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Alumni Notes.

Miss Bessie Ashton, 1905, will receive a degree from the University of Chicago this year.

Miss Mary Ensfield, '06, who has been in charge of the Normal’s rural observation school for two years, plans on a year of study at Teachers’ College next year.

Miss Blanche Carmody, domestic science, '09, is teaching in the manual training department of the Grand Rapids schools.

Miss Fannie Haas, since her graduation in 1909, has taught in the grades at Woodland.

Miss Minna Harradon is engaged in teaching in the city schools of Kalamazoo.

Miss Charity Prentice, of the class of 1909, is at her home in Lockport, New York.

Miss Elvira Barnaby, '10, is teaching in the kindergarten and primary department at Bayne City.

Miss Bernice Beers, 1910, has a primary position in the Coldwater schools.

Miss Lois Beeson has been appointed for a second year in the kindergarten department at Buchanan.

Miss Laura Ellibot, of the 1910 class, has recently taken a position in the kindergarten department at Ironwood.

Miss Winifred Fullerton is teaching in Otsego.

Parnell McGuinness made a splendid run on the democratic ticket for the commissionership in Kalamazoo county this year. Though not winning, his campaign reflected credit upon his candidacy.

Miss Myrtle McVean has returned to the Normal for some special work this term. She has remained at home during the past year, but will teach the coming year.

Mrs. Carl Howard, formerly Miss Maida Monteith, of the class of 1910, is teaching in Watervliet and will return next year.
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Alumni Notes.

Charles L. Poor, of the 1910 class, has recently been elected over 30 candidates to the superintendency at Hudson, Michigan.

Carl F. Rodgers, manual training, ’10, recently took part in the program for the seventeenth meeting of the South-eastern Iowa Teachers’ Association at Keokuk, Ia. He led in a round table discussion of manual training topics.

Miss Gladys Snauble has a primary position in the Lawton schools. She graduated in 1910.

Charles Stubig, ’10, is teaching at Leonidas.

Miss Helen Werner, special art, 1910, has recently announced her engagement and approaching marriage to Hubert Teller, of Jackson, a well known young newspaper man.

Superintendent Chester Wells will return to White Cloud next year. He recently visited the Normal in search of teachers.

Several of the members of the 1911 class have accepted positions for next year. Miss Hazel Branyan will teach at her home in Bronson; Miss Ruth Sprague will teach in Augusta and Miss Hazel Brown will go to Watervliet for a grade position.

Some time in May the students in the high school department will give a banquet for the members of the basket ball team which won the championship in the series of games between class teams.

Superintendent F. W. Emerson, of Watervliet, was a guest at the Normal early this month and interviewed teaching candidates.

Superintendent Preble, of Kent City, and Superintendent W. E. Conkling, of Dowagiac, visited the Normal this month.

Mr. Manny presented before the Kalamazoo Kindergarten Club, which held its April meeting at the Normal, the paper which he prepared for the national kindergarten meeting at Cincinnati April 22 and 23.
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News Note.

Lee Omans, who completed the life certificate course in March, is teaching in the public schools of Traverse City.

Miss Ruth Hendryx, who graduated from the kindergarten department of the Normal in 1908, was the successful candidate for the Cass county commissionership, winning by a large majority. Her general popularity in her hometown of Dowagiac, in addition to general efficiency, won for her the county office.

Miss Lucy Gage, director of the kindergarten, attended the national kindergarten meeting at Cincinnati this month.

A Smile or Two.

When Victor Murdock, the Kansas insurgent leader, went to Congress, one of the patriarchs of the House took a kindly interest in the youthful new member and helped him over some of the rough places. One day the veteran, who was a scholarly man, was catechizing Murdock on his reading.

"Have you read Carlyle's 'French Revolution?' the elder man asked; and he was somewhat surprised to receive a negative reply. His astonishment increased as he ran over a list of standard works and successively received the same kind of an answer. Finally he asked: 'Well, what have you read?'

'I have red hair,' Murdock responded eagerly.

By some twist of the election an old negro had been elected to the office of justice of the peace in a little backwoods district in Tennessee. His first case happened to be one in which the defendant asked for a trial by jury. When the testimony was all in, the lawyers waited for the judge to give his instructions to the jury. The new justice seemed embarrassed. Finally one of the lawyers whispered to him that it was time to charge the jury. He Webstered one hand into the front of his coat, Calhouned his voice, and said:

"Gent'm'n ob de jury, sence dis am a putty small case, Ah'll on'v charge yo' a dollah 'n' a half apiece."
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Oral Versus Written Composition

The subject of this article is so stated, not because there is or should be antagonism between the two phases of composition, but that we may get more clearly before us the idea of relative values. If we agree that composition should be a means of expression and a means of transferring one's ideas to another, then the discussion of relative values of the two types of composition is worth while. Composition in English teaching is a vital part of the work. That type of composition which will best equip the student to give expression to his ideas is the type of composition which should receive the larger emphasis in the school. To the writer's mind, oral composition is the phase of English which has heretofore been neglected.

By oral composition we do not mean a mere recitation of a prepared lesson in a given subject, though there should be hearty co-operation from all subject teachers looking toward better oral expression on the part of the pupil. Upon the English teacher, however, must rest the greater responsibility for tangible results. She will immediately ask, "How can I give legitimate outlet for this oral work?" There can be offered by the pupils once a week or oftener current topics, the preparation of which will mean careful reading of the newspapers and gradually a reading of one or two of the standard magazines. It should be considered entirely legitimate for the teacher and the pupils to discuss not only the form of the presentation, but the matter itself. For if only the mechanics of expression are criticized and discussed, the work becomes mechanical and has too much the flavor of the recitation. The teacher might go so far as to assume in this period the relation of critic or adviser in a literary society rather than that of teacher in a class. To avoid duplication in topics, pupils might well be assigned work in advance, or be required to prepare two or three brief topics, or often the stronger pupils in the division will be able to supplement the topics already presented. Again, a different country might be up for discussion each week: our relations with that country; the life of the people; customs; etc., might furnish material for thoroughly profitable work. By this means that body of general knowledge whose absence the teacher is so constantly noting, may gradually be acquired. A group of boys might be enthusiastic over a discussion of the Panama Canal, the progress made upon the work from week to week, the question of fortification, etc. Two or three of them will gladly assume the responsibility for charting the work on the blackboard or upon a map of the canal zone. In the larger school, different pupils might bring in weekly reports from such magazines as the Outlook, the Independent, the Literary Digest, and Collier's, supplementing these reports with items from monthlies of a
similar class, such as the Review of Reviews, World’s Work, etc. Here again, boys’ interest could be aroused and retained by means of reports from Popular Mechanics, Electricity, and The Scientific American. Then, there is the possibility, of handling these current topics in a more restricted field; for instance, a fourth year class in a State capital has this year been reporting weekly upon the work of the State legislature; two pupils are responsible for leading the discussion, in which the whole class later participate. Here, the teacher becomes a member of the class and supplements upon the same basis as the pupils. It should be stated that this work began with a careful discussion and analysis of the governor’s message, and, of course, some of the larger questions of legislative organization and procedure are constantly under discussion. This particular topic has both that local and general interest which is thoroughly desirable. One school has so keenly felt the need of stressing oral composition that the pupils have been organized into rhetorical sections, and once each week for sixty minutes just following the noon hour, these sections meet with a teacher who assumes the position of chairman of the group and is addressed as such by the pupil when he comes to the front of the room and addresses his mates as “Ladies and Gentlemen.” The half dozen topics up for discussion have been bulletin several days in advance. One topic is limited to Freshmen, simply that they may surely have one upon which material will be easily available. The discussion in the group may assume the nature of argument, or simply debate between two members—there may be keen exposition, or delightful narration; there may be the humorous story, or the bit of clean-cut description to drive home the point. The teacher and pupils participate in the criticism of the individual’s work, which, by the way, is given a grade upon a regular rhetorical card. I find this scheme has worked exceedingly well, teachers and pupils are enthusiastic over it and the results in the daily recitation and speech of the pupils are marked.

Another outlet is the assembly exercises which may grow very naturally out of the class room work. In fact, too many of our schools altogether neglect the assembly or retain the attitude that there should be special preparation for the assembly exercise; i.e., it should have no connection with other school work and should be given merely for entertainment of the audience. Just as soon as we have created the proper attitude toward this oral composition in the class room can we make of the assembly a powerful influence in the regular work of the school. Both teacher and pupils should think of the assembly as merely the larger group for which an exercise should perhaps have more finish and be given with more care than the same exercise before a smaller group in the class room. When the boy has ceased to feel awkward and self-conscious before twenty-five of his fellows, it is only slight transition to that same condition of mind before one hundred and twenty-five of his fellows. In all these exercises there has been constantly in the teacher’s mind, and we trust in the pupil’s mind, this thought: “I have something to say; it is worth while saying; I want this audience to see this from my angle; how can I best give them that ability? It must be through directness, logical arrangement, and a certain degree of brevity; much depends upon my carriage, my voice, my enunciation, and all the mechanics that go to produce decent speech.”

Beyond the assembly exercise there lies simple dramatic work: the class play, the graduating exercises, and the special day exercises. The writer places this outlet last, and enters into no discussion of it here more than to state that if there has been opportunity for oral composition in the class room and in the assembly exercises, there will be less artificiality, staginess, and fewer undesirable features attendant upon the public exercises of the school. The writer’s whole plea is that the teacher, and surely the English teacher, should not neglect that phase of composition which most of the boys and many of the girls are going to use most now and when they leave school. The man
who has to convince a customer of the superiority of his goods over those of his competitor uses ability gained through training in both written and oral composition.

Harry Kendall Bassett.
Assistant Professor of English,
University of Wisconsin.

Teaching of Arithmetic

As the curriculum of the public schools has broadened to include the manual arts, it has been found necessary to lessen the pressure upon the child caused by the admission of these subjects. This has been accomplished in two ways: first, through the omission of certain topics, and second, through better methods of teaching.

In arithmetic we are finding as great changes as in any subject. The old point of view assumed that arithmetic possessed a certain value in mental discipline. This resulted in the old puzzle problem and in such topics as alligation, cube root and compound proportion. The more modern point of view holds that arithmetic is valuable only in so far as it is of practical use. Adding to this the fact that there is a certain amount of general information required of the individual by society and that a clear understanding of each step in the solution of a problem is necessary, we have a more sane basis for judging what should be included in a course of study in arithmetic.

Many topics have been carried down into the grades because of their use in the high school. A large per cent of the children never reach the ninth grade, and those who do have forgotten such points and must learn them over again when the need is actually felt. The metric system, for example, is required in the work in physics, and must be learned there. However, the knowledge of what the meter is and where it originated should have been acquired long before this. Specific gravity is another topic worth while only in its connection with physics and elementary science.

The complex problems in papering, carpeting and lumbering that have filled the text books in the past are valueless. There is a need for a general knowledge of stocks and bonds, but the working of problems should be limited to those of the simplest type and only those that will lead to a better appreciation of the subject. The areas of surfaces and the volumes of such solids as the cone, pyramid, and spheres may be entirely omitted from the course. This, however, does not exclude the rectangular solid.

The other great change in the teaching of arithmetic is in the method of its presentation. The modern doctrine is, give the child a live motive. The other day a child came with this problem which had arisen in her cooking class: What is one-fourth of one and one-half cups of milk? Here was the opportunity for the teaching of multiplication of fractions. If the need does not naturally arise, and it will not always do so, at least let the children see that there is a problem before developing the method of obtaining the product of the two fractions or the result in any given case.

Every child buys at the grocery store, and this will furnish material for a variety of problems. The material which is connected with work in nature study and geography will be valuable only in so far as the need is aroused in these subjects and the working out of the problems be carried over to the arithmetic period. Children may be interested in comparing the actual length of the Nile with that of the Amazon if their work in geography has created the need, otherwise the problem is unquestionably as abstract as 4 times 7 or 5 plus 9.

In seeking to make the work concrete do not neglect the drill side. If the combinations are worth knowing, they are worth knowing well. In the primary grades the number work is taught in connection with reading, gardening and construction work, no fixed period being devoted to numbers till the second or third grade. Here, though the material is still derived from other subjects some attention is given to the simple combinations. The third and fourth grades are the places for drill work. By the time the children leave the fifth
grade the four fundamental processes, with integers, should have been mastered. This does not mean that they can be neglected in the upper grades, and five minutes a day may well be spent in keeping up this drill. A time limit should be placed on abstract work so that speed may be secured as well as accuracy.

Emphasis in these grades, however, should be placed upon the reasoning side. The difficulty which every teacher experiences in having the children solve such problems is often due to a lack of an understanding of the language of arithmetic. Somewhere, possibly in the intermediate grades, take time to have the children select words or groups of words which are the keynotes to the operation. In addition alone there are some dozen or more expressions, such as plus, together with, more than, which serve in the place of the word “add.” If these are well known, less confusion will arise in solving problems involving several processes. Another cause of failure is due to inaccurate calculation. I find that children frequently omit the decimal point in working with dollars and cents. The product of 70 x $0.98 is written as $6860. Avoid this error by having the children estimate the result before performing the operation.

The skilful teacher has come to be recognized as the one who makes use of the material in the world about the child and awakens in him a feeling that the school is merely a part of real life. Banking firms organized in the upper grades have been one means of bringing this closer touch between the business world and the school.

It is to this type of teacher, then, that is left the problem of creating a new arithmetic which will meet the needs of the present day.

Emilie Townsend.
7th Grade Critic, Training School.

Some Dramatic Phases

Everything artistic seems to be, during the present era, in a fluid state. This is nothing new. Ever since man came down from the tree and out of the cave, and began to organize his desire for emotional and artistic expression into definite channels—the dance, the dramatized story, and song and instrumental music as an accompaniment to the same,—his efforts have been in a plastic condition, constantly rising to higher levels, and as periodically receding from the higher standard.

It is a most interesting study to consider the different phases of this progress, and to be able to tabulate and label definitely distinct epochs, but do we appreciate that the history of any line of development lies not entirely in the past but quite as vitally in the present? Are we conscious as a social mass that we are living history?

During the last decade many and various things have happened in things dramatic. One distinct feature has been the revival of the plays of the old Greek dramatists: Euripides, Sophocles and Aeschylus, and we find Harvard in the East and Leland Stanford in the West equally enthusiastic in producing faithfully the details of dramatic conventions of the fourth century, B.C. The reaction is noticed in modern writing in Richard Strauss’s “Elektra,” an opera based on one of the old Greek plays. Another phase has been the resurrecting of the miracle and morality plays of the mid-centuries, Ben Greet and his company responding to the public pulse with “Everyman,” and it is interesting to note the modern reply in the shape of “Everywoman,” Rostand’s “Chantecler,” and Maeterlinck’s “Bluebird.”

In their efforts to supply music that is historically correct for the revival of these old plays, and of the Shakesperean dramas, Arnold Dolmetsch and his talented wife have done a wonderful work and have brought to light ancient settings for such obsolete instruments as the viol d’amour, the lute, the virginal, the sack-butt and the harpsichord. In consequence they have been recently in great demand in Europe and the larger cities of this country for recitals given on these same quaint instruments.

Ben Jonson’s masques are once more enacted, and we find Bryn Mawr’s young women graduates presenting on the college campus one which is said to
have been wonderful in its faithful reproduction.

All the research necessary to fulfill dramatic conditions accurately in regard to settings, dances and appropriate music, has brought into vogue editions not only of court dances, but also folk songs and dances competent to meet the demand. An unconscious reaction is felt in every city, town or hamlet boasting a woman's club, and where formerly different countries were studied from the conventional aspect of literary and geographical conditions, we read in the year book such titles as:

Ireland—Its myths,
   Its folklore,
   Its folksongs.

The effect has permeated to all live educational centers, and little children, as well as adults, respond to the legitimate dance instinct as exemplified in the wholesome and naive folk-dance. New York has provided space on the roofs of her largest public schools for the teaching and enjoyment of folk-dances, and literally thousands of children took part in these in her public parks on the occasion of her recent Hudson-Fulton celebration.

But by far the most striking movement has been the immense awakening in things historical, through the pageant. (Note the excellent article in the February Record,—"The Play's the Thing," by Mary Master Needham.) England has done herself proud with her pageants, and the curious thing is that most of them have been devised and brought to completion by an American. Millions have been spent to make these productions fitting, real satins and velvets have been used, and horses and riders have worn real coats of mail. One year occurs the wonderful pageant at Warwick Castle, where all the loves and hates of the "War of the Roses" are reproduced on the original scene, often actual descendants of the original characters appearing as their own forbears. Next, Coventry dramatizes her story of Godiva, Bristol tells her tale of the past, and Chester and Bath picture theirs. A movement is on foot in London, to bring together those who have made her history, who have lived in her palaces, and have trod her thoroughfares. So much material is at hand that it would seem almost impossible to organize it—the very cobble-stones in her streets cry out their story and every inch of ground doth a tale unfold!

In this country, the only natural road to a satisfactory culmination of dramatic desire as exemplified by the pageant will be by way of the festival. The "Mardi Gras" of New Orleans, a natural reminiscence of any Latin race, recalling the carnival times of Italy and the Riviera, is already on the decline; I venture to say largely because its characters are imaginary, and because there is no connected dramatic story in its processions. Only a limited number of floats show any connection. Isolated tableaux representing mythological and historical events, and commercial activities arranged without chronological sequence can never satisfy. The "Mardi Gras" survives, in spite of itself, at the present because of interested tourist lines. For the same reason, the festival, unless it is the working out of a central and progressive idea, cannot survive.

To Miss Nellie McConnell and Miss Katherine Mulry belong the honor of our introduction to the festival, as evidenced by our recent successful gathering of March 18. And should something of a larger growth—call it pageant if you will—be the outcome, each department working out its own function to assist the dramatic story, the text from the English and History Departments; the costumes and scenery designed and devised by the Departments of Art, Domestic Art, and Manual Training; the musical settings by the Music Department; the dances and evolutions under the direction of the Physical Training Department; the dramatic action supervised by the Department of Expression, etc., etc., with the children of the Training School to add the touch of realism to all family groups, then may they not both reasonably feel proud of having engendered the spirit of co-operation, without which no such movement is possible? The real value of all this would not be in the ultimate presentation but in our own growth. Think of the live psychological problems the Department
of Education would meet face to face in the process, and how vital History would become!

Our own state furnishes a wealth of historical material, but why not take any distinct period of intense interest? This would be legitimate, considering the nationalities represented in our midst, and the painful lack of historical knowledge. I only offer in a suggestive way—the English period of Charles the First and Cromwell; Marie Antoinette and the French Revolution; our own American Revolution; the period of Marie de Medici, one replete with historical characters of interest; Wilhelm Tell, Gessler and the Gruetli Oath; Charlemagne and his court, etc., etc.

Now comes the legitimate offspring of the morality play and the pageant—the production of the play with movable action on historic ground. Maurice Maeterlinck and his gifted wife, Georgette Leblanc, were enabled through the recent distressing troubles in France between church and state, to purchase the old Abbey of Saint Wandrille. Here last September, was presented "Pelleas and Melisande." The audience, a limited number of guests, moved during the enactment from courtyard to forest, from forest to fountain and thence to the old hall, with the final scene, the death of Melisande taking place in the high-groined chamber of state. Madame Maeterlinck has told of the experience most compellingly in the Century of January, 1911.

And now our own Julia Marlowe, with Edwin Sothern, ours by adoption, will invade Scotland in the near future, and will give "Macbeth" in historic Glamis Castle. Fortunate ones may yet journey to Nuremberg to see a production of "Die Meistersinger" and go to the Wartburg, to behold "Tannhauser."

It is wonderful to think of the deep satisfaction one must feel when the atmosphere and conventions of the play are not artificial as in the theatre, but real tangible entities. Such must also have been the sensation of the five hundred German-Americans, members of the Philadelphia Saengerbund, who went two years ago to Germany to assist in one of the great song festivals. While in the Fatherland, they went en masse, as pilgrims to Eisenach. Climbing the mountain to the castle, sacred to us as containing the Hall of Song, the place where the Minnesingers held their tournaments of song, and also the little cell where Martin Luther sought sanctuary, they assembled in the courtyard, and there sang Wagner's wonderful "Pilgrims' Chorus," and I doubt not Luther's "Ein Feste Burg."

The desire of the present time is for realism, expressed to the satisfaction of the masses in the tank drama, and in the New England farm scene with its real chickens and real cows, in fact all the things the advance agent characterizes as conducive to "heart interest." In a broader sense, this longing will be worked out and satisfied on a plane almost unsuspected. We are not only in the midst of a new movement, but on the eve of the greatest period of realism the world has ever known.

Florence Marsh.

LITERARY

Contributions by the Faculty.

The Costume Party

When the members of the social committee planned a costume party as one of the events of the school year they little dreamed that they were making educational history in the way of a real festival experiment. In making provision for this party it was hoped to unify the whole student body in a general social affair that would bring out our entire "Light Brigade" of six hundred. And they almost did it! Something like five hundred responded to Dr. McCracken's call for the Grand March.

A noted educator has said that the teachers who are directing the new freer life of children are themselves decidedly lacking in the ability or willingness to play when they come together as students. The three hundred visitors in the galleries on the night of March eighteenth can bear testimony that the students and faculty of the Western Normal do not fail in this respect. From the first call of the bugle to the very end everybody lived up to his costume and played his part with joyful abandon.
The bugle call was the signal to the merry-makers that the evening revels were about to begin. From every corner of the building they came trooping into the gymnasium that had been magically transformed into a veritable garden. Green branches in profusion relieved the bare walls, and shaded lights shed a soft glow over all. The Japanese corner was a mass of plum blossoms and chrysanthemums. Opposite was a cunningly contrived Eskimo igloo with great snow drifts piled about it. The gaily decorated fortune-telling booths of the Indians and gypsies also added to the beauty of the scene.

Dr. McCracken, as "Lord of Misrule," started the fun in his witty introduction of the Irish festival group. They made a very effective picture, as they came tripping across the stage. Their dancing of the national jig, the weird old Banshee tales that they told, and the singing of Erin's national airs were a delight. This was followed by a most unique toy dance by a group of kindergartners. Rocking horses, clowns and elephants vied with each other in rhythmic dancing about a Christmas tree. It was a very suggestive number and was a real triumph as an artistic bit of rhythm work. To go back to our figure of the Light Brigade, Tennyson says:

"Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell,
Rode the six hundred."

History repeats itself. We followed the example of that other six hundred, and in the next number, personally conducted by Mr. Jones, we too marched into the mouth of Hades. Furthermore, we enjoyed our visit to the lower regions immensely. For in the acting, costuming, and stage setting, Fielding's playlet, "Eurydice," as presented by Mr. Jones' English class was a delightful surprise. Fielding used the charming Greek myth of Orpheus seeking his lost Eurydice in Hades, as a plot for a most clever skit on hen-pecked husbands. The sparkling wit of the lines appealed to the merry mood of the audience and the exquisite finish of the production won the hearty applause of all.

Following the play came the Grand March. With merry jests the jovial master of ceremonies marshalled the motley band in a unique procession. Misrule, attired in a pompous suit of yellow velvet and accompanied by a fair Priscilla, led the long line through a most intricate maze of spectacular figures. Nearly every department of the school had its representative group in this march. Almost without exception the costumes were in some way associated with the student's work in the class-room.

Viewed from the gallery, the gay parade with its medley of fancy dresses, was like a splendid pageant. Behind the leaders tripped the fifty students of the kindergarten department dressed as little girls, on an afternoon promenade, with their trim nursery governess and fashionable lady mother. The various history classes presented a moving picture of the colors and manners of the ages. The fair ladies of Elizabeth's court kept in step with the exquisite gallants of the sixteenth century. Prim colonial housewives were in line with the aristocratic dames of Revolutionary fame. Red Indians, brave with war-paint, rivaled in "make-up" the powder and patches of the court beauties of the First Empire. In the wake of Froebel, Pestalozzi and their group of high-browed disciples strutted the students from the department of mathematics, wearing the tall peaked caps of the ancient race of dunces. Following these in stately procession came a distinguished company of old Roman senators representing the Latin classes. And all the way from Fairyland had come Cinderella and her Prince, with their whole wedding train, to join in the revels of the evening. Of course, the fairy godmother was along and as usual weaving enchantments with that magic wand, for just behind were the special art students changed into nodding cowslips, daisies, buttercups and the entire galaxy of spring flowers.

Many nations were also represented. Frosty Eskimos, Dutch and Irish peasants, folk from the German Rhine, Hungarian gypsies, all were there in picturesque garb. But none of these
foreign types compared in fascination with the American girl that Christy, Fisher and Gibson have made so famous. A little group of Christy girls, just like the pictures you’ve seen, gowned in dainty summer frocks, flowered picture hats and coquettishly twirling gay parasols, probably made the most pleasing tableau in the long train.

The observer was not always able to identify the class work of every group, but there was no mistaking the domestic science section attired as cooks in immaculate white from head to foot, nor the manual training men in their trim new carpenter suits on which were cleverly sketched the various tools of their trade. It was also easy to recognize in the husky cowboys and pretty milkmaids the muster of the seventy-five Ruralites. These were the chief groups, but there were many other pretty individual effects. It was the variety of colors and costumes that made the wonderful arches in the last figure of the march such a delight to the eye. Then followed informal dancing to the tuneful strains of Fisc-er’s Orchestra.

This party was noteworthy in many respects. It appealed to all the students, to those who do not dance as well as to those who do. It made for unity and school spirit and it was a real play festival which gave every one a chance to take an active part. This active participation was not only carried out in the frolic of the evening, but also in the preparations for the event. A committee of faculty members and a large delegation of life certificate seniors worked with one accord for days beforehand to make the evening one that would satisfy the social craving of each of the six hundred students. To do this successfully brought about a most interesting division of labor. Miss Balch, of the Art department, was selected to supervise the group having the decorations in charge. The directors of physical training kindly consented to plan the processional so that its picturesque mazes would be a delight to the observers as well as to the participants. The students of the kindergarten department, the class in expression and the English literature section were invited to contribute numbers to a program of entertainment specially planned to attract the students who do not dance and for that reason are somewhat isolated from the social enjoyment of the majority. In addition nearly every member of the faculty co-operated with the committee in assisting his students to plan appropriate costumes for their class group. Finally, much of the success of the venture was in the happy choice of a master of ceremonies, who entered with such zest into the spirit of the occasion and by his mirthful sallies put the audience into a merry humor at the very outset.

Katherine Mulry.

Tuskegee

When discussing education in Germany with a friend over there a few years ago I was interested to hear him say that the remarkable institution which he had founded had been influenced more by America than by other countries. I asked him what educators in America meant most to him. Without hesitation he replied, “Booker Washington and Helen Keller.”

When one becomes acquainted with Dr. Washington (for Harvard has given to him an honorary doctor’s degree) he is impressed by the fact that this man deserves to be ranked high among the men of the day. This is not merely because he is a negro, for one feels that it is superficial praise to speak of him, as often is done, as “the greatest man of his race.” He has been true to his race and has accepted his responsibility for his membership in it as few men have accepted similar responsibilities. But he has made himself a place in history which is by no means limited to the conditions of his people or by the hindrances our times have put upon them.

One must consider that a little over forty years ago he was a member of a poor and illiterate family—the son of a slave mother and an unknown father. He was early seized by a desire to learn to read and struggled into a school where the first day he made two dis-
coveries: that other children wore hats and had more than one name apiece—luxuries he had never taken note of. His mother sewed together two pieces of cloth to meet the first need and when the teacher asked him his name, without hesitation he called himself "Washington." The story of his going to Hampton—that wonderful school founded in Virginia by General Armstrong—and of his entrance tests and life there are told in an interesting book by him, "Up from Slavery."

When he had finished his course he chose the hardest task he could find—the organization of an industrial school in Alabama in the center of the so-called Black Belt. Twenty-three other industrial schools have been directly or indirectly the outgrowth of this institution. These reached in 1910 over 4,000 students and through extension work nearly 75,000 others. The parent school has enrolled some 12,000 students in twenty-nine years, of whom over 9,000 went out prepared to do industrial work. The cost to the institution and its supporters has been about one and one-half million dollars, by no means a large sum. A conservative estimate indicates that the training these students have received has increased the productiveness of the South through them some sixty times the cost of their schooling.

There has been a steady insistence upon a practical program. It has not been strange that former slaves have thought that all the limitations holding them down would be swept away if they could secure that classical education which seemed to be the key to the success of their old masters. It has taken firmness to hold to the other policy, but that the result has justified the effort is evident in that today there is a demand throughout the country for opportunities for the whites to secure partly through their own efforts training in agriculture, the trades, home keeping, nursing and other occupations in which we need to develop expertness.

As Elbert Hubbard has said, the boy and girl without money are welcome at Tuskegee. If they can secure from $5.50 to $7.00 a month, the remainder of the $8.50 for board can be earned and they are able to attend Day School, which means three days a week in classes and three days in shop or on the farm.

If they do not have the money they enter the Night School and work days until they have enough ahead to be transferred. $45 to $50 in money will carry an industrious student through a term of nine months in the Day School.

The life at Tuskegee is very interesting. The boys have a military organization, which gives to them the advantages of the compulsory military service of continental Europe without its waste. The social life is well organized. Naturally music is made much of. To hear the great body of nearly two thousand students singing old plantation songs is in itself an experience to be remembered. They have in these songs material which has real musical and emotional qualities which can save them from the excesses of ragtime of either the vaudeville or the so-called religious types.

Altogether, I consider Tuskegee one of the most significant schools I have ever visited, and I wish that we had in every state schools of the same character in which our white young people could secure partly through their own efforts training in agriculture, the trades, home keeping, nursing and other occupations in which we need to develop expertness.

Frank A. Manny.

Contributions by Alumni.

A Few Facts About Washington

The following interesting letter is from the pen of Mr. George W. Sievers, Manual Training, 1906. Mr. Sievers is now Director of the Department of Athletics in the Wenatchee, Wash., High School. He has promised to tell us more about this western country.

It is quite difficult to give anyone an idea of the State of Washington in a few words. No one who has not lived here can realize the vastness of this western territory and the immensity of the problem of its reclamation from the unproductive state by means of irrigation. Counties here are larger than in
such states as Connecticut; ranches are
many square miles in area and water
must be carried fifty miles in a ditch
to irrigate a valley of a few thousand
acres. Without trying to tell of the
beauty of its scenery, the grandeur of
its mountains, the wildness of its
canyons, and the majesty of its forests,
I will adhere to a few plain facts which
ordinarily are not known to most peo-
ple back home.

The State of Washington may be di-
vided climatically into three great divi-
sions, namely, East, Central and West.
The East is bounded by Idaho on the
east and the Columbia river on the
west. It is known as the Inland Em-
pire and has two cities of prominence,
Spokane and Walla Walla.

This section is drained by the Spo-
kane and Columbia rivers in the north
and the Snake river in the south. Along
these rivers the scenery is beautiful, the
water now wild and swift, leaping
through canyons and over rapids, now
quiet and gentle, flowing peacefully be-
tween verdure-clad banks. The mining
country north of Spokane is woody and
hilly, while south lies the broad rolling
Palouse wheat country famous the
world over. Walla Walla is the center
of this great wheat belt. Not only is
wheat produced in immense quantities
but the finest kind of grain is grown.
It is of common occurrence to see thirty
horses attached to a combine mowing a
swath thirty to forty feet wide. The
plowing is done with a steam plow
which turns ten furrows at once. The
wheat averages 40 to 80 bushels to
the acre around Walla Walla, but as one
goes further west this per cent decreas-
es till in the “Big Bend” country,
which is composed of Douglass, Grant,
Lincoln and Adams counties, the crop
varies from 25 to 35 bushels per acre.
Yet the farms are so large that millions
of bushels are produced. In the East,
one hears more of Minnesota and Da-
kota wheat, because the Walla Walla
wheat goes west to the great empire
west of the Rockies and to the Orient.

The rainfall in this country is not
very great and occurs in the spring,
so that wheat, which is ripe and har-
vested before the hot dry season be-
gins, gets plenty of moisture and grows
under ideal conditions.

The educational institutions of note
in this belt are the State College at
Pullman, Whitman College at Walla
Walla, Gonzaga College (Catholic) at
Spokane, University of Idaho, just a
few miles from Pullman and the State
Normal School at Cheney.

The Central section lies between the
Cascades and the Columbia. This
country is more arid than the Eastern
section and is rather broken and
crossed with low mountain ranges. The
region is covered with huge lava ledges
and only about half of it will ever be
of any use to mankind. The Columbia
flows between the barren bleak hills
and apparently the land is desolate, yet
in the valleys of the Wenatchee, Euliat,
Wethon and Yakima are grown the best
fruits of the world. Mountain ranges
alternate with the valleys and in these
valleys the splendid fruit is grown. The
soil is of rich volcanic ash and only
needs the water to make it ideal for
fruit raising. This water is ditched
from the mountain streams and the land
irrigated. It is no trick to raise a few
perfect apples or peaches for home use.
Almost any locality can mature a lim-
ited number of perfect apples, but to
turn them out by the carload is another
thing.

About ninety per cent. of Wenat-
chee’s fruit is marketable and is
shipped to all countries of the globe.
An acre of land in this valley is worth
from $2,000 to $5,000, if it has good
trees on it. It is beautiful to look over
an orchard valley with its evenly set
out trees, guarded by the snow-covered
peaks on both sides and the sparkling
blue Columbia flowing through the
middle and supplying the only missing
element, water. About seventy car-
loads of perfect apples, wormless and
juicy, leave Wenatchee each day of the
two months of apple gathering. Lake
Chelan, Lake Wenatchee and Glacier
Peak are found in this Switzerland of
North America. A State Normal at El-
lossenburg is the only state school in this
division, though Wenatchee and North
Yakima have splendid school systems.
The third and last section of the State lies between the Pacific and the Cascades. Here is the marvel of all climates. While the rest of the State has summers and winters resembling those of Michigan, there is very little difference west of the Cascades between summer and winter as far as temperature is concerned. The winter months, from December to April, are months of rain, fog and clouds, with very rarely a dash of wet snow. The summer months are bright, sunny and pleasantly cool, the most ideal summer climate possible. Here the broad Pacific ever dances in the sunlight and the cool, salt breezes blow over the land. The principal cities are Seattle, Tacoma, Everett and Olympia. Lumbering, fishing, manufacturing and commerce are the great industries. The coast is lined with fishing villages, and there are oysters, lobsters, clams and fish of all descriptions. Here occur the great salmon runs and here are located the huge canning factories. The largest commercial timber of the globe grows here. Mile upon mile of the great Douglas fir, which stands two hundred feet high and measures twenty feet in girth, a house in every tree, and the large saw mills and the logging camps! Places of almost supernatural industry. Farming, increasing as the timber is being cleared and there is space available, consists largely in the raising of berries, fruits, hops, nuts and garden truck. The tide lands afford splendid opportunities for dairy farms. Puget Sound, Grey's Harbor and Willapa Harbor afford the finest kind of protection for ships. Puget Sound, its blue waters dotted with craft from all over the world and guarded by the Olympic Mountains, snow capped and dazzling in the sunlight, is a sight never to be forgotten. Seattle, the metropolis of this section, in 1890 had about 10,000 people; in 1900, 80,000, and in 1910, 280,000. The educational institutions of note are the University of Washington at Seattle, with twenty-five hundred students; the University of Puget Sound and Whitworth College at Tacoma and the State Normal at Bellingham. One of the wonders of the coast is Mt. Ranier (14,444) and Ranier National Park.

Outside of California, Washington is the most wonderful State in the Union. In one section is a semi-tropical climate, and in the same latitude a Michigan variety of weather; in one place a rainfall of over a hundred and fifty inches and only twenty miles away a rainfall of only seven or eight. This country has only begun to develop and yet the best of wheat comes from the Walla Walla and Big Bend districts, the most luscious grapes and strawberries from Kennewick and Sunnyside, the finest apples and peaches from Wenatchee, the best fish, oysters, clams and lobsters from South Bend and Aberdeen, and the most valuable lumber from the coast region. The most rapidly developing cities in the United States are Seattle and Tacoma.

When one starts from Spokane for Seattle he first goes through a hundred miles of short pines and wheat fields. Then the scene changes and the country becomes desolate and full of lava rock and sand. Suddenly the mighty Columbia looms in sight and through the valleys one can see fine orchards and signs of prosperity. Next the mighty Cascades, with their waterfalls, torrents, glaciers and snow, then the long four-mile tunnel and the coast region, with its balmy climate and clouds and fog in winter and perpetual cool breezes and sunshine in summer. When one sights the waters of the Sound and sees the city of Seattle spread before him, with the busy waters and the mountains, he will say that truly this is the land of his dreams, a country that grips and holds one.

Contributions by Students.

Mark Twain as a Representative Humorist

To America belongs the humor that laughs and makes the laugh. It is the least conscious and really the least literary of all forms and phases of humor. With its mirth and laughter, it has an under-current of seriousness. There is no better representative of this kind of humor than Samuel L. Clemens—better known as Mark Twain. To quote
his definition of humorous story telling which he says is distinctly an American creation, we have: "The basis of this art is to string incongruities and absurdities together in a wandering and sometimes purposeless way and seem innocently unaware that they are absurdities." This he has truly done, as one immediately discovers on becoming acquainted with some of his writings. When reading some of the criticisms men of today have written of him, I wondered why so many of them called him the "Lincoln of our literature." As I read more of his works, I soon discovered their reason. It was because he wrote in such a simple way, making his jokes stand out in such a clear-cut manner, using very ordinary words. From his article on "Simplified Spelling," we get his opinion of the use of large words in writing. He states he would never use the word "metropolis" when he could get the same price for "city;" nor "policeman" when "cop" would do as well. In all his works, there is that great variety and freshness of thought that holds the reader's attention; they do not require a second reading to grasp the jokes. Mr. Howells says Mark Twain was the first writer to use in extended writing the fashion we all use in thinking and set down the thing that comes into his mind without fear or favor of the thing that went before or the thing that may be about to follow. At times one is a little inclined to think he deals too openly in that impossible exaggeration and fun, as in "The Jumping Frog." Some critics put a great deal of stress upon this story as representing some of his best humor. There is, undoubtedly, a huge vein of humor all through it; it is one of those stories one should read when alone or where one can give full vent to the mirth and laughter it is sure to provoke. Yet, on the other hand, I think there are other stories I should choose whereon to base his popularity as a great humorist.

"Huckleberry Finn," "Tom Sawyer" and "Life on the Mississippi" are fine specimens of his worth as a humorist. These are typical boy stories. They describe his boyhood days and show to the great enjoyment of his readers, what he reveled and delighted in when a boy. It was the great ambition of his boyhood to become pilot on a steamboat, and it is to his experience as such that we get some of the most amusing, most real and imaginative of all his writings. They are one continual round of "happy-go-lucky" experiences of his own depicted in such an interesting, lively manner that one finds it hard to drop any one of these books till it is finished. The jokes are told in a simple manner, easily understood by all. It is little wonder that he became so popular and made such a name for himself in the eyes of the American people. In "Life on the Mississippi," the contest between "Child of Calamity" and the "Corpse-maker of Arkansas" are two of the best examples of humor throughout the book. Mr. Mabie says: "LaSalle was the first man to make the voyage of the great stream to which a host of smaller streams are tributary, but Mark Twain was the first man to chart, light and navigate it for the whole world." In reading these books, we get, not only the humor of these people in that old-time life on the Mississippi, but also a kind of history of the early settlement of that part of our country. "Innocents Abroad" is another of his books upon which Mark Twain's fame as a humorist is founded. In it he relates the experiences of a party of Americans while traveling abroad. Besides the great vein of humor underlying these tales, he gives us an idea of the great talent he had of
painting a picture—so well does he de-
scribe places and the different situations
that confront these people. He shows
us how ridiculous customs abroad can
look to a truly American humorist.

Mark Twain was as much a speaker
as he was a writer. His humor was not
confined to his pen; his own peculiar
person added much to it as he spoke.
He was banqueted everywhere and on
all occasions.

Not only in America is his humor
greatly appreciated, but he has been
well received abroad. There he met
with such favor as no other American
author ever enjoyed. We read accounts
of the way he captivated many in all
lands. In England, how royally he
was entertained by people of rank and
culture there! At Oxford, Lord Curzon,
the Chancellor, in conferring the de-
gree of Doctor of Letters upon him,
said, in University Latin, "You are one
of the wittiest men of the day. You
have made the sides of the entire liter-
ary world shake with laughter, and so,
by virtue of my authority and with the
authority of the whole university, I
admit you to the honorary degree of
'Doctor of Letters.' " The great Italian
critic, Signor Bellezza, in writing his
book on humor, declared Mark Twain
to be the greatest living humorist. (This
book was written before the death of
Mark Twain.) But we know full well
foreigners could never fully appreciate
his worth as we Americans can.

In closing I think I can do no better
than to quote the poem, "The American
Joke," written by W. D. Howells, and
read at the birthday dinner given in
honor of Mark Twain on December 5,
1905.

"A traveller from the Old World, just
escaped
Our customs with his life, had found
his way
To a place up-town, where a Colossus
shaped
Itself, sky-scraper high, against the
day.
A vast smile, dawning from its mighty
lips,
Like sunshine on its visage seemed
to brood;
One eye winked in perpetual eclipse,
In the other a huge tear of pity stood.
Wisdom in nuggets 'round its temples
shone;
Its measureless bulk grotesque, exult-
ant rose;
And while Titanic puissance clothed it
on,
Patience with foreigners was its pose.
So that, "What art thou?" the embold-
ened traveller spoke,
And it replied, "I am the American
Joke."
"I am the joke that laughs the proud to
scorn;
I mock at cruelty, I banish care,
I cheer the lowly, chipper the forlorn,
I bid the oppressor and hypocrite be-
ware,
I tell the tale that makes men cry for
joy;
I bring the laugh that has no hate
in it;
In the heart of age I wake the undying
boy;
My big stick blossoms with a thorn-
less wit,
The lame dance with delight in me; my
mirth
Reaches the deaf untrumpeted; the
blind
My point can see. I jolly the whole
earth,
But most I love to jolly my own kind,
Joke of a people, great, gay, bold and
and free,
I type their master-mood. Mark Twain
made me."

Kathryn McNamara, 1911.
EDITORIAL

Don't forget that our advertisers expect returns for their money. Remember them when you are on a buying expedition.

The editors desire to call the attention of alumni to the letter from Mr. George W. Sievers, giving interesting details about the State of Washington, which is published in this issue. We will be very glad to receive similar letters from others and hope that there may be many who will take Mr. Sievers' example to heart and go and do likewise.

In this issue also, we publish some short student editorials on timely topics. We will gladly welcome other communications of a like character.

On the Use of Water

Cleanliness is undoubtedly the most neglected of the essentials to health. One does not go without food simply because he is too busy, nor does he deny himself some of the luxuries of life because he has not the time to indulge in them. However, to some a bath might be regarded as a luxury in that it is a rare experience.

How much less of ill-health would there be if people only realized what it is to be well and that the best things in this world—air, sunshine, exercise and water—are absolutely free.

You have undoubtedly heard of the man, to whom the doctor, after a careful examination said: 'I find no organic difficulty. You need neither physician nor drugs, but I would suggest a bath.' The patient did as advised and, on meeting the doctor some time later, said: "Why, Doc, had I known that a bath would have made so much difference I would have taken one forty years ago."

The cold water bath is rapidly coming into prominence through various promoters of health and has been found to be in some respects quite as valuable as the warm water bath. Some, however, can not withstand the reaction that comes from such a bath. If it is found that exercise is necessary to bring about warmth after taking a cold bath it is an indication that the vitality is too low for such an undertaking. However, for one who has sufficient vitality, a cold bath is a great promoter of health and a preventive of colds.

The cold water coming in contact with the skin causes the surface blood vessels to contract, driving the blood to the internal organs, and thus raising the temperature there, while it is lowered at the surface. Then in case there is sufficient vital force the reaction takes place, the small blood vessels in the skin dilate, and an increased surface temperature is experienced. A cold bath, in fact, any sort of a bath, should never be taken directly after a meal or when one is fatigued, but upon rising in the morning or after exercise.

The hot bath, which has a powerful effect upon the nervous system, should be avoided except before immediate retirement or when followed with cold water. Thin blooded or very nervous persons had better take the cold or moderately warm bath, the latter acting as a sedative to the nerves.

The path of health is a straight and narrow one and many there be that lose it. The trail is sometimes mountainous and requires effort to follow it. But remember the essentials—good food, air, exercise and plenty of water, inside and out.
Some Thoughts on Breathing

The majority of people are not only too ignorant but too lazy to breathe. Even in the Normal school there are some who go several blocks out of the way to avoid climbing the hill. Therefore the exhilarating benefits of deep, or in more exact terms, diaphragmatic breathing are never experienced.

Hills are outdoor gymnasiums. If your heart is weak, do not avoid the hill. You need the exercise to make it strong. You say your muscles are weak, climb the hill and make them strong. Should you have a weak stomach, exercise it by eating food that is not pre-digested.

If you have no desire to know the meaning of health, avoid the hills, take no exercise, breathe superficially, allow someone else to perspire for you, and it will not be long before you will find it necessary to hire some one to live for you.

Now is the time to get out of the old rut. Throw out your chest, stand and walk with your head up in the air. Breathe deeply, especially where the air is fresh, and years will be added to your life.

Remember, it is important to breathe fresh air at night. Sleep with the windows open and your mouth shut, in winter as well as summer. Night air is no more harmful than "day air," though some may think so. See that fresh air and sunshine get into your room during the day. They are both your "hygienic friends."

"By breathing deeply we draw on the great universal reservoir of life. Suppose four walls were built about an oak tree; how long would it live? Let us learn to inhale bounding life with every breath; but first raise the windows."

W. H. Spaulding.

On the Simple Art of Being Cheerful

An ability to appreciate the real humor in everyday happenings, the habit of enjoying in advance the day that lies before one, the power of gilding the drudgery of hard work with the gold of enthusiasm are three valuable assets of the happy and successful teacher. Too great buoyancy of spirits naturally pre-supposes the inevitable depression that, following the natural law of physics, must of necessity ensue. Therefore, the safe and even tenor of a uniformly cheerful daily life would appear most desirable.

The old story is recalled of the two workingmen walking along together when one spied a piece of money. The other remarked regretfully: "That's just my luck! You're always finding money, and I never pick up anything but buttons." "Well," replied the fortunate one, "if you're looking for buttons, you'll find buttons!"

In Berlin, a fashionable physician is curing patients of all sorts of ills by insisting that, whether in the humor or no, they shall laugh long and heartily so many minutes during the day. In Paris, a celebrated beauty doctor requires, as a first essential, the cultivation of a cheerful habit of facial expression, wisely knowing that a cheerful mental habit must be the reaction.

An optimistic, hearty, enthusiastic teacher with the said enthusiasm tempered with a little cool judgment is a distinct addition to any community. Now is the time to experiment with being that kind of a teacher. A cheerful, sane habit of mind will be a good stock in trade when you are out in the world, and up against real school and social problems. A strange and happy truth is the fact that when one is prepared for problems, they seldom appear. Just recall the oft-quoted poem by Ella Wheeler Wilcox, beginning:

"Laugh and the world laughs with you, Weep, and you weep alone."

Florence Marsh.

School Spirit

School spirit is something about which very few of us seem to have a clear conception, and yet it is a subject about which most of us will say nice things by the hour. It is like politics; in theory it is ideal, and our resolutions concerning the subject are good, but in application it falls short of expectations or else it never reaches the ex-
Experimental stage. Now, by school spirit we do not mean a false pride in our school nor vain boasting about it, but rather quiet faith in its benefits to us and the conviction that in return we owe it our esteem and help. There are many who are sure that they are not learning as much here as they would in some other school, and their belief is probably correct. For, by losing faith in the benefits of the institution, they come to think it useless to study or work, and, as there is no other way of learning, they fall flat. They cannot realize until too late how much depends upon their own faith and efforts. It is true that some never had much esteem for the school to lose. One is tempted to think that certain rules for beginners as are had for freshmen in other colleges would help much to instill the proper spirit. But, as this is a two-year course school, that would hardly do. However, there are ways in which the beginners can catch the spirit and keep it. They can interest themselves in athletics; they can come to the school parties and also do the decorating for those parties; there are several societies which they might enter; above all, by a little thought, they can see the relation of their work in school to themselves and to the world. They will then see that school spirit is not like the old maid's parlor—to be admired but never used.

S. S. Tingle.

Militant Woman

A great deal of enthusiasm has been aroused among some of the girl students in the Normal by the lecture given on the evening of March 8, in the People's Church, by Professor Charles Zeublin, of Boston, on "Men and Women." He spoke on the relations of men and women and made a very convincing argument for woman suffrage. Many of the Normal students were at the lecture, and as a consequence some of the girl students are discussing the project of organizing an Equal Suffrage Association in the Western Normal. There is a very enthusiastic organization of this kind in connection with Kalamazoo College and there are many organizations in the eastern colleges, which all are branches of a national organization. Although a suffrage association in the Normal school could not be affiliated with this organization, still that is not at all necessary to having a large and thriving organization of this kind in a school of the size of the Western State Normal.

Marian Swarthout.

A Journalistic Ideal

A monthly magazine of this sort should aim to do several things. It should be a means of expression of school literary talent, and students and faculty should contribute articles which are worthy of consideration. It should aim to unite students, alumni and faculty; for it interprets, by means of news articles and items, the spirit of all the departments to all the students, faculty and alumni. A School Journal should present, by means of valuable educational articles, educational movements which are in progress, and review valuable books and current periodical articles which are worth while. It should aim to reproduce items of humor or information. It develops executive ability in the students who are connected with its management. A paper of this kind shows a record of institutional growth and progress. It is a means for bringing together the alumni, the school and friends from without. These aims can best be met in an institution by the establishment of an efficient School Journal.

Ona T. Boyd.
The inter-class basketball schedule came to an end with the Preps on top, followed in order by the Seniors, Juniors and Rurals. During the concluding games, the Preps came from behind with a rush and succeeded in ousting the Seniors from first place. These games did a lot to develop class spirit and enthusiasm among the students, and contributed much to what would otherwise have been a dull athletic season.

The baseball candidates for the 1911 Normal team are at present in the midst of the preliminary training season. Their throwing arms are limbering up rapidly and when the season opens every candidate should be in the best condition for the initial game. The pitchers have been working out for the past two months and are now able to control their fade-aways and spitters without any danger to their salary wings. Whenever the weather man decides to go dry, Martin, Berger, Grant and Tindall will be fit to go the whole distance without faltering.

The first practice game was played with Kalamazoo College on April 8th. On April 10th, the two teams met for practice again. These practice games will undoubtedly prove so profitable to both teams that three or four games will be played each week. As the best of feeling prevails between the College and Normal men, much good should come to both teams from frequent practice games. Several games will also be played with the local team of the Southern Michigan League, between April 15th and May 3d. It is hoped that some games may also be played with the local High School team.

From the character of the talent showing up for the various positions it is safe to say that the 1911 team will be the best in our history. The infield will be made up of Maltby first base, Martin or Bender second, Fillinger short, and Shivel or Reynolds third. The outfield is more of a problem and will be chosen from such men as Dewey, Hutchins, Damoth, Bender and Reynolds, each one of whom will make a strong fight for the various positions.

Three men, Damoth, Hutchins and Mayer, are trying for the receiving position filled so ably last year by Blockie Sowle.

The pitching staff will be strengthened by the addition of Arthur Tindall, a pitcher from Big Rapids, Michigan, who has entered the school this term.

The candidates have been put through an especially hard course of training on account of the hard schedule arranged. The revised list of games is as follows:

April 15—Kalamazoo League team at Kalamazoo.
April 22—Battle Creek League team at Battle Creek.
April 28—Albion College at Albion.
May 2—Mt. Pleasant team at Kalamazoo.
May 10—Kalamazoo College at Kalamazoo.
May 13—Olivet College at Kalamazoo.
May 16—Hillsdale College at Kalamazoo.
May 20—Athens H. S. at Athens.
May 27—Lake Forest University at Kalamazoo.
May 30—Kalamazoo College at Kalamazoo.
May 31—M. A. C. at Lansing.
June 5—Olivet College at Olivet.
June 9—Albion College at Albion.

NEWS ARTICLES

Assembly Notes.

March 7.—Mr. Fritts, principal of the East Avenue School, addressed the assembly on the subject of the customs of the people of Ceylon. He introduced his topic by a brief but interesting review of its history. He then spoke chiefly of the dress and religious customs of the less civilized portion of the people in the north of the island. Mr. Fritts spent several years as a teacher in one of the larger colleges of the north; hence he spoke with authority. His most interesting points were: (1) the marked contrast between the educated and the uncivilized classes, the latter still savage in dress and habits of self-torture “in the name of religion,” the former going out as missionaries to their own people and into Asia as far as China; (2) the gradual degradation of the Dutch inhabitants; and (3) the sense of the people of their national individuality as distinct from that of India. After the assembly was dismissed, Mr. Fritts exhibited numerous curios.

Superintendent Lowrey, of Ionia, followed Mr. Fritts with a brief but effective plea for the necessity of every teacher’s recognizing that his success depends ultimately on the intensity with which he fulfills his functions as a teacher not only of “subjects” but of men.

March 14.—Miss Davis offered in the gymnasium of the Normal School proper an interesting and well-prepared exhibition of what the children of the Training School can do in the way of folk-dance, Indian-club drill, “soaky,” and basket ball. Immediately following the exhibition, the audience adjourned to the assembly hall, where they listened to brief addresses by Senator Taylor, of Kalamazoo, and Senator Scott, of Alpena. Both men bespoke a general interest in the work of the school and in its very evident need of a liberal appropriation. The Men’s Quartet and the Chaminade Club furnished each a pleasing musical number.

March 17.—Miss Benlah Hootman was in charge of the assembly on this date, and the offering was an interesting program of songs, rendered by some of the grades of the Training School. The children sang as though it were their pleasure, and gave with good effect the following numbers:

1. (a) “How Many Miles to Babylon,” Gaynor.
   (b) “Mistress Mary,” .... Gaynor.
   (c) “Hey Diddle Diddle” Gaynor Grade III.

2. (a) “Captain Jay” .... Miessner
   (b) “The Man in the Moon,” Gaynor
   Grade V.


4. “Little Clouds” (Three parts), Chater.

   12 children from Grade VI.

5. (a) Vesper Hymn.
   “Anchored,” .... Watson
   Grades VII and VIII.

At the annual meeting of the Michigan Academy of Science and the Michigan Schoolmasters’ Club, held at Ann Arbor, March 29 to April 1, the Western State Normal was well represented. Mr. Chas. D. Nelson, an extension student, presented a paper upon the “Plant Societies of the coastal region near South Haven,” before the Botanical section of the Academy. Dr. Faught and Professor Wood appeared on the program of the Schoolmasters’ Club.

The question of college entrance examinations seemed to be the live question of both societies and the meetings were marked by a claim on the part of the secondary schools that the high school was an autonomous institution and incidently a preparatory school for higher institutions; its function being to prepare for life, not college. In consideration of the fact that only about 3 per cent of High School graduates continued higher work, the college and university were asked to articulate with
the High School and to recognize as entrance credit any work which was well done in the High School. From statistics and discussions it would appear that the dominating influence of the University of Michigan had much retarded the development of High Schools within the State and that its arbitrary position in regard to entrance requirements was entirely untenable. The hope was expressed that the University would soon place itself in regard to this problem on a par with the great State universities of the Middle West, such as Illinois, Wisconsin and Minnesota.

Mr. Manny will assist in the department of education in the summer session of the Johns Hopkins University, from July 5 to August 16.

On Tuesday, March 21, the assembly exercises consisted of an impromptu musical program. The Treble Clef Club, the musical organization of the preparatory girls, furnished two numbers and Miss Florence McIntyre played two piano numbers. The school indulged in a “song fest.”

Miss Margaret Eldred, formerly of the Normal faculty, now supervisor of music at Hastings, will assist in the department of music this summer.

A co-operative store will probably be in working order by the opening of the next year. Following the plans of such projects in other educational institutions it will be in charge of some student and supplies of various sorts will be sold in the store.

Members of the senior life certificate class are in possession of the first supply of the new permanent senior class pin. It is a most attractive emblem in dull gold, bearing the W. S. N. monogram, and the general design of the pin suggests the Normal buildings. It is the work of Miss Helen Balch, of the art faculty.

On the twentieth of March the members of the Amphictyon society enjoyed a social session in place of the regular literary meeting.

Senators Walter Taylor, of Kalamazoo, and Frank B. Scott, of Alpena, were guests at the Normal recently, having been the last in the list of official visitors to the school. Both addressed the student body in assembly in entertaining manner and were received with much enthusiasm.

Superintendent Cody of Flint and Superintendent Murphy of Lawton, were recent visitors to the Normal, looking for teaching candidates for the coming year. Many requests for teachers are also coming in by letter, positions in the grades being especially numerous.
Seniors, have you had your pictures taken at Siewert's Studio?

The graduating classes in all departments will be the largest the Normal has ever known. In the life certificate courses there will be about 150 candidates for graduation, in the graded school course about 40, and in the rural courses about 75. Commencement and preliminary events will soon begin among the prospective graduates and this term will be filled with interesting features relating to the graduating season.

Fred L. Johnson, of the manual training senior class, was recently called to California by an injury to his brother, with whom he will soon return.

Principal Bruce Milliken of the High School at Wallace, Idaho, will assist in the department of education during the Normal summer session this year. Other additions to the regular faculty will be Supt. W. E. Conklin of Dowa-giae, Supt. C. H. Carrick of Charlotte, Miss Christine Keck, principal of the Sigsbee School, Grand Rapids, Principal E. N. Worth of the Kalamazoo Central High School, Commissioner G. N. Otwell of Berrien County, Commissioner V. R. Hungerford of Van Buren County, Alba Hill, supervisor of manual training at Rock Island, Ill., Fred S. Huff of the Kalamazoo manual training department and others.

The Y. W. C. A. at a recent meeting elected the following officers for the coming year: president, Nina Ives; secretary, Anna Albrecht; treasurer, Lois Fenner.

Mr. Burnham of the rural department, after a year's absence in study at the University of Wisconsin and Teachers' College, New York City, will return to the Normal for the summer session which will open June 26.

The list of summer lecturers for this year includes men of unusual prominence in their various departments of work and constitutes one of the strong features of the summer school for 1911. The lecturers with their dates are as follows:

June 29—Edward J. Ward of the University of Wisconsin.
July 5—Hon. Lawton T. Hemans of Michigan.
July 10—Prof. R. M. Wenley of the University of Michigan.
July 19—Dr. M. V. O'Shea of the University of Wisconsin.
July 25—Addison G. Proctor on "Lincoln."
Aug. 3—J. J. Finley of the University of Manchester, England.

President Waldo will give the commencement address for the Allegan County Normal May 25; at Big Rapids June 7; and Marshall June 9.

Arrangements have been made by the Association for a series of cabinet meetings during which a rather extensive study of missions will be taken up.

On March 20, the Amphictyon Society enjoyed a social meeting in the Training Building. A taffy pull was one of the pleasant features of the evening.

At a recent meeting of the Kalamazoo County Reading Circle Mr. Phelan led the discussion of the subject "Citizenship and the best methods of teaching it in the Rural Schools."

During the past month, Miss Spindler and Miss Townsend spent two days in Chicago visiting schools.

"United Germany and Her Various States" was the subject of an interesting paper given by Miss Zimmerman before the Ladies' Library Association the first Monday in April.

On March 20, Mr. Hickey addressed the Men's Club of the Congregational Church on "Local Option in Calhoun County." He is to address the Ladies' Library Association during the month of April on "The Rhine" and the Men's Club of the Methodist Church on "Paris." Both talks will be illustrated by stereopticon views made from Mr. Hickey's photographs which he took while abroad.

Seniors, have you had your pictures taken at Siewert's Studio?
Training School

For the Training-School assembly, Thursday, March 23rd, the Fifth Grade gave a dramatization of the Pied Piper. The poem was read and enjoyed as a part of the regular work in literature. The class then decided to make a play of it for their turn assembly day.

The words of the poem were used wherever possible, but in class together the children invented scenes and conversations to explain the descriptive portions of the poem to the audience. Kindergarten and Second Grade children followed the Piper as rats and children. Program covers were made in the Art periods for parents and friends.

The making of toy animals from German patterns proved to be one of the most interesting pieces of woodwork which the third grade children have done. The patterns were first traced on a thin veneer wood and cut out with the scroll saw. The animals were then mounted on a base with four wheels attached, so that they could be easily pulled about. The painting was supervised by Miss Balch in the art class. The finished product was most satisfactory, both from the standpoint of its workmanship and the fun which it will later furnish either the little manufacturers themselves or their younger brothers and sisters.

The children of the second grade visited the Kalamazoo Creamery. On their return they churned cream in Mason jars, using wooden dashers which they had made in their manual training period. Cottage cheese has also been made by them recently. This work means much to the town child. The lessons in hygiene and sanitation which arise through these activities in the schoolroom connect directly with the home. Social experiences were gained through the party which followed the preparation of the above food.

Lover's Lane.

Lover's Lane is a quiet little road lined on both sides by a thick growth of underbrush. In the spring the woods are dotted with wild flowers and pretty green plants. On one side there is a pond with kingfishers flying over and large fish jumping out of the quiet water and flashing their armored sides in the sunlight. Farther on there is a little stream bubbling and splashing over the stones as it runs on to meet the river. In this creek there are a number of small islands covered with tall marsh grass, waving in the breeze, and large trees bending over the water as if to drink. In these, birds build their nests and the woods resound with singing and there is a continual buzz as if there were many bee hives near. Now and then you will see a fly catcher dart after a fly or some insect or a small butterfly. The continual humming and buzzing make one feel as though he would like to go to sleep. But night comes on, the drone of the bees and the singing of the birds cease, and the katydids begin to sing and from some far off pond you may hear the frogs singing their evening song.

Horace Clark, Eighth Grade.

Description of Duck Lake.

As we approach, the first thing we see from the road is a small lake with little ripples which glisten in the sunlight. Nearer we see signs of life, such as half eaten nuts, small tracks in the sand, and a large mound of reeds and mud which formed a muskrat-house. Then the sun went under a cloud and the water turned a dark green. On one side of the lake the trees have formed a dense wood which forms a playground for birds and squirrels. Farther up there is a large swamp. An old decayed rail fence runs into the water, nearly covered with snake-grass and bushes. On the other side of the lake there is a thick and almost impenetrable line of old willows growing in the shallow water, with a wooded hill in the rear. We hear a sound and, turning, see a lone pair of ducks flying towards us. As they come closer we see a white ring around their necks and a spot under their wings. Their heads and breasts shine when the sun strikes them and spots the purple with flakes of gold. They hesitate as if to decide on a landing place and then drop lightly into the water.

Fraser Cole, Eighth Grade.
Seniors, have you had your pictures taken at Siewert’s Studio?

Kindergarten

The girls of the Kindergarten department believe that the old adage, "All work and no play makes Jack a dull boy," may be applied to Jill as well.

The Junior girls proved themselves very charming hostesses to the Seniors on Monday evening, March 6. The invitations were daintily hand-painted, bearing these words:

“We want you to come to our party,
Dressed just like little girls.
Be sure to come at five o’clock,
And wear your hair in curls.”

The Kindergarten room seemed to be changed into a blooming garden of little children, each with her pretty curls and bewitching bright-colored ribbons. A dainty luncheon was served in the library, after which each little girl was allowed to fish in the pond and catch some little toy which she was delighted to take home. The children were chaperoned by their maid "Nora" (Miss Gage).

The members of the Kindergarten Club of Kalamazoo invited the Junior and Senior Kindergarten students of the Normal to meet Dr. Earl Barnes, at the Vine street Kindergarten rooms, on Tuesday afternoon, March 7. The Kindergarten students considered it a great pleasure and privilege to accept the invitation. After refreshments, Dr. Barnes, upon request, gave a short informal talk on "The Place of Woman in Society." He said in brief, that after studying the subject a great deal he had come to this conclusion: that there are three great epochs or divisions in every woman’s life. The first period was that of school preparation and vocational work (for he thinks every woman should have some definite vocational work); second, the period of romanticism (the time when her home duties as a wife and mother should mean a great deal to her); and lastly, the period when, with more time on her hands, she should take up the work of making better the social conditions of the community. He said the Kindergarten training came the nearest to being the ideal training for a girl, because it furnished vocational training and also prepared the individual for the other two periods which were bound to come.

The talk was a most interesting one and gave us in a few words the essence of a great social problem and a hint as to the way of solving it.

On Friday evening, March 17, the students of the Kindergarten department were very pleasantly entertained by Miss Gage at the home of Mrs. Chappel on Stuart avenue. Each girl was asked to bring two or three postal cards which would tell of some interesting occasion in her life. Every one was greatly surprised to see thrown on the screen the “turning point” (?) of some of the girls’ careers. The Juniors dramatized Mother Goose rhymes and the Seniors very cleverly dramatized a session of the Kindergarten. After dainty refreshments, dancing was enjoyed. It was an evening long to be remembered.

Erminie

This opera upon which the members of the Choral Union have been working long and earnestly under the direction of Miss Florence Marsh was given a most satisfactory, artistic, and musical presentation in the gymnasium of the Normal School on the evening of April 27. A large and enthusiastic audience heartily enjoyed the sparkling comedy and the delightful music. The costumes were furnished by Schoultz, while the orchestra was supplemented by members of Fischer’s orchestra. A more extended notice will appear in the May Record.

The cast is as follows:
The Marquis de Pouvert ... Neil Verberg
The Chevalier ............ Oscar Drake
Dufois, an innkeeper ..... Clyde Ewing
Simon, his waiter ........ John Giese
Capt. De Launay ......... Eldon Adams
The Sergeant ............ Nelson Dingley
Eugene, secretary to the Marquis, 

Bernard Allen
Ravennes and Cadieux, two notorious thieves, Glenn Sooy, Charles Anthony
Lefevre.

Ernest, Viseount de Brissac,
Blaine L. Storer
Erminie, the Marquis’ daughter,
Helene Rosecrants
Cerise, Eugene’s sister, Beulah Hootman
Javotte, a waiting maid, Pearl Sidensius Marie, a waiting maid ... Jean Herrick Peasants, waiting-maids, soldiers, and court ladies and gentlemen, Members of the Choral Union

**The Book Shelf.**

W. E. Chancellor, "Class Teaching and Management." Harper and Brothers. 343 pages.

The author's "Our Schools, Their Administration and Supervision," has been for several years one of the most helpful books a superintendent or principal could have at hand for frequent reference. In this book, primarily for teachers, the interest centers in the learning and the teaching processes. Department teaching, the day's work, control of class and individual, classifying, marking, grading and promoting are among the special sections. There are two good chapters on "The Class Teacher and the Industrial Arts" and "The Teacher's Own Life in an Age of Educational Expansion." The appendix contains "An Open Letter to One Who is Just Beginning to Teach," "An Open Letter to the Experienced Class Teacher," "The Choice of Text-books," "Outline of a Standard Minimum Course of Study," "Illustrative Lesson Plans and Examinations," "Illustrative Teachers' Examinations," "Rules and Regulations for a District School," "Suggested English Exercises in Correlation with Other Subjects for both Urban and Rural Schools." Be sure to notice the fly leaf containing recommendations relating to "Your Eyes."


Dr. Patten's "New Basis of Civilization" has helped many students to free themselves from old prejudices and impeding habits. This new book starts with "Scientific Method," "The Economic Interpretation of History" and "The Social Interpretation of Thought," and gives us "The Stages of Thought Development," with a discussion of various forms of "Degeneration," also of "The Will," "Character" and "Inspiration." This leads on to an interesting interpretation of religion, using the term in a broad, social sense.

McDonald and Dalyrymple—"Betty in Canada," "Kathleen in Ireland," "Umi San in Japan," "Boris in Russia." Little, Brown and Co., Boston, 1911. Each about 120 pages. Price 60 cents each. (For schools, 40 cents each). This series is to include accounts of child life in Mexico, Italy, Germany, Sweden, Scotland, Holland, Egypt and Spain, as well as the countries named above. The reader has the advantage of excellent pictures, and accurate information set in story form. The narrative runs on easily and one feels that the material is not dragged in. The various books are designed for pupils from the fourth to the eighth years, but they will be read by others than those of the years intended and by adults as well.


This is an attractively bound and helpfully edited edition of a famous classic. Professor Bates (the editor of the series of Canterbury classics) refers to the "modest amount of apparatus hidden away at the end of the book. It is the classic that is of importance. Often it may be best to disregard the notes." But the reader approaching Miss Swart's notes in this spirit will find them very helpful. There is reference to, I, Books for children by Ouida; II, Books about interesting dogs; III, Books about useful dogs; IV, Dogs in Mythology and Poetry; V, Books about Rubens; VI, Books about Belgium. The bookplate inside the cover adds to the pleasure one feels in the book.

Carroll and Brooks Readers. D. Appleton and Co. Five books—prices 30 to 45 cents. This series is the work of a school superintendent and an elementary school specialist, both of unusual experience and success.

W. D. Howells, "Boy Life;" Mark Twain, "Travels at Home," Edited by Percival Chubb. Harper and Brothers. 50 cents each. These two volumes in Harper's Modern Series of Supplementary Readers for the Elementary Schools render available material we have long wished to be able to present
to boys and girls in the sixth, seventh and eighth grades. They will open the way to an acquaintance with these authors that will be a joy to many a pupil.

F. A. M.

The Seminar Society elected the following officers at their last meeting, March 21:

President—Lutina Workmen.
Vice-President—Lenora Tuckey.
Secretary and Treasurer—Frances Deane.
Chairman of Program Committee—Georgia Thomas.
Reporter—Effie Miller.

The present debatable question as to what shall constitute the unit of biology in the High School makes welcome Hunter’s ‘Essentials of Biology’ (Am. Bk. Co., $1.25), which ‘recognizes first-year biology as a science founded upon certain underlying and basic principles.’ Much emphasis is placed upon physiological principles and their ‘fundamental truths’ are fixed by ‘repetition’ from different points of view. These fundamental biological principles are presented in the form of problems to be solved in the laboratory through the use of a manual (R. W. Sharpe, Am. Bk. Co., 75c), followed by a text discussion. For schools in which only a single year’s work can be given, a general course would seem to most fully meet the demands of the great mass of students privileged to receive here their only contact with the great realm of biology, and no other elementary text so adequately serves this end as the one under review.

L. H. H.

The Record is printing in this issue a reduced copy of a relief outline map of the United States. This map is one of a series published by Professor L. H. Wood, of the Department of Geography, Western State Normal School. Other maps of this series are North America, South America, Africa, Western Europe, Asia and Russia, Australia, and grand divisions of Europe. Sufficient relief is shown in these maps to guide the student in the placing of details. All maps are adapted to the 8½ x 10½ inch note book. The maps are put out in pads of 100 each, at 40 cents per 100 maps, postpaid. For terms on maps in larger quantities address the Kalamazoo Normal Record, Kalamazoo, Mich.

A SMILE OR TWO.

Some Excuses

The following excuses were sent to the editor by Mr. F. Z. Donovan, ’07, now teaching in Lawrence, Mich. They are some samples he received. Have you had any?

March 23, 1911.

Fannie has asked me to write an excuse for her being tardy one morning some time ago. I went to town with them that morning, did the driving myself, and drove as fast as I thought best, but the last bell rang as we were crossing the railroad east of town, so all the excuse I can give is that we did not start from home soon enough. But as that is the first time she has been tardy in the three years she has been attending school there, and has been absent only one half day during the three years, I think you will excuse her. I would of written this before but she did not understand you wished one for tardiness, she thought it was for absentee.

In haste,

Mrs. R. Johnson.

Mr. Doavan
Please Excuse the Kid for last Thursday’s absence he was sick.

His Dad.

Roe wishes me to write you an excuse for his being absent from school last week. The reason was just this. He was just all in with La grippe and as he could not sit up, and as you had no bed at school, he had to stay home.

Mrs. R. Johnson.

He was an observant little chap. “Pa,” he said, “Uncle Joe is goin’ to be married Friday, isn’t he?”

“Yes, son. Uncle Joe has only three more days to wait.”

The little boy sighed. “The last three days,” he said, “they give them everything to eat they ask for, don’t they, pa?”
The wonderful success of our new trimmed millinery is the result of our efforts to copy and adapt only the good and authoritative Parisian models (eliminating the extreme and eccentric designs) besides many original ideas from our own workrooms. On the whole a most comprehensive display.

Second floor, east aisle at the front.

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The "Oliver" No. 53 Motor Head Speed Lathe as illustrated below, was designed especially for Manual Training Schools. Educators will find the lathe meets their demand in every feature.

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Conundrums.

What reptile is always welcome in a school room? A good adder.

How can you divide fourteen apples equally between nine boys if four of the apples are very small? By making them into sauce.

Why are tears like potatoes? Because they spring from the eyes.

What is the strongest day in the week? Sunday, because all the rest are week (weak) days.

What is that which comes with a coach, goes with a coach, is of no use whatever to the coach, and yet the coach cannot go without it? Noise.

Why is a miss not as good as a mile? Because a miss has only two feet and a mile has 5,280.

Under what condition might handkerchiefs be used in building a wall? If they became brick (be cambric).

Why is bread like the sun? Because when it rises it is light.

In what month do men talk the least? In February, because it is the shortest month.

Why is a room full of married people like an empty room? Because there is not a single person in it.

What is the word of three syllables which contains the whole twenty-six letters? Alphabet.

What is the difference between a bankrupt and a feather-bed? One is hard up and the other is soft down.

Owing to fog, a steamer stopped in the mouth of a river. An old lady inquired of the captain the cause of the delay.

"Can't see up the river," replied the officer.

"But, captain, I can see the stars overhead," she argued.

"Yes," said the captain gruffly, "but until the boilers bust we ain't a-goin' that way."

Everybody's.
Graduating Gifts will soon be in demand

Our complete stocks of the choicest patterns in Jewelry are ready for your inspection.

F. W. Hinrichs 2 Stores: 117 South Burdick St. 117 Portage St.

Normal Souvenir Spoons a Specialty

When buying these mention the Normal Record and we will give you 10% discount
Absurdity of Overwork.

Dr. C. Hutchinson Eely, the brain expert of Duluth, was discussing the new cure for progressive paralysis, a malady common to brain workers.

"Tuberculin has cured a third of the cases it has been tried on," he said. "Hence it may be called a pretty good cure. But a better cure for the diseases due to overwork is rest."

Dr. Eely thumped the table vigorously.

"When a professional man tells me he is too busy to take a rest," he cried, "I tell him he is like a workman who is too busy to sharpen his tools."

The professor of law was quizzing his class. Singling out a somnolent student in the rear of the room he addressed a question to him. Confused, the student rose, and bent his ear to catch the stage whispers of his friends seated about him.

"Well, you ought to be able to answer," snapped the professor, "with all the aid you are receiving back there!"

"Professor," came the quick reply, "I could, but there is a difference of opinion back here."

Cynical Jobs.

Assemblyman Nelson L. Drummond, of Cayuga, was talking in Albany about his system of weekly reports to his constituents.

"In these reports," he said, "I tell my constituents what legislation is going on and what part in it I myself am taking."

"I think such reports are necessary when a man is in politics. The average citizen, you know, is inclined to look on politicians with the cynical eye of little Johnny Jones.

"'Johnny,' said his teacher, 'if coal is selling at $6 a ton, and you pay your dealer $25, how many tons will he bring you?'

"'Three, ma'am,' said Johnny promptly."

"'Why, Johnny, that isn't right,' said the teacher.

"'No, ma'am, I know it ain't,' said Johnny, 'but they all do it.'"
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A SMILE OR TWO.

Human Nature.

"Champ" Clark, even when a twenty-three-year-old college president, had a sense of humor.

The speaker, an instructor at Marshall college, smiled.

"During his presidency here," he resumed, "an undergraduate was once struggling through a definition of human nature when Clark entered the classroom.

"Clark listened for a moment to the undergraduate's lame and halting phrase, then he said:

"'Listen, my lad. Human nature is best defined as the excuse that a man offers for acting like a hog.'"

J. Ogden Armour said recently that the public seemed to think the beef-packers make money as easily as did the country boy who witnessed the killing of a calf by an automobile.

"No use of talking," he drawled to a passerby, "thar certainly is money in cattle."

"In the stock-raising business, do you mean?" asked the stranger.

"No, nof exactly. An automobile ran over that calf a few minutes ago, an' the driver got out an' handed me five dollars."

"Five dollars? That's not much for a good-sized calf."

"Yes, but, mister, the calf wasn't mine." —Cosmopolitan.
A SMILE OR TWO.
I’d rather be a Could Be if
I couldn’t be an Are.
For a Could Be is a May Be
With a chance of touching par;
I’d rather be a Has Been
Than a Might Have Been, by far,
For a Might Have Been has never
been,
But a Could was once an Are.
Havard Lampoon.

Charles M. Floyd while he was governor of New Hampshire, lost Colonel Ward, of his staff, and there was an unseemly scramble for the office, even while the colonel’s body was awaiting burial. One candidate even called upon Governor Floyd.

“Governor,” he asked, “have you any objection to my taking Colonel Ward’s place?”

“No replied the governor, “I have no objection if the undertaker is willing.”

Cosmopolitan.

A Mixed Educator.

When the National Educational Association met at Cleveland, Ohio, Dr. Nicholas Murray Butler, president of Columbia University, was presented to a county superintendent of schools from ‘way down in Ohio.

The county superintendent hadn’t been in a big city for some time and he had improved his opportunities by getting slightly jingled.

“Doctor Butler”, said the introducer, “I want to present Mr. So-andso, of Ohio.”

“Ah,” said the doctor, “I am pleased to meet you.”

The county superintendent made a bow and passed on. However, he was a bit mixed. He didn’t quiet understand who Doctor Butler was so he hung around for a time and finally got a chance to tug at Doctor Butler’s august sleeve.

The doctor turned, “What is it?” he inquired.

“Say, Doc” said the county superintendent, “I just wanted to ask whether you are a regular doctor or a dentist?”

Saturday Evening Post.

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A SMILE OR TWO.

The veterans were recalling war scenes. One story did tread upon another's heels, so fast they followed, and imagination increased with each recital. Finally came the turn of Old Uncle Dell, former private in an Illinois regiment.

"We was all lined up ready to begin the Battle of the Wilderness," he said, "when old Grant come ridin' down the line to my regiment and called out: 'Is Lieutenant Dell of Illinois here?'

"I happened to be back in the rear superintendin' bringin' up some ammunition, and the Colonel told him I would be back soon. Grant rode away an' come back a few minutes later.

"'Is Lieutenant Dell here yet?' he inquired. They told him no, an' he rode away with his brow kind o' clouded.

"The third time he come a-tearin' down the line, his staff rattlin' along behind, and called out, 'Is Lieutenant Dell of Illinois here?'

"'Here, General,' I says; and he whirled around and yelled, 'Let the battle begin!'"

Judge Lindsey of the famous Denver juvenile court, said in the course of a recent address on charity:

"Too many of us are inclined to think that, one misstep made, the boy is gone for good. Too many of us are like the cowboy. An itinerant preacher talked to a cowboy audience on the prodigal son. He described the foolish prodigal's extravagance and dissipation; he described his penury and his husk-eating with the swine in the sty; he described his return, his father's loving welcome, the rejoicing and the preparation of the fatted calf.

"The preacher in his discourse noticed a cowboy staring at him very hard. He thought he had made a convert, and addressing the cowboy personally he said from the pulpit:

"'My dear friend, what would you have done if you had had a prodigal son returning home like that?'

"'Me??' said the cowboy, promptly and fiercely, 'I'd have shot the boy and raised the calf.'"
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