter with relatives in Fresno, California.

Miss Ida M. Shaffer, life domestic science and art 1909, has recently accepted a position in Englewood, New Jersey for part work during her course at Teachers' College.

Wayne B. McClinton, manual training 1909, has charge of manual training, mechanical drawing and athletics in the Benton Harbor schools.

Extension Alumni.

1907.

Miss Maude Davis of this year's class is teaching in the Kalamazoo schools and pursuing work toward a life certificate at the Normal.

Miss Carrie Dix still holds a position in the grades of the city schools.

Leo L. Eddy of the 1907 extension class, is assisting in the department of mathematics at Western Normal this year and working toward a life certificate.

Don B. Jewell occupies the chair of agriculture in the Normal at Athens, Georgia this year.

Miss Grace Norton still holds the position of director of the Van Buren County Normal.

Miss Zoe Shaw returned to the Normal for a life certificate and last year studied at Teacher's College, returning to Kalamazoo as primary supervisor this year.
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1908.
W. G. Willard is superintendent at Fife Lake, Michigan this year.
Miss Ella Champion still holds a position in the grades at Niles.
Guert Fales is superintendent at Tus- tin, Michigan.
Miss Susan Tickner and Miss Jennie Kinne remain in the grades of the Kalamazoo city school.
Mrs. Anna Hicks is still teaching in Allegan.

1909.
Ira J. Arehart is principal of the Hart High School this year.
Mrs. Lizzie Bidwell is teaching at Lawrence.
Miss Elizabeth Blok teaches in Grand Rapids.
Mrs. May Deane continues her work in the Hartford school.
Mrs. Elizabeth de Spelder is still teaching in the Grand Haven schools.
Miss Vesta Lewis holds a position this year in Three Rivers.

A. M. Nutten has recently refused to be the Democratic candidate for commissioner of schools in Kalamazoo County. He retains his position in the consolidated school at Comstock.
Mrs. Lou Sigler is principal of the Henry Street school, Grand Rapids.

1910.
F. W. Emerson, after receiving a life extension certificate last year, returned to the superintendency at Watervliet.
Miss May Cornell returned this year to her former position in the Grand Rapids schools.
The Misses Julia De Young, Myrtle Cherry and Helena Hilderink are teaching in the schools at Grand Haven.

Rural Alumni.

1906.
Miss Mabel Bright of this class is now Mrs. Vincent Baleh of Auburn, Ind.
Miss Nellie Johnson is Mrs Ira. J. Hayden and resides on a farm near Lowell.
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KALAMAZOO, MICHIGAN

Miss Hilda Marshall has returned to the Normal for life certificate work.
Miss Emma Martens is teaching near Pavilion.
Miss Hattie Masselink is teaching in the country near Holland.
Miss Jennie Romig is now Mrs. Glenn Gunn of West Oshtemo.

1907.
Henry Branderhorst teaches in a rural school near Holland.
Miss Mable Butler was married to Guy Merrill and resides at Climax.
Miss Ethel Grover is now Mrs. T. H. Johnson of Bedford township.
Miss Mildred Hutchens is teaching at Alamo.
Miss Mary Kronemyer is teaching at Hamilton, Michigan.
Miss May McAllister married Mr. Heaton and resides at Jackson.

1908.
Miss Naida Beckley is Mrs. Floyd Haynes and lives on a farm in Portage.
Miss Lois Carleton is teaching at Portage.

Miss Hazel Young and Tracy Burns of this year's class were married recently and reside on a farm near Fulton.
Miss Hazel Decker is teaching near her home at Schoolcraft.
Miss Sarah Nyhuis is now Mrs. Frank Peters and lives at East Holland.
Miss Frances Greene after graduation was married to Starr Fenner and lives at Plainwell.
Miss Catherine Devereaux is teaching in the County Center school at Marshall.

News Note.
A party for the alumni has been arranged by the social committee as a feature of commencement week. It will be held on Monday evening, June 19 in the gymnasium and Fischer's orchestra has been engaged for the occasion. It is hoped that many former students in the Normal will be able to attend this party and remain for the Commencement exercises Tuesday and the alumni banquet.
Preliminary Showing of
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"Spring" which will come later, but must make an Advance display
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Enrollment in the Kalamazoo Public Schools.

Within the last few years the figures of school enrollment, especially those showing the distribution of pupils among the different grades, have been carefully studied along lines hitherto somewhat neglected. There have been in the main two motives for this study. The first is the increasing effort to subject school organization, as well as other lines of social activity, to tests of efficiency as scientific as can be devised. The second and allied motive has often been either to support or controvert by figures certain wholesale opinions about the waste of pupils who drop out of school prematurely or the waste of effort which holds them too long on the elementary work. Notable articles in the Psychological Clinic with type studies of a few places, were followed in 1909 by Dr. Leonard P. Ayres’ book on elimination and retardation of pupils. This book has proved a center both of interest and of controversy. Results cannot yet be fully measured, but whenever undertaken the study has been helpful in showing unexpected points of strength or weakness. In the study of our own local conditions two points have been made clear: First, the theory on which graded courses of study are sometimes prepared, namely that pupils of the same age are to be “treated” in the same grade, and for that age the content of subject matter should be planned, falls woefully lame in practice. A grade-age table takes more space, unfortunately, than can here be given for it; but a glance at such a table, whether for Camden, Philadelphia, or Kalamazoo, whether the table is made for schools having the best conditions, or compiled for schools whose pupils are not of the highest type, shows for each grade a belt of figures covering at least four years instead of a ribbon of figures marking progressively the march of a united class from one grade to another. Indeed for most communities there will appear also a fringe of figures which shows pupils in the primary grades who from age and length of school service might properly be in the high school. Locally we have been fortunate in reducing this fringe, by means of special classes for those who can at best make slight progress in school as well as by individual instruction for some pupils in the upper grades who may temporarily have fallen behind.

The second point is shown in the accompanying diagrams and tables and is this; the effectiveness of schools in holding pupils through the elementary course is relatively much greater than supposed. Absolutely the margin of loss is still too large and we must seek by readjustments to overcome it, but in place of the frequent estimate that ten percent of the pupils never
Enrollment by Grades—Michigan, 1909

Columns 1-8 are the elementary grades; 1-IV High School grades. The line across the chart represents 100 per cent. or the number of new entries into grade I. The numbers below are the relative percentages of that maximum found in the grade enrollment here charted. Figures for Michigan are from the last published reports. Those for Kalamazoo are for enrollment December 15, 1909.

Enrollment by Grades—Kalamazoo, 1900
reach the high school the truth, for Michigan, is that nearly twenty percent now graduate from high schools. The figures for Kalamazoo are gratifying; they show that 91 per cent of the maximum survival of pupils through the grades has been reached. According to Dr. Ayres who made the calculations and the charts from which Figures I and II were taken, this was, last spring, the highest percentage yet found in cities where tabulations had been completed. While this is not likely to remain steadily true, Figure III made from statistics for the present term shows for the city about the same facts as last year's chart. In Figure IV (taken from Dr. Ayres' book) is shown the average grade enrollment for 156 cities. We are naturally interested to compare the Kalamazoo figures with the average, but should not fail to notice how far above that average are conditions in the state of Michigan, as shown by Figure I; and a comparison of this year's enrollment recently made by several cities in this part of the state shows that they are very nearly alike in this regard.

The two charts given for Kalamazoo are for the last two years. Enrollment tables for the last five years show similar results. Table I gives averages for that time as compiled from enrollment figures taken each year on two specific dates, one in October, the other after the beginning of the second semester.

Table One.

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. Boys</th>
<th>No. Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>294</td>
<td>280</td>
<td>574</td>
</tr>
<tr>
<td>II</td>
<td>242</td>
<td>238</td>
<td>480</td>
</tr>
<tr>
<td>III</td>
<td>239</td>
<td>228</td>
<td>467</td>
</tr>
<tr>
<td>IV</td>
<td>249</td>
<td>238</td>
<td>487</td>
</tr>
<tr>
<td>V</td>
<td>227</td>
<td>229</td>
<td>456</td>
</tr>
<tr>
<td>VI</td>
<td>210</td>
<td>218</td>
<td>428</td>
</tr>
<tr>
<td>VII</td>
<td>187</td>
<td>199</td>
<td>386</td>
</tr>
<tr>
<td>VIII</td>
<td>157</td>
<td>182</td>
<td>339</td>
</tr>
<tr>
<td>IX</td>
<td>108</td>
<td>123</td>
<td>231</td>
</tr>
<tr>
<td>X</td>
<td>63</td>
<td>80</td>
<td>143</td>
</tr>
<tr>
<td>XI</td>
<td>42</td>
<td>60</td>
<td>102</td>
</tr>
<tr>
<td>XII</td>
<td>36</td>
<td>46</td>
<td>82</td>
</tr>
</tbody>
</table>

The relation of eighth grade to first grade is shown in average totals in Table II.

Table Two.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade I Total</th>
<th>Grade VIII Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1905-06 (2nd Sem.)</td>
<td>632</td>
<td>285</td>
</tr>
<tr>
<td>1906-07</td>
<td>626</td>
<td>356</td>
</tr>
<tr>
<td>1907-08</td>
<td>678</td>
<td>365</td>
</tr>
<tr>
<td>1908-09</td>
<td>639</td>
<td>395</td>
</tr>
<tr>
<td>1909-10</td>
<td>615</td>
<td>439</td>
</tr>
</tbody>
</table>

Two interesting facts appear in this table. The growth in the eighth grade has been very steady, but in spite of increased population in the city and a decided increase of total enrollment, the number of first grade pupils is no greater than five years ago. The reasons for this are not fully clear, but it is probable that one main factor is the reduction of the amount of retardation in Grade I, so that the 1910 figures
(615) are much closer to the number of new entries in the grade for the year than is the corresponding total for the spring of 1906. We think these figures fairly illustrate the two points previously mentioned, for the elementary grades, the fact that full adjustment of grade courses has not been reached and the more encouraging fact of creditable survival or persistence through the grades. A third table recently compiled gives some surprising facts regarding the connection of the schools with higher institutions.

Table Three.

High School Graduates.

<table>
<thead>
<tr>
<th>a. Boys</th>
<th>b. Girls</th>
<th>c. Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>1907</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>1908</td>
<td>24</td>
<td>37</td>
</tr>
<tr>
<td>1909</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>1910</td>
<td>40</td>
<td>51</td>
</tr>
</tbody>
</table>

Tot. & Av. 140 203 343

Advanced Standing.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1906 17</td>
<td>70.8 21</td>
<td>58.3 38</td>
</tr>
<tr>
<td>1907 15</td>
<td>55.5 21</td>
<td>72.4 36</td>
</tr>
<tr>
<td>1908 17</td>
<td>70.4 30</td>
<td>81 47</td>
</tr>
<tr>
<td>1909 10</td>
<td>40 35 70</td>
<td>45 60</td>
</tr>
<tr>
<td>1910 28</td>
<td>70 38 74.5</td>
<td>66 72.5</td>
</tr>
</tbody>
</table>

Dr. Ayres’ compilation in Chart II, shows that 22 per cent of our enrollment reaches Grade XII. This means that at least 20 per cent will be found in the high school graduation lists. Now for five years two thirds of the graduates have gone to higher institutions. Instead of the traditional 3 per cent, then, this community has for an appreciable period been sending forward to higher schools nearly 14 per cent of its possible quota. Of course part of this is explained by the home opportunities in Normal School and College, yet for many years the proportion of graduates who have continued their training beyond the high school has been large. While I do not know that figures are obtainable my observation of conditions in the state leads me to think that for Michigan as well as Kalamazoo the three per-

cent tradition would be badly shattered if exact facts were tabulated.

S. O. Hartwell,
Superintendent, Kalamazoo Public Schools,

Housekeeping in the Third Grade.

Recently there have been introduced in the work of the third grade certain activities which have been grouped under the general head of housekeeping. Because there has been some misinterpretation of this work, it has seemed wise at this time to state briefly, first, what the work itself is; second, its purpose.

One half hour each week is given to this. The class is divided in three sections, each section being responsible for one piece of work during the term. The work is changed each term so that during the year each group of children has twelve weeks’ experience with each phase of the work.

According to housewifely custom Monday morning is chosen for the washing and general cleaning, while the ironing is done on Tuesday. The washing is not an artificial activity, but a natural outgrowth of the needs of the class room. Each child has his own towel (made in sewing class) which must be laundered each week. These with dusting and cleaning cloths and an occasional piece of table linen make a very good sized washing for a group of ten children. The work is carried on in the kitchen. Few utensils are necessary, four tubs, two wringers, a boiler, and two wash benches (the latter made by children in manual training) meeting the needs of a class of this size. Only simple problems are taken up, though there is some attempt to have a certain progression and development in the work.

While the washing is being done in the kitchen, a second group is taking charge of the general cleaning of the room. The furniture and woodwork are dusted, boards and windows washed, and chalk trays and sink cleaned. This group also cares each day for the bowls and mirrors in the toilets on the first floor. At some time during the
term they are taken to the school bedroom where they have the additional experience of making a bed.

The ironing presents two problems, first, that of ironing those articles washed by the children which must be dampened some time before ironing; second, those articles which must be dampened at the time of ironing. Costumes used by various grades in their dramatizations have furnished material for the second part of this problem. For this work each child has his own board which he has learned to cover properly. This is placed on low sawhorses opposite a small gas plate. Through experiment much is learned about the proper heating and care of an iron.

These are the activities. Now, why should this work be given a place in the weekly program?

We talk a great deal about the undesirable abruptness in taking the child from the home where the group is essentially informal in its make up to the school, where the organization is more or less severely formal. Yet many times we fail to do the things which lie within our power to avoid this abruptness. In the most wisely conducted homes, the child not only feels his importance as an individual member of the group, but he also feels some of the responsibility for maintaining the welfare and comfort of the group. He is given duties, important in the household, which depend upon him and upon him alone. Thus his social responsibility is developed in the only group which he knows. When he comes into the larger group, the school, too often his only social responsibility lies in reciting his part in the arithmetic or geography lesson, or keeping his place in line, or in not whispering, so that the deadly quiet of the school room may be maintained. All of which responsibilities are largely foreign to him. On the other hand if he feels that the proper condition of the costumes for the entire school or of the towels for his grade depends upon him, if he is held responsible for the appearance of the windows of his own room or of the toilets on his floor of the school building, there is a very vital motive for doing something worth while for the good of the group, and his sense of individual responsibility is thereby strengthened.

This work, too, offers a natural opportunity for initiative on the part of the child and for growth in executive ability. If any one doubts that it does not require poise and self-control in children to clean a room, each one doing a different task, let him try it with a group of children unused to the freedom under which they must necessarily work. The experiment will doubtless convince him that when children can attack this for themselves and carry it forward in decency and order, with almost no supervision, that there has been a decided growth in some of the qualities which we respect in an individual everywhere in life.

The outsider often sees in this only the utilitarian side, the fact that the child is being taught to wash and iron and dust. A value does exist here, not only that he is learning to do these things properly, but in the fact that he is learning to have a respect for them simply because they are a part of the school’s work. Thus he is learning to dignify much of the work which too many of our Americans have rapidly been learning to consider menial.

We are often more awake to the social value of a piece of work of this nature, however, than to the opportunities it offers for growth through its physical activity. Our modern students of child life are teaching us that the young child grows mentally not only through his combats with abstract problems, but through his activities. Then the muscular development and the necessary muscular coordination gained through washing may perchance be of more value than the power gained through a half hour spent in a reading class. The choosing of a proper place to stretch a clothes line requires as much judgment as the solving of a problem taken from the arithmetic book. Modern psychologists also urge us more and more to let the child come in contact with the ele-
ments of nature, and it is evident in
watching the children while working
in the water or manipulating the fire
that there is something much more
vital than is found in much of the
work given them in the usual school
curriculum.

This leads to this fact, which is sub-
ject to psychological proof, that when
the child is working joyously he is
working with greater vigor than when
this condition is absent.

The work suggested in this article
does not need a kitchen in which to
carry it forward. Last year much the
same thing was accomplished in the
school room, the only utensils being
two foot tubs, one small washboard,
one wash bench, and three irons. The
whole plan is feasible in any school
where there is any means of procuring
gas or other heat. The growth in the
unity and general spirit of the group
will reward even the most modest ex-
periment along this line.

Bessie Bacon Goodrich.

Georgia, Educational and Agricultural.

Dear Mr. Phelan:

I am glad indeed to write you some-
thing of Georgia educational and agri-
cultural for that is what is uppermost
in my mind in school and out.

While you are wrestling with the
consolidated school and like problems,
convincing anxious mothers and skep-
tical fathers that it is not possible to
keep the children comfortable this
wintry weather with the old fashioned
stove in one end of the school room
and that it is absolutely impossible to
have regular attendance when the
younger children have to wade a mile
or more through big snow drifts or
slosh through the sleet and mud, what
are they doing in Georgia? Here the
boys and girls are trudging merrily to
school most of them barefoot (espe-
cially in the southern part of the state)
and picking the blossoms of the peach,
wild plum, violets, jonquil, etc., to
decorate the teachers desk.

This has been a remarkable winter
so far with only two or three freezes

*A letter from Mr. Jewell in reply to one from Mr. Phelan asking
for a contribution to the Record.
fertility. This necessitates the use of commercial fertilizers in large quantities. It is the exception when a crop of any kind is planted without some commercial fertilizer and often two or even three applications are made. It is an interesting fact though, that the fertilizers pay better on fairly good land than on very poor.

Coming from Michigan I missed the clover fields but find clover replaced by cowpeas. They answer the purpose of clover in building up the land, and furnish a good hay. They are often planted in the corn at the last cultivation and are sown with sorghum cane a great deal for fodder.

Probably a very few Michigan farmers have begun to think much about their gardens or corn. Yet here many of the gardens have peas, and the hardier vegetables up, and in two or three week corn will be up in the southern part of the state. You must remember that Georgia is about as long north and south as Michigan and hence has different seasons in different places.

Corn and cotton are receiving much attention at present and wonderful work is being accomplished in regard to increasing the yields. The average cotton plant for the state has but four bolls of cotton. There are plenty of plants having from one to three hundred. The average yield is between one-third and one-half bales per acre, yet many farmers average one bale per acre, which taken seed and all, is worth nearly one hundred dollars. The average yield of corn is between eleven and twelve bushels of shelled corn per acre, yet thirty boys in a corn contest averaged over seventy bushels of shelled corn per acre. There are numerous instances of one hundred bushels and over being produced. The interest and resultant high yields are largely due to the formation of corn clubs which are being formed of not only boys but farmers as well. I know personally of one live county school commissioner that has a list of over one hundred farmers that have agreed to enter the contest next year. Who says that the county fair in that county will not be a success?

All Michigan crops can be grown in Georgia and usually two crops a year. Many farms can produce the following at a profit: cotton, corn, wheat, oats, rye, barley, sugar cane, fruit, vegetables, sweet potatoes, Irish potatoes, peanuts, cowpeas, velvet beans, vetches, sorghum, broomcorn, and tobacco, besides live stock and poultry of all kinds. Farm buildings are not costly and in many sections of the state stock can pasture all winter. I expect to see the South become a great live stock section for without doubt dairy products and farm animals can be produced here at less cost than in the North.

The health conditions, at least here at Athens, are ideal; and I see no reason why they should not be so over a greater part of the state, especially if the people exercise the common sanitary precautions against disease. Athens, by the way, leads the United States in regard to a low mortality rate.

The majority of the white farmers are waking up and demanding better schools better laws, and more organization. They are grasping eagerly for help with farm questions. The common plea of educators that the farmer is hard to reach is not applicable to Georgia at least. It is hard to make the farmer reach great heights at a bound with new ideas, but get down on the ground floor and talk improvement that he can understand and he is with you every time. Vast crowds of farmers, teachers, pupils, and professional people, as well as merchants are this month meeting the agricultural train sent out by the College of Agriculture. Many more are joining corn clubs and attending meetings to obtain information relative to seed corn selection.

There are not as many small land holders in Georgia as in the North and this is a serious drawback. There are some counties where a dozen people own the whole county and they let the land to tenants, largely to negroes. The social life is poorly developed because the population is scattered. The
rural schools are poor and the negro complicates the life of the rural community to such an extent that you cannot comprehend the difficulties until you live among them. There are also many insect pests. Corn, wheat, etc., are soon destroyed by weevils unless carefully protected. In South Georgia corn is stored with the husk on and even then much is ruined.

According to the systematic standards of taxation to which you are accustomed the laws of Georgia would seem very poor. Outside the cities there is no assessor and everyone hands in his own valuation of his property.

However, as an agricultural proposition, looking rather into possibilities than actual conditions, I think Georgia is to preferred to many Northern states. The disadvantages are of such a nature that they can be remedied, while the great advantages in climate, which nature gives us are outside the control of man and will continue forever. These facts make a successful future for the South seem assured.

The fact already mentioned stating that the rural white population is scattered would in itself tend to make inefficient rural schools, but when you add to this the following conditions the situation seems hopeless indeed. The schools have inadequate supervision. Until the last few years people could not locally tax themselves for school purposes, all funds being provided by the state. There is a short school term in many counties of five months and a part of that in midsummer. Teachers poorly paid and in many cases having to wait six months or longer for their pay else take the orders to a bank where they are subject to discount. The school buildings are very poor and inadequate. I should have mentioned also that most of the teachers are poorly prepared.

But why brood over a dark past or gloomy present when things are picking up and a bright future awaits us.

Granted we have poor school laws, new and better ones are taking their place. It is now possible for counties wishing it to have the local tax system, and many counties are making use of this privilege to supplement their funds for school purposes.

Granted we have school buildings which make us blush, they are being torn down every day and replaced by new and better designs. Many of these buildings are designed by the head of the Department of Manual Arts of the State Normal School. He goes and plans buildings and grounds wherever he is called.

Granted that in many cases the teaching is worse than the buildings, every year find more trained teachers in the field and a few more communities beginning to realize that there is the possibility of a good school in the country that the country is after all holding forth possibilities for both young and old that the city can never hope to offer.

Granted that rural teachers are underpaid, every year finds more calls from rural districts for well trained normal graduates at prices which make the ordinary grade teacher in town gasp with wonder.

Granted that the whole curriculum needs overhauling, agriculture at least is a required subject in Georgia, and every year finds it better taught, and more boys and girls realizing that their own homes and farms offer in terms of their own experience problems in arithmetic, geography, physiology, etc., which are fully as fascinating and much more comprehensible than the dull routine text book work to which they have been accustomed.

Georgia has eleven district agricultural schools where boys and girls can, along with the academic training, receive training for home and farm. Georgia has also a state official whose sole duty is to help the rural schools of the state. The Peabody Educational Board has made it possible for a great work to be done for the rural schools of the state. The State Normal School has made it possible for a great work to be done for the rural schools of the state. The State Normal School through its President has the privilege of sending out, to such counties as he sees fit, well qualified social and school workers, who go to a country and see what can be done to help things along. Their work is not definite. They help
where help is needed along their lines. It may be helping a teacher solve a question of discipline. It may be helping arouse sentiment for a new school house. It may be helping to interest the children in home economics. This person goes where she is invited. She does not stand off and criticise, she turns in and helps, helping get the family supper or solving a problem, or darning stockings. Not every one is fitted for the work. The trouble is to find those that are fitted, but when once found they simply regenerate a community. When by one year’s work one worker can get some twelve schools to establish cooking and sewing departments and when she reaches out and gets a fourteen year old, unable to attend school, so interested that she cooks over seventy dishes from corn, thereby winning a prize at the county fair, — when these things are accomplished and I have personal knowledge that this and much more has been done, this system of reaching the people must certainly be regarded as efficient. It also suggest what might be done in the way of a new thing in school supervision.

We are behind in many things educational but we are improving. It would not surprise me to see in a decade the positions of the North and South reversed in educational matters. The very strength of your educational system is a detriment for the stronger the wall the harder to tear down and rebuild. While you are tearing down and rebuilding the South can start from the ground with such of your plans and specifications as are desirable and adding those things which furnish a real foundation as agriculture, home economics and industrial training build faster than you. Another reason is that people of the south realize the need of those things which you with your better social and educational conditions do not realize so much.

One hears of many plans and ways of bettering rural conditions, but through it all one line of thought keeps running in my mind. It is this. The world depends upon the farm for food and raw material. We cannot have a constant and reliable supply of these unless we have a comparatively contented class of farmers who work the same farm from year to year. We cannot have a contented class of farmers unless the farm gives the complete life of which it is capable. How can the farmer folk be reached and shown the possibilities of this life and how to attain them? There is but one educational institution today that reaches the total rural population good, bad and indifferent, whether they want to be reached or not. That institution is the rural school. By it we must stand or fall.

This is a big subject and no one can hope to exhaust it so I will weary you no further. May your success be measured by your hopes.

Very cordially yours,

D. B. Jewell,
Chair of Agriculture,
State Normal School, Athens, Georgia.

LITERARY

Through an oversight the name of Lydia Best, the author of the dramatization of Dick Whittington and His Cat, published in the February Record, was omitted. The editor is glad to give Miss Best the credit due her for a very creditable piece of work. Already a request for the privilege of reprinting it has come from the editor of an eastern educational journal and has been granted.

Contributions by Students.

**Wanted—A Government for Alaska.**

To understand the needs of a country we must know something of the country in question. To realize its remoteness, its cities and their industries we will follow along the line of a tourist trip through Alaska, noting briefly some of the material resources, for the beauty and grandeur will avail us but little in securing a government.

We reach Ketchikan two and one half days out from Seattle. This is the first American port after leaving Port Townsend, just outside of Seattle. A new townsite is being built just on the
American side of the border land between Alaska and British Columbia. It is to be called Portland and is very near the Prince Rupert townsite, which is to be terminus of the Grand Trunk Pacific Rail Road. Ketchikan is a small town, beautifully situated and is supported chiefly by the copper mines in the near vicinity and the fisheries. Wrangell is the next stop on the northern trip. An interesting feature of this old Russian fortress is that it was built in 1634 and is therefore the oldest city in the United States. There are about one hundred and fifty inhabitants in the town representing twenty-six nationalities. The occupation of the inhabitants is not very obvious for when the boat is sighted as it is coming up the channel the call of "steamboat" is passed along and everyone leaves his employment to witness the landing of the ship. They all claim to be either saloon-keepers or missionaries. We learned later that their chief occupation was fishing. Petersburg is the next stop of importance. The famous Treadwell mines are situated here. They are the next to the largest Lode Mining Company in the world. This company has done a great deal towards the development of Alaska. First of all it has stood for permanent development by sustaining large communities and distributing part of its profit, at least, locally; while the placer miner, or prospector, working the richest deposits only has left a large amount of gold in the tailings and departed for the States, taking his gold with him.

Thus the latter merely robbed the country and assisted in no way in its development. Across from Treadwell, or rather across the Gastineau Channel, a distance of about three miles, is the capital city of Juneau. It is sustained chiefly by the mines in the Silver Bow Basin, back of it. The largest of these mines is the Perseverance and the Ebner, another lode mine, is a close second. The Jualpa Company, a new venture in mining, a hydraulic mine, is bankrupt as the result of an injunction served restraining the use of a certain tunnel. The matter should have been settled in a day and the company allowed to resume operations, but on account of a young and inexperienced judge being on the bench in the first division the matter was taken under advisement and the company failed in the meantime. Sitka, the beautiful, is supported by gold mines; chief among these are the Chicagoff Mines. Skagway, the gateway to the interior, is the last stop or terminus of the Southeastern Alaska Steamship Company's lines. These ports have a great advantage over most all other Alaskan ports in being open to navigation all the year. The interior towns of Fairbanks, Eagle City and Rampart in the Tanana Valley may be reached by taking the White Pass and Yukon Railroad to White Horse and thence by river steamers. The chief industry is gold mining, one of the Detroit Rothschilds operating one of the most successful mines in that district. Mining is very expensive in this district and therefore only the high grade ore is being mined at present. The famous Susitna Basin is found here. The average cost of transportation is one dollar per pound. There are large deposits of copper and low-grade gold ore in this district that remain undeveloped, awaiting transportation. The Iditarod Camp, the goal of the gold rush of 1909 and 1910 is near the mouth of the Copper River, south of Fairbanks.

Returning by way of the outside passage from Nome, the famous but fast receding city of the district, we strike the towns of Unalaska, Kodiak, Seward and Valdez, the inlets to the Behring, Matanuska and Cunningham coal lands. The Cunningham claims are about one hundred miles from tide water. Railroads are absolutely necessary to their development. These fields, according to the U. S. Geological Survey are greater than the coal lands of Pennsylvania. In 1904 a law was passed, permitting the location of one hundred and sixty acres of unsurveyed lands by taking possession and working boundary and the other requirements of all mining location such as
filing notice of location, setting stakes and doing the required amount of assessment work. When patent was applied for, after vast sums had been spent improving the properties, the claims were said to be dummy entries or something of that nature, thus withholding patent and delaying the development for fear some corporation might secure benefit from the same. The United States Navy Department imports its coal from Wales for use in ships in the Pacific and pays from twelve to fourteen dollars per ton, when it could be produced at about two dollars per ton in Alaska. The difference in expenditure for coal in one year, buying from Alaska, would be four million dollars.

The rich copper deposits of the Kotseña Chitina region have forced the beginning of railway construction. This enterprise was undertaken by private companies, receiving no aid whatever from the United States, quite the reverse of the history of railroads in the West. Instead of receiving large grants of land the government even withholds the development of the coal fields, in the immediate vicinity, thus forcing the railway company to buy coal in British Columbia at from ten to fourteen dollars per ton. Can you imagine the stage of development our western states would have reached with like treatment from the government?

The people of Alaska are chiefly Americans who were born and bred in communities accustomed to self government and are not to be regarded as isolated and stupid individuals. They are grouped together in various parts of Alaska and are progressing in spite of the neglect and handicap of poor government.

Just why this district needs another government is most apparent when we consider what the first modes of government and the present carpet bag system of government have done for the district. The first exponents of the law in the interior and Nome, were plunderers and caused more dissension and discontent than had ever been experienced in that region during the reign of every man for himself and all feuds settled without the law as an arbitrator. The conditions at that time can be partially realized by reading the "Spoilers" by Rex Beach.

The condition of the mail service for the interior of Alaska needs attention. The National government has made no provision for adjustment. At the present time only first class mail can be sent into Fairbanks, Circle City, etc., during the winter months. Even then the size of the package is limited. Newspapers and periodicals will not be carried in, even if first class rates are paid on them. Local authorities could adjust these matters by appropriating money for the carrying of the mail from the coast, but under the present arrangement it is impossible for them to get the necessary permission from Congress to thus handle the United States mails. Congress has not understood the condition and the dangers of the passage to Alaska. During the past year several vessels have been wrecked on account of the passage not being well lighted at dangerous places. Beginning with the wreck of the "Ohio", August 25, 1909, there have been several minor accidents and four vessels, the Farrallon, the Santan Clara, the Yucatan and the Georgia, wrecked on account of losing the course or striking some bar. A government at home could take steps towards outlining a definite course and putting up lighthouses and beacons at dangerous places. The judicial system is the best that could be expected at the present time. Physical needs, such as building of roads, etc., have not been sufficiently considered by Congress in view of the great revenue Alaska has turned into the national treasury. The wealth produced, in part, should be turned over to other purposes and the needs of the Alaskans considered.

Now what kind of a government would best serve the people? There is now a bill before Congress introduced by Senator Beveridge looking toward a commission form of government. This is a plan endorsed by President Taft. It wishes to establish a government similar to the Philippine form of gov-
ernment. This form has proved quite successful in the Philippines but when applied to a vast region like Alaska where Philippine conditions do not exist it cannot be anything but a failure. The territory is so remote and extensive that direct legislature by Congress cannot be effective. Some parties argue that the people are not able to govern themselves as is shown in the outburst of last March when the United States Marshal and District Attorney were dismissed without being given a hearing. It is true the Governor was burned in effigy. Newspapers all over the country reported the affair as an uprising against law and order. If the facts were known it was an uprising of but a few of the people and Six-shooter Sam was the only one to witness the burning of the Governor in effigy. The citizens of Juneau paid little attention to the matter but it was reported as a revolt affecting all of Alaska. Upon an investigation it was found that the discharged officers had had a hearing and that there was sufficient charge to dismiss them and anyway a man taking an office to which he is appointed should consider dismissal as an incident of the job. Another supposed danger in allowing home government is the control of "special interests". Which danger is the greater, being in the hands of a cumbersome body without special knowledge of the needs of the district and with no responsibility towards the people or being controlled by "special interests" who would be interested in the development of the country and the general welfare of the people? The government for the Philippine Islands has been successful in all save that it has tied up the natural resources to such an extent that the people are in want as a result. Now what is wanted is a government that will allow the development of the natural resources in such a way as to give the greatest benefits to the people of the Territory, for the interest of the pioneer of Alaska should be guarded as zealously as those of our Pilgrim Fathers were. The present plan of conservation in regard to Alaska, proposed by some of our ardent statesmen, presupposes the ability of the present generation to live on nothing long enough to bring the next into being. This is all proposed to keep the "interests" from gaining control. Let us rather use a little diplomacy and take advantage of the corporate organization in assisting in the development, while at the same time checking undue greed.

The government that seems to best suit the needs of the country is the establishment of a territorial system of government, three delegates from each of the three districts to meet in the capitol city and make laws, regulations, etc., regarding the government of the territory in so far as it does not trespass on the United States rights. One territorial delegate to be chosen at large to have a vote in Congress. The governor should be elected by the people instead of being sent out by the President, so that he might take some special interest in the needs of the country instead of spending all of his time in Washington. The judicial system to remain the same as the existing system. Can we as freedom loving people refuse to grant the privileges of a democratic government to our brothers, American born citizens for the most part? An Alaskan sacrifices much in leaving home government behind. Is he repaid? Yes, in everything but the loss of his voice in the government which is so dear to the average American. Beauty and grandeur of nature and the inspiring air of the North can do much to fill the vacancy of being deprived of the enjoyment and education afforded by opera and lectures. But nature with all her allurements cannot satisfy the man wanting a voice in his country's affairs. Why then deny these brothers the highest privilege of American citizenship?

Gertrude Hollenthal, 1911.

The Boy Scout Movement.

Two countries claim the distinction of originating the Boy Scout Movement. England claims that the story of the movement begins in Africa at Mafeking during the Boer War in 1899-1900. This is the story as told by Ralph
D. Blumenfield, editor of the London Daily Express, in the outlook for July 23, 1910:

The advance lines of Mafeking ran five miles around the city. Some of the defenders were killed and others were wounded until the temporary hospitals were filled to overflowing and every man's value was more than trebled. Lord Edward Cecil, realizing the seriousness of the conditions, gathered all the boys, talked to them, drilled them a little, and put them into uniforms. They became messengers, kept lookout and acted as orderlies so that the men could be on the firing line. At the end of the war they were given medals.

One day a boy on a bicycle rode through a rather heavy fire with a letter and Sir Robert Baden-Powell said to him, "You will get hit one of these days, riding around like that when the shells are flying."

The boy replied, "I pedal so rapidly, sir, they could never catch me."

These were the first Boy Scouts and that boy's spirit is the spirit which is now prevalent.

About two and a half years ago, Sir Robert Baden-Powell (B. P., as he is usually called) made an experiment. He collected some English boys in Surrey, talked to them as the Mafeking boys were talked to, put them in uniforms and drilled them just a little. Not much drilling is done because it is thought that drill kills initiative. He showed them how to play at Indians, at Knights of King Arthur, took them into camp and taught them woodcraft, how to distinguish birds and the secrets of Nature. He worked out a scheme and wrote a book called "Scouting for Boys." The fundamental idea is to lead boys by attractive measures called scouting to form their own characters.

The Boy Scout Movement was so popular in England that one hundred thousand boys became "Scouts" inside of the first year, and at the end of the second year there were over two hundred thousand. There are "Scouts" in Malta, Singapore, Calcutta, Canada, Australia, France, Russia, and the United States.

All classes of society are represented in the organizations. In one patrol you will find ragged, dirty little slum boys shoulder to shoulder with boys of the nobility. "All you have to do is to collect, say, a dozen boys, ragamuffins, young ruffians, boys of blue blood and boys of red blood, anything so long as it is a boy, teach him the Scout law, put him on his honor, stick him into a uniform and you have transformed the urchin into a blazing eyed young knight errant, a chivalrous, honest, honorable and zealous patriot."

Sir Robert Baden-Powell says: "The whole object of our scheme is to seize the boy's character in its red-hot stage of enthusiasm and to weld it into the right shape and encourage and develop its individuality so that the boy may become a good man and a valuable citizen for our country."

A company of Boy Scouts may be organized anywhere. Any boy from ten to eighteen years of age may be a Scout, if he can pass muster. There are seven boys to a patrol a patrol leader and assistant patrol leaders. Then, over all these, there is a local Scoutmaster whose business it is to encourage, not to interfere. A barn, shed, empty loft, a coach house or a school room for headquarters should be equipped as a club rather than a drill room. Scouts earn their money for uniforms, equipment, etc.; they do not beg. The expenses are low so that with opportunities to pay for things on the installment plan, almost any boy can afford to join.

To become a Scout a boy must make the Scout's promise and must pass the test of the tenderfoot. (First a Scout is a tenderfoot; when he passes the tenderfoot test he becomes a second class Scout, and finally becomes a first class Scout.) After he passes the tenderfoot test, he may wear a uniform and the Scout's badge. The first subject of the test is the Scout's Law. On it depends the whole force and glory of the Scout's Law. On it depends the whole force and glory of the Scout idea. It is the simple creed of honor and chivalry, comparable to the code of the Knights of the Round Table. "It is the ten commandments made fascinating."
There are nine points of the Scout’s Law:

1. A Scout’s honor is to be trusted.
2. A Scout is loyal (to his King, his country, his parents, employer and Scoutmasters.)
3. A Scout’s duty is to be useful and to help others.
4. A Scout is a friend to all and a brother to every other Scout, no matter to what social class he belongs.
5. A Scout is courteous. He must not take any reward for being helpful and courteous.
6. A Scout is a friend to animals.
7. A Scout obeys orders. After he has carried out a command he may state his reasons for not wanting to do so.
8. A Scout smiles and whistles when anything goes wrong. The punishment for swearing or bad language is a cup of cold water poured down his sleeve by the other Scouts. This method of punishment was invented by the old British scout, Captain John Smith, three hundred years ago.
9. A Scout is thrifty. (He has a bank account.)

The chief law is to do good to others daily.

All boys love to make chalk marks—Boy Scouts learn to rub them out. This interest is appealed to through the Scout signs. For instance an arrow points the way to go and an X points the way not to go, and a circle within a circle says, “I have gone home.” At night, sticks with wisps of grass around them or stones are laid in the road so they may be felt.

Each patrol has its name and its call and so may communicate with the others while in hiding. The patrol leader carries the flag with the patrol bird or animal head on it in red cloth and each Scout learns to draw his patrol animal’s head and give its call. The drawing of the outline head and the Scout’s number in the patrol may be placed at the end of a Scout sign in order that he may be known.

After he has learned to draw his patrol animal’s head the next thing a Scout learns is the theory and practice of the salute. The theory is that the salute shows you are the right sort and mean well to the other because a salute is the sign between men of standing. Scouts must salute each other on meeting for the first time, must salute the flag, the King’s officers, and when they hear “God Save the King.” In practice the right hand is raised level with the shoulder palm to the front, the thumb resting on the nail of the little finger, the other three fingers upright and pointing skyward. In full salute the hand is raised to the forehead. Next the boys are taught to tie knots and after one or two meetings they are sworn in as tenderfeet and given uniforms. The Scout pledge is:

“On my honor, I promise that I will do my best to do my duty to God and the King; to help other people at all times and to obey the Scout Law.”

Saying this, he stands at salute. The three fingers pointing upward are to remind him of the three points of his promise. He is then given a little arrow badge to wear in his buttonhole and his Scout uniform. The uniform is practical and durable. It consists of a wide brimmed felt hat, a colored shirt of flannel or thin serge in brown, green or dark blue. Around the Scout’s neck is knotted a kerchief of the patrol’s colors. He wears knickerbockers or short trousers cut above the knees leaving the knees bare. His stockings are turned down below the knees and from invisible garters depend tassels of green braid. Around his waist he wears a leather belt with dull metal buckles, two swivels and a coat strap. On his back is a haversack containing a billy can, drinking cup and other equipment. Over his shoulder is a light, wooden water bottle, and on his shoulders is a knot of colored ribbons denoting his patrol. A whistle, a knife and a Scout’s staff of ash marked in feet and inches complete the Scout’s outfit. The entire outfit costs about two dollars and a half and if necessary the boys may pay for this equipment on the installment plan. A knot of white ribbons on the left shoulder distinguishes the Scoutmaster.

As was said before only drill enough is given to allow the Scoutmasters to handle the Scouts in a businesslike
way and maintain discipline. Drill dulls resource and initiative, and the whole movement is to make self-reliant, resourceful men. The teaching is almost entirely through play. The boys play at being Indians, pirates, buccaneers, frontiersmen and cowboys, taking the best of the lives of these people and applying it to their own in this way learning both history and ethics beside many other useful and interesting things, such as nature study, manual training, etc. The boys learn camp cooking, first aid to the injured, what to do in emergencies, swimming, Morse or semaphore code, to judge distances, size, area, numbers, etc.

Each Scout must bring in a tenderfoot trained by himself before he can become a First Class Scout. When he has reached the goal of First Class he can rise higher and higher by badges of merit. The highest honors are medals for meritorious deeds. Saving life at the risk of his own receives a bronze medal, while if he has saved a life without risk, he gets a silver medal. A Scout ideal is that a Scout when with others is the first to see anything or hear anything.

The Boy Scout Movement is not yet three years old and it has been said that it is the greatest achievement of our age. It has revolutionized British manners and ways of thought. The discovery of the boy not only changed the nature of the boy but improved him so that he now sets a national standard. This is the story as the English tell it. The other story is told best by the American who probably is the real originator of the movement, Ernest Thompson Seton, the naturalist and student of out-of-door life. The following is his story.

The woodcraft movement came as a solution to the problem, "How shall we make our boys into real men not cigarette smoking tubercular excuses for men?" This explanation was made by Mr. Seton in an article called "Boy Scouts in America" which was published in the Outlook for August 1910.

The work was begun in 1898 and there were several clubs formed by 1901 the idea being to give boys "something to do, something to think about, something to enjoy in the woods; with a view always to character building, for manhood, not scholarship is the first aim of education." This is the idea as set forth in "Boy Scouts in America", Manual of Organization, by Ernest Thompson Seton and Sir Robert Baden-Powell.

The first considerable success came in 1903 from a club in a little town less than a thousand miles from Boston. A friend of Seton's named John Moale had bought several hundred acres of waste land in this town and had made a beautiful home of it. The townspeople resented his coming and the boys made it very unpleasant by painting the gate and wall and destroying property. While Seton was visiting there. Mr. Moale told him about it and Mr. Seton asked to be allowed to try an experiment. He bought two tents, three old Indian tepees which had been left at the Sportsman's Show, two canoes and bows and arrows and a target. There were already two boats on Moale's lake. The men made a camp ground by the lake and made an Indian village, Seton then paid one or two of the worst boys to take a note to the foreman at the Indian village and he reported that "they looked kind of mesmerized and didn't want to go away."

Then Seton got permission to speak to the boys at school. He asked all the boys from ten years up to stand. There were twelve and he invited them to come Friday and stay until Monday at the Indian village. He told them they could have all they could eat and they should bring two blankets but no fire arms, matches, tobacco or whisky. No one replied to his invitation, but all seemed sulky and suspicious. He repeated the invitation and still there was no reply. Finally he asked each boy individually if he wanted to come and each one nodded his head. They were to come on Friday at four o'clock.

Friday came and four o'clock, but no boys. Quarter after four and still no boys. Mr. Moale said, "I told you so!" and Mr. Seton was getting discouraged. At half after four they heard an awful shout and forty-two boys dashed into
the Indian village—twelve were invited, forty-two came.

Their bashfulness lasted less than ten minutes, when one boy said, "Say, master, kin we hollor?"

Mr. Seton answered, "Yes, all you want to."

They hollored. Very soon some one asked, "Kin we take our clothes off?" and Mr. Seton answered, "Every stitch if you like."

There was a mob of howling savages, tearing through the woods, jumping into the lake, pelting each other with mud and cowering over the fire. They ate all the food which had been provided to last until Monday at supper. After supper they sat around the fire and Seton asked if he should tell them a story.

"Yet bet," they answered. "Fire away."

He had taken the ideal Indian of Longfellow and Cooper as his model for the woodcraft movement, so he told the story of the Indians and the life of the plains. By eight o'clock every boy was listening without a word and at the psychological moment he said, "Say, fellows, how are we going to do this camping out—just tumble around any way, or shall we do it in real Indian fashion?"

The answer of course was, "Oh, Injun. You bet your life we're Injuns."

The next thing was to elect a Head War Chief. The boys chose Mr. Seton, but he told them that he and Mr. Moale were to be medicine men and that the Head War Chief should be one of them. Of course there were immediately forty-two claimants and he finally said, "Who can lick all others?" Hank Martin claimed the distinction with only one boy to dispute him. Hank was chosen Head War Chief and the other boy Second War Chief. Then there was a Third War Chief, a Council of Twelve, the Chief of the Council Fire, the Chief of the Tally, (Secretary) and the Chief of the Wampum (treasurer.)

Hank Martin was the worst boy in town but by appealing to his honor he made a fine chief and in a little while became one of the best boys.

The motto of the "Seton Indians" was "The best things of the best Indians."

The laws forbade rebellion against council, firearms in camp, smoking, whiskey, destruction of song birds or squirrels, breach of game laws, pointing of weapons at anyone; and made chivalry, kindness, courage and honor the cardinal virtues.

Of course the Indians wanted feathers. Seton explained how the real Indians got theirs and told the boys he would make a list of one hundred exploits which would entitle them to a feather. Some of the exploits were to walk four miles in one hour, or run one hundred yards in eleven seconds; to light a fire by rubbing together sticks to measure the width of a river without crossing it; to identify twenty-five trees, fifty flowers, fifty birds, etc. The fundamental principle on which he worked was the boys' love of glory.

In 1904, he took the movement to England and in 1906 Sir Robert Baden-Powell resigned from the army to take up the work there. In 1908 the name was changed from "Seton Indians" to "Boy Scouts."

In the first four months of 1910, eighty four medals were awarded to Scouts for saving life.

In Kalamazoo, Michigan, a band of Scouts was organized in October, 1910, with Mr. Frank S. Ford as Scoutmaster. There are now between seventy-five and eighty Scouts enrolled. They use the Y. M. C. A. building for meetings, etc., although the boys are not necessary members of the Y. M. C. A.

Eleanor Gardner, 1910.


Ospring, Bandusia, so clear,
Worthy of wine and roses near,
Where green the grass shines with the dew,
And birds sing sweetly there for you.

Tomorrow's kid may you lay low,
Whose budding horns begin to show.
Soon shall the race of sportive herd
Cool river's stain with its red blood.

Touched not by the cruel dogstar's heat
You rest the flocks with coolness sweet.
Near you the bullocks tired with work
And wand'ring cattle too do lurk.

You too, a well-known spring shall be
From my song of an ancient tree,
Which stands upon a mighty rock
Where murm'ring waters do not stop.

Ethel Copenhaver, 1912.

A Smile or Two.

George A. Hill, of the United States Naval Observatory, before leaving on a trip for the purpose of studying a solar eclipse, remarked with a sigh: "I have high hopes for the success of this expedition, but think how often the highest hopes are blasted! Think how many boys begin their careers with full confidence of becoming presidents, governors, or senators at the very least, and look what happens to them. A boy, and he was a bright boy, too, left his father's farm, near my native town of Elizabeth, New Jersey, and went to New York to seek his fortune. None of his family seemed to doubt in the least that his fortune would meet him at the ferry with a brass hand. But six months passed without a word from the adventurous youth. At last, one cold winter afternoon, his father received this note scribbled in pencil on an old scrap of wrapping-paper:

"Dear Pa, meet me under the old bridge tomorrow night after dark. Bring with you a blanket or a suit of clothes. I have a hat."

Cosmopolitan.

The department store clerk was gallant and obliging. The lady shopper was petulant and not to be pleased. For twenty minutes he unshelved roll after roll of blankets without arousing her purchasing interest. At length she said: "I don't intend buying anything—I am only looking for a friend."

"Wait a moment madam," said the clerk, in his most Hymettan tones, "there is one more roll left on the shelf. Perhaps your friend is in that."

Scrapping.

When a fellow butts in, a-lookin' for fight;
When he starts out to kick and says nothing is right;
Just give him a smile in return for his cuss—
Keep right on a-smiling—and there won't be no fuss.
For one who would row must have some one to rap,
To "row" all alone is not on the map.
So keep the smile going, turn the row into fun;
Don't scrap, but be lovin', and the battle you've won.
When scrapping's continued it's a hard thing to mend,
But a charitable silence will win in the end.

Just by the way of changing the program, two sailors, recently returned from a voyage, decided to have dinner together in a fashionable café. They scanned the menu carefully.

"Le's stow some o' this consommy," said the leader of the adventure to the waiter.

"What is consommy?" asked the other sailor.

"It's a Dago word for soup," his experienced shipmate assured him. A few minutes later the consomme arrived.

"Huh," sneered the ignorant one, "we been sailin' on soup all our lives an' didn't know it."

A young man, a great lover of nature, went to the seashore for a holiday and, approaching a typical fisherman, said:

"Ah, my friend, how well you must know the face of Nature, and know it in all its moods. Have you ever seen the sun sinking in such a glare of glory that it swallows up the horizon with fire? Have you not seen the mist gliding down the hilltop like a spectre? Have you never," he went on, impassionedly, "seen the moon struggling to shake off the grip of the ragged, rugged storm-cloud?"

"Nope," responded the fisherman.

"I'm on the wagon now."

Everybody's.
EDITORIAL

Smelling Like A Man.

"Does he smoke"? inquired one man of another while discussing a third, says the Record-Herald. "No", replied the other. "Does he drink"? "No", again replied the other. "Well, exclaimed the first, "what on earth does he do to smell like a man"?"

When the writer was a boy in school, in the days when we had to speak pieces every Friday afternoon, the teacher once made him commit a long speech from the fifth reader, entitled, "Thinking makes the man". There is not a page from that entire selection now within the call of memory and has not been for many years, except the one quoted, and most of it had very little meaning for the boy at the time it was learned, but the main thought that thinking makes the man has stuck and has furnished a helpful idea in mastering many a difficult lesson or in facing some trying situation.

In the course of the years the insufficiency of thinking alone has become evident and the doing side of life's meaning recognized. In time too there has come the conviction that thinking and doing though they go far toward making a man, yet fall far short of making a good man unless feeling is accorded a co-ordinate place in the wonderful trinity that with the word 'right' comes pretty close to spelling a workable ideal of a man. Right thinking, right feeling, right doing—it is very possible that there may be others, just as there may be more than three dimensions,—the mere fact that we humble humans are not yet able to conceive the nature of others now unknown not being evidence that they do not exist—but with these three the world will get along tolerably well.

The writer has also for some time held the commonly accepted notion that except for what we are given by way of inheritance as a starting point, all that we think, feel and do has come about through the use of our senses, but it was not until reading the little squib above that any notion of the importance of a single sense, and smell at that, in forming the conception of what makes a man, ever occurred to him. Right thinking, right feeling, right doing and right smelling. Possibly—who knows?

Certainly a fifteen minute walk down the principal street of the city and of many another city, too, for that matter, is sufficient to make one consider the new ideal at least, seriously. Tobacco, and lots of it and very cheap too, and beer and whiskey and what not, and lots of that, too, and some not so cheap, all mixed in certain more or less definite proportions, and consideration amounts almost to conviction that smelling is a factor to be reckoned with in what goes to make up a man.

Certainly, too, it seems good to be linked up to an institution where the old, well-tested three alone are deemed enough to make a man. These are the factors that are recognized by psychology, ethics, sociology and the rest of the curriculum—even manual training, the new developer of the head, the heart and the hand. Here right thinking, right feeling and right doing are considered quite enough to make a man, and it is good to be here,
where right smelling, especially, is not among the factors counted.

But, alas; even here! Judging from the odors that permeate the halls and classrooms at times, even here there are some whose conceptions of what makes a man seem to have been gathered not only quite superficially, but very largely from the sense of smell.

Right thinking, right feeling, right doing, right smelling. The writer becomes silent but not convinced and meekly wonders what next?

The Migratory Instinct.

It is possibly a fortunate circumstance that teachers are hired and fired in the springtime. Not only is it easier at this time to accept changes of fortune with good grace, but it is the time when moving is directly in accord with our very being. The sun shines warm again, the earth becomes green, and all nature generally takes on new life and becomes radiant with hope. It is the time of the year when every plant and animal feels within itself the stirring of the new life that is necessary for the perpetuation of itself and its species. What is true of plant and animal is in this respect true of man also, and not only is he inclined to be in an attitude of hope and vigor, but when he finds himself at this time, because of changes in himself or his surroundings, out of harmony with his environment, he feels strong within him the impulse to migrate to other surroundings.

It is the time when it is easy to be ambitious for better things and this is as true of teachers as of men generally and of school boards as of teachers. The teacher who gets fired may well consider himself lucky that it didn't happen in the dead of winter when fuel is high and ambition is low, but at the time when ambition is high and fuel unnecessary. The school board has as good right to look for better things as has the teacher. Then go, and wish the board and the school success.

If you are not fired; that is, if you are not out of harmony with the surroundings, but feel that the surround-
ous mental house cleaning. There are plenty of notions in our brains that have gotten soiled, covered with cobwebs or actually worn out and of no further use. The world is going so fast that new ideas are needed continually in place of many that were valuable a short time ago, and in the world's busy notion factory too many new ones are daily being produced to leave room for the broken, dusty and spider-cover-
ed ones. To keep pace with progress means that we cannot afford to encum-
ber our available brain space with rubbish. Brain rent is getting higher right along. A good house cleaning and rearrangement of pictures and furniture in the upper story of our own selves is as essential as cleaning out the ground floor, of our stores or dwelling houses.

With the opening of the training season for the W. S. N. baseball team the prospects look brighter than in any previous year. While some good men, such as Sowle, catcher, Sanford, fielder, will be lost much new material is at hand. The old men who are to be back are Martin, Berger, Reynolds and Grant, pitchers; Dewey and Damoth, outfielders; Maltby, Fillinger and Snow, infielders.

Among the new men who have reported so far are Dornan and Tindall, pitchers; Bender, Shivel and McCarty, infielders; and Nutten, Warren, Herrington, Freer and Jackson, outfielders. Glenn Mayer, who caught for the Lansing High last year and John Damoth will try for the backstop position.

The schedule for this spring is the hardest ever attempted by a Normal team. The following games have been arranged:—

Wed., April 26, Kalamazoo College at Kalamazoo.
Fri., April 28, Albion College, at Kalamazoo.
Wed., May 10, Kalamazoo College at Kalamazoo.
Sat., May 13, Olivet College, at Kalamazoo.
Tues., May 16, Hillsdale College at Kalamazoo.
Sat., May 20, Hope College(?) at Holland.
Sat., May 27, Lake Forest University at Kalamazoo.
Mon., June 5, Olivet College at Olivet.
Fri., June 9, Albion College at Albion.
Wed., June 14, Kalamazoo College at Kalamazoo.

Two or three practice games will be played with the Kalamazoo League team and the local High School team may be taken on for some early practice.

The three games with Kalamazoo College and the Hillsdale game will be played on the College Campus. The others will be played at Riverview Park.

The basket ball league of the classes of the Normal school has proved a great success. The schedule is now
completed, the final standing being as follows:

<table>
<thead>
<tr>
<th></th>
<th>Won</th>
<th>Lost</th>
<th>Per</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preps</td>
<td>9</td>
<td>3</td>
<td>.750</td>
</tr>
<tr>
<td>Seniors</td>
<td>6</td>
<td>3</td>
<td>.666</td>
</tr>
<tr>
<td>Juniors</td>
<td>5</td>
<td>6</td>
<td>.455</td>
</tr>
<tr>
<td>Rurals</td>
<td>1</td>
<td>9</td>
<td>.100</td>
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</tbody>
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The following are the results of the games not yet reported.

- Preps: 35
- Rurals: 5
- Seniors: 15
- Juniors: 21
- Juniors: 11
- Preps: 19
- Seniors: 17
- Rurals: 8
- Seniors: 21
- Juniors: 14
- Rurals: 1
- Seniors: 32
- Juniors: 14
- Juniors: 22
- Preps: 18
- Preps: 19
- Seniors: 9
- Preps: 34
- Rurals: 7

**NEWS ARTICLES**

**Training School Assembly.**

On February 9 the program was in charge of the kindergarten and consisted of morning greetings, original skips and illustrations of work they had done in connection with their study of the means of protection from winter cold, such as houses, barns, and bird homes.

The February birthdays most interesting to children were observed on February 16. Events from the lives and scenes from their works were portrayed in tableau, dramatization and story.

A brief account was given by one of the children of the birthdays celebrated. The second grade represented a scene from the home life of the boy Lincoln. Before the fireplace lay Lincoln intently reading the Bible; mother and sisters sat about the room engaged in the household tasks of paring apples, knitting and spinning while a child told the story of the hardships of his early life. A living picture of the Emancipation Group erected in Boston was shown while the poem read at the dedication of the statue was given.

A tableau by the first graders, clad in heart-bedecked dresses, each holding a letter in his outstretched hand, pictured the helpers of the good St. Valentine, who had become too feeble to deliver his own messages of cheer. The spirit of St. Valentine, as it lives today, was illustrated by a little postman ringing the doorbells of her kindergarten friends and bestowing on each the coveted valentine.

Washington's skill in generalship was made clear in an account by a fourth grader of his brilliant move which closed with the battle of Trenton. A most effective scene was the living picture of the well known painting by Leutze of "Washington Crossing the Delaware."

A dramatization of Lowell's poem "Yussouf" was given by the seventh grade following the reading of the poem.

The third grade chose Hiawatha's Childhood to represent the scene from Longfellow most dear to them. While a child read that selection from the poem, Hiawatha played with his rabbit before the door of the wigwam, and beside him stood the old Nokomis. The picturesque character of the program pleased the children.
Attention Students.

In view of the fact that work on the "Brown and Gold" is already well under way, the editors want to let the student body, the Faculty and the alumni know something of what they hope to accomplish this year. As soon as this important work was put into their hands they began to look for ways of making this the best book that has yet appeared. Realizing the growth of the school and the corresponding broadening of interests, it was decided to make the "Brown and Gold" a year book representative of the entire school rather than keep the center of interest in the senior class as heretofore. They want the book to contain contributions from as many sources as possible and in order to do this they are putting the opportunity into the students' hands early that they may get their ideas down on paper.

A contribution box will be placed in the hall within a few days where all suggestions and contributions—literary, humorous and artistic may be placed. It is the support and the hearty cooperation of the student body which will make this a book of which we may all be justly proud—even as the lack of it will make it a hopeless failure.

Elizabeth Jones, Editor.

Assembly Notes.

February 7.—The Reverend H. W. Gelston's subject of "The New Nationalism" was an able supplement to the address of Professor Zueblin of Boston on a similar theme before a recent commencement audience of our school. Dr. Gelston's theme was an enlargement on the need of the truly educated man and woman to keep in touch with the great thought movements of the age in which they live. Those who do so are always insurgents, whether their individual interests be primarily in business, politics, religion or what not.

February 10.—Mr. Devereaux, director of the United States Weather Bureau of Milwaukee, and formerly a teacher in Ypsilanti Normal College, exhibited an interesting series of lantern slides, with comments on the same, illustrating the work of the Federal department as done by a large weather station. The lecture was a practical and interesting contribution especially to the work of our own Department of Geography.

February 14.—We had four visitors on this date, two of whom spoke before the assembly. State Superintendent of Public Instruction, Mr. Wright, and Representative Warner were the speakers. Representatives Yaple and Walker did not address the school, but with Mr. Wright and Mr. Warner spent the greater part of the morning in looking over the buildings, and in conference with President Waldo. Mr. Wright in his speech emphasized the need of the average teacher to get outside of his text-book, and further emphasized the privilege and the power of the teacher who possesses both an outwardly pleasing and inwardly effective personality. Mr. Warner, by his every word showed his belief in the high place of the teacher and the need of a liberal support of educational institutions.

February 17.—Miss Wakeman spoke on the great work that Dr. Grenfel is doing for the people of Labrador. She introduced her remarks by an account of an interesting meeting between Jane Addams of Hull House, Chicago and Count Tolstoi of Russia, the purpose of which was to show that every great reformer must work in his own way and in keeping with the needs of the people with whom he works. This she applied to the missionary, medical, economic, and social work of Dr. Grenfel, interspersing her talk with interesting incidents in the life of her subject which he experienced, while engaged in his various labors.

February 24—The State Normal School committee visited the institution this date. Representatives Ashley of Detroit, Ewing of Marquette, Glassner of Nashville, Morrison of St. Johns, Henry of Battle Creek, and Senators Putney of Sanilac County and Wiggins of Van Buren County made
up the Committee. Both senators, and Representatives Ashley and Henry spoke before the assembly, which was one of the largest and most enthusiastic gatherings of the school year. The men's quartet, the Chaminade club, the school orchestra, and Miss Van Buskirk furnished the music for the morning. Each speaker was encored with good school yells by the student body led by Mr. Glenn Sooy.

Representative Ashley recalled his visit to Kalamazoo when the first sessions of the Normal School were held in the old college building located at Lovell Street and Michigan Avenue, and remarked on the rapid growth of the institution.

Representative Henry expressed his regrets that the institution was not originally located in his home city, but assured his audience of his hearty support of its legitimate wants.

Senator Putney spoke effectively as well as eloquently on the high calling of the teacher and what he owes to the state in return for his training.

Senator AViggins emphasized his belief in judicious but liberal investment even in times of financial stress on the principle that such investment in educational work means ultimately large returns on the money invested.

President Waldo gave a brief but convincing statement of the immediate needs of the institution and of the necessity of the legislature's meeting such needs, particularly at its present stage of development, by a statistical comparison of what other states have done and are doing for normal school instruction.

February 28.—The Training School presented the following program:

**I. Part. Tableaux.**

- Boyhood of Lincoln 2nd Grade
- Emancipation Group 8th Grade
- Valentines 1st Grade
- Washington Crossing the Delaware 4th Grade

**II. Part.**

(In charge of 8th Grade—based upon work doing in Ethics.)

- Song—Stars of the Summer Night 8th Grade

**Value of Interests**

- Lucille Fleugel
- Earl Eaton

**Choice of Interests**

- Mabel Weaver
- Story of the Yellow Fever
- Edwin Koehler

**Song—My Heart's in the Highlands**

- 8th Grade
- Gabriella Payne

**Use of Time**

- Lois Strongh
- Helen Lemert

**Dramatization of “Three Questions”**

- by Leo Tolstoi—Robert Lay, Horace Clark, Hubert Harrison, Willis Burdick, Lorence Burdick.

**Reading of Poem “Santa Filomena”**

- Girls of 8th Grade
- Lois Strongh

**Acting out of Emerson’s “Days”**

- Girls of 8th Grade

The whole program was presented in the form of tableaux, the music excepted. It was a moral lesson to older students on what may be done with little scenery and modest costume. Every bit of stage scenery and costume was of the simplest and yet so suggestive that the subject of each tableau was clearly evident. This together with the fact that it was practically wholly the work of the children themselves shows the possibilities of the dramatic presentation in the average school of a large part of elementary school work at intervals sufficiently frequent to interest the most indifferent child.

March 3.—Miss Balch entertained the assembly with an account of a personal visit to Rome and its environs. Her descriptions of St. Peter's, the Vatican, the Forum, the Coliseum, the Capuchin church, and the Catacombs were to the point. She enlivened the description of these historic buildings with lighter touches such as Rome asleep at noon, its beggar children diving and turning cartwheels for pennies, and its aristocracy and its poorer classes listening to Roman bands before the gates of the city close at sunset.
The Book Shelf.


Nearly all the works reviewed this month have in common an attempt to meet special needs. Never before has there been a more consistent effort to bring the resources of science and culture into relation to present definite problems.

In this report the members of the commission have made an excellent beginning in the study of agricultural and industrial conditions in the state and have shown clearly the next steps which make for effectiveness. Not only superintendents but teachers should know this document intimately and should help to make it known to the farmers and others directly concerned in its material. Progress depends upon shared knowledge and responsibility.

Monroe N. Work, Industrial Work of Tuskegee Graduates and Former Students. Institute Press, Tuskegee Institute, Alabama, 1911. 63 pages. A series of studies on Agricultural Work, the Trades, Trained Nurses, Offshoots of Tuskegee Institute, and The Value of an Industrial Education, which give the reader an idea of the great work accomplished in this school and from which white educators may well learn to meet more adequately the industrial and social needs of their race.

Gardner and Murtland, Industrial Arithmetic for Girls' Trade Schools. D. C. Heath and Company, 1911, XIV—150 pages. Price 50 cents. Not alone the trade school workers will find these problems useful. Besides the sections upon Millinery and Sewing there are others upon Buying and Selling, Factory Sewing, Sample Mounting and Novelty Work, Incomes, Bills and Receipts, Textiles, Industrial and Civic Problems. Under the latter are the following heads: Are Trade Schools Needed? Our Public Schools, Children Who Are Breadwinners, People Who Cannot Read or Write, Some Modern Industries, Some Early Industries, Facts about our Country, Facts about our Cities, Our Immigrants. There is also a list of sources from which the information used, was obtained. Mathematics is often so abstract that we forget that it is a special language produced as a byproduct of industry and science. We need works of mathematics for various occupations. Some one will soon work out the mathematics that really belongs to the various school ages.

The Nurse in Education, The City School as a Community Center, The Rural School as a Community Center. National Society for the Study of Education, Ninth Year Book Part II, Tenth Year Book Parts I and II. The University of Chicago Press, 1911. Each about 75 pages. Price of each 78 cents, postpaid. These are valuable studies by experts of many of the newer phases of community education. They will be most suggestive for teachers' meetings, parents' associations, women's clubs and other organizations for extending educational influences.

Mott and Chubb, Indoors and Out. Charles Scribner's Sons, New York, 1911. VI x 118 pages. An expert first grade teacher and our leading authority on the teaching of English have combined to bring out a valuable supplementary reader for primary grades with suggestions as to method of use as well as special sections upon handwork and reference books.

John Lovejoy Elliott, Moral Instruction in the Ethical Culture School, New York City. The American Ethical Union 1415 Locust St., Philadelphia January and February numbers, 1911. About 25 pages each. Price 10 cents each. These include Illustrative Class Exercises in the Third and Fourth Grades, Suggestions to Teachers, a list of Stories to Tell and references upon Story-Telling. Those interested in moral education in Michigan will be glad to have access to concrete illustrations showing how Dr. Elliott, one of the most expert story tellers for this purpose, uses his material.
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News Notes

Miss Elsa Speyer is conducting the classes in expression for the present.

Dr. McCracken took part in institutes held at Elk Rapids and the "Soo" in February.

Miss Pray entertained the domestic science seniors at an informal tea Saturday, February 4.

Lewis A. Shaw spent a week in February as substitute in the Dowagiac High School in the department of mathematics.

Lee Omans taught in the Buchanan High School for three days in February in the absence of the science instructor.

The Chaminade and Glee Clubs sang at the chapel on February 24, at which time several of the members of the legislature were present.

On March 2 Mr. Manny spoke before the Twentieth Century Club on the work of Booker T. Washington.

President Waldo spent March 2 visiting the schools at Niles.

Miss Ruth Hendryx a graduate of the Normal in the kindergarten department is the Democratic candidate for county commissioner of schools in Cass County.

As little girls the students in the kindergarten department participated in a party Monday, March 6. The spirit of the occasion was carried out in the entertainment.

Mr. Manny recently spoke at Tuskegee Institute and at the Organic School, Fairhope, Alabama. He has been invited to conduct several conferences at Tuskegee next year.

Mr. Wood of the faculty gave a very enjoyable talk before the Ladies' Library Association recently on "Irrigation".

Mr. Hickey gave an address Feb. 21 before the Woman's Club of Grand Ledge on his European travels.

Several young women from the Hastings' High School visited the Normal February 21 accompanied by Mrs. M. E. Osborne, wife of the superintendent in that city.

The Art Department represented different flowers at the Faculty and Students party given in the Normal gymnasium, March 18.

What Are Our Young People Reading

GINN & COMPANY'S LIST OF SUPPLEMENTARY READING PUBLICATIONS contains several hundred volumes of delightful reading from Myth, Fable, Drama, Story, Nature, History, Biography, Essay—in fact, every variety of interesting and worth while subjects.

Some of the books are:

- Lisbeth Longfrock—Aanrud.
- Hero Stories from American History—Blaisdell and Ball.
- Little Folks of Many Lands—Chance.
- Stories of the Old World—Church.
- Pinocchio—Collodi.
- Ways of the Six Footed—Comstock.
- Sea Stories for Wonder Eyes—Hardy.
- Lessons for Junior Citizens—Hill.
- Wigwam Stories—Judd.
- The Open Road Library—Lansing.
- Word Folk Series—Long.
- Heidi—Spyri.
- Myths of the Red Children—Wilson.
- Youths' Companion Series.
- Old Indian Legends—Zitkala-Sa.
- The Quest of the Four-Leaved Clover—Laboulaye.

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News Notes

Miss Margaret Eldred formerly of the Normal faculty who is now supervisor of music in Hastings public schools visited the Normal recently.

An informal afternoon party was enjoyed by the students on Washington's Birthday in the gymnasium. Hughes' orchestra furnished enjoyable music.

Mr. Reinhold of the department of education gave an interesting talk on "German Romanticists" before a recent meeting of the Ladies' Library Association.

A series of health talks for the men and women of the Normal are being given every two weeks by physicians in the city. Drs. Fulkerson, Bernstein and Noble for the men and Drs. Balch, Stone and Bernstein for the women, have been the lecturers on these occasions.

A distinguished educational worker in the person of Mrs. Katherine Cook, former superintendent of public instruction in Colorado is planning to spend several weeks in study at the Normal this spring. The rural school department is of special interest to Mrs. Cook.

On several occasions recently musical organizations in the Normal have contributed to programs for assembly. The Chaminade club, composed of special music students, and the Men's Glee club have appeared on several programs to the enjoyment of the audiences.

For the next popular concert at the First Congregational church Miss Davis of the physical training department will present a program, assisted by pupils in the training school.

The name of "Junior Seminar" was decided upon by the Rural Junior Literary society at the last meeting. The program on this occasion was as follows:

Roll Call—Quotations from Longfellow.
Secretary's report.
Opening Song—Society.
Reading—Decoration of School Yards—Mabel Jansen.
Solo—Cora Travis.
Reading—Mental Suggestion in the School-room—Alice Dean.
Closing Song—Society.
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Kalamazoo Normal Record
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News Notes.
The Normal Literary Society held its social event of the term on Thursday night Mar. 2. There was no program given as the time was taken up by games, dancing, and serving the refreshments. The society has had a very profitable set of programs this term; this is largely due to the program committee. At the next and last meeting of the term the society will elect their officers for the ensuing term.
The young ladies of the art department accompanied by Miss Goldsworthy went to Battle Creek, March 11. They viewed the exhibit of mural decorations in the High School, by Harry Gage, the museum in connection with the Postum Cereal Co. and other points of interest.
On the afternoon of Feb. 14 the critic and practice teachers enjoyed a valentine party. The rotunda and library were profusely decorated with hearts.

In the receiving line were Miss Dennmore, Miss Sidenius, Miss Youngs, Arthur Cross, B. W. Storer and Carl Rolfe. Music and games were enjoyed and each guest received a valentine. Refreshments were served in the library.
The bulletin for the summer term will be issued this month, much of the material already being in the hands of the publishers. An attractive design for the cover is the work of Clarence Van Kammen and suggests the character of the Normal group of buildings with a setting of oak leaves. In the bulletin will be details of courses to be offered during the summer session which will open June 26, announcements of the summer lecturers and other information.
An announcement of interest to former and present students in the Normal is the engagement of Frank Walsh to Miss Garnet Warren of Rock Island, Illinois. Mr. Walsh is assisting in the
News Notes.

manual training department of the Rock Island schools. No date has been set for the wedding.

On Friday, Feb. 24, two members of the senate and four members of the house made an official visit to the Normal and several of the guests addressed the student body in morning assembly. At noon the young women of the domestic science department served luncheon for the visitors and a few members of the faculty in the training school dining room. A visit to the Asylum was made in the afternoon. The guests were Senators Wiggins and Putney of Van Buren and Sanilac county respectively, and Representatives Ashley, Detroit; Ewing, Marquette; Glassner, Nashville; Morrison, St. Johns, and Henry, Battle Creek.

Miss Mulry was chairman of the committee in charge of the enjoyable party, March 18. Different groups of students under the supervision of their instructors represented various features of a pageant which was a unique part of the evening’s entertainment. All of the students were in costume. Under the direction of Mr. Jones of the English faculty an entertaining play was presented. Fischer’s orchestra furnished the musical program.

The Seminar Society due to the efforts of President Tannis and the program committee, has been enjoying some excellent meetings during the present term. The interest increases with each meeting.

The following program was enjoyed on March 17.

Song
Current Events Seminar Miss Fox
Reading Miss Vanderbult
Recitation Miss Andrews
Debate—Resolved that the U. S. Navy be strengthened.
Aff.—Misses Hurdell, Martin.
Neg.—Misses Parks, Coleman.
Violin Solo Mr. Tannis
Talk Miss Clark
Reading Miss Arnold
Piano Solo Miss Klooster
Recitation Miss Brenner
Critic’s Report.
Reading of Program.

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News Notes.

The next month will see one of the most brilliant social events of the school year in the Normal. It will be the junior reception to the seniors on Saturday evening, April 15. Committees are at work on the decorations for this event for which Fischer's orchestra will furnish music. Miss Amelia Upjohn is general chairman of the committees.

The Amphictyon society, in accordance with its aim to be known as a society of current events has interested itself in the strike at the Kalamazoo Corset Company. Each girl was requested to interview some of the strikers or employees before discussing the subject. The following program was presented Monday evening, March 6:

Song—Society.
Roll Call—Current Events.
Piano Solo—Lucille Scheid.
Informal discussion of the strike led by—Miss Nellie Bek.
Reading—Hazel Stace.
Song—Society.

A SMILE OR TWO.

A teacher in a New England grammar school found the subjoined facts in a composition on Longfellow the poet, written by a fifteen-year-old girl:

"Henry W. Longfellow was born in Portland, Maine, while his parents were traveling in Europe. He had many fast friends, among whom the fastest were Phoebe and Alice Carey."

The victim of the dentist held up his hand. "Doctor," said he, "before you put the lid on my conversation, will you answer another question?"

"Yes," said the dentist, selecting a square piece of rubber and snipping it with his scissors.

"Do people chew more on one side of the mouth than the other?"

"Certainly," said the dentist, picking up the clamps.

"How interesting. Which side?"

"The inside," replied the dentist, as he slipped the rubber dam over the verbal one that issued from the patient's lips.
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