# The Kalamazoo Normal Record

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by

The Faculty and Students of the Western State Normal School

Kalamazoo, Michigan

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**News Notes.**

Mr. Manny went to Ann Arbor April 20 to attend the banquet of the Phi Beta Kappa Society.

On April 28 the Michigan alumni banquet was held at the Baptist Church. The Normal School was represented by Dr. McCracken, Miss Alice Marsh, Miss Spindler, Miss Parsons, Mr. Manny and Mr. Hickey. Mr. Waldo was an invited guest and responded to a toast which was one of the best on the program.

Commencement time at the Normal will be observed with the following events:

- **Friday afternoon, June 16**—Class Day Play—"The Tender Husband or the Accomplished Fools."
- **Sunday, June 18**—Baccalaureate Address—Rev. Walter B. Dickinson.
- **Monday evening, June 19**—Alumni Party.
- **Tuesday, 10 a.m.**—Commencement Address—Professor John M. Coulter.
- **Tuesday, 12 o'clock**—Alumni Luncheon.

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News Notes

The following committees have been named by the chairman of the social committee for the alumni events of commencement time.

For the alumni party which will be held in the gymnasium Monday evening, June 19, at 8 o'clock, the following committees have been named:—

Refreshment — Evelyn Ball, chairman, Karl Knauss, Maude Tyler, Maude Speyer.
Decoration — Grace Newton, chairman, Jessie Crowell, Katheryn Napp, Marjorie Cowing, Fred Huff, Walter Wheater, Frances Haskell, Rachel Barker, Cornelia Brinkerhoff, Carlotta Dryden, Charles Carroll.
Reception — President and Mrs. Waldo, Parnell McGuinness, Blanche Pepple.

For the annual alumni luncheon at 12:30 Tuesday, June 20, the following committees have been named:—

Decoration — Mrs. Gertrude Cole, chairman, Peter Tazelaar, John Phelan, Carleton Ehle, Vera Lutje, Mrs. Dora Buckingham, Lena Hackett, Marguerite Strough, Teresa Haas.
Arrangements — Carrie Briggs, chairman, Jean McIntyre, Mrs. Carleton Ehle, Roberta Scheid, Angellia Rockwell.
Serving — Katherine Newton, chairman, Jean McIntyre, Mrs. Carleton Culver, Hope Melvin, Minnie Harmon.

The following program has been arranged for the luncheon:—

Toastmaster — Mr. Paul Hickey of the Faculty.
Welcome to Class of 1911 — Edith Trattles ’10.
Response for Class — Arthur Cross.
Music.
Toast — Dr. John B. Faught of the Faculty.
Music — “Brown and Gold.”

William Orr, Deputy Commissioner of Education in Massachusetts, made a visit to the Normal, Tuesday, April 25, and addressed the student body in assembly that morning. He came to Kalamazoo especially to visit the rural department, and during his stay spent a few hours at the rural observation school and also visited the consolidated school at Comstock.
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News Notes.

Miss Aileen Van Buskirk played most convincingly and in her usual happy manner, the Seventh Concerto for the violin by DeBeriot, with Fischer’s Orchestra accompanying. The occasion was the sacred concert given at the People’s Church on the evening of May 7.

Miss Helene Rosecrants, Miss Aileen Van Buskirk, the Misses Florence McIntyre, Marie Wilkins and Ruby Shepard and the Chaminade Club furnished the music for the district oratorical contest held in the assembly room of the Normal, Friday evening, April 28th.

The class in advanced art took advantage of the splendid opportunity for pose work which the opera “Erminie” afforded. Reproductions were made of the soldiers’ uniform and for the costumes of the waiting maids.

At a recent election of officers for the Amphictyon Society the following young women were chosen: President, Miss Marguerite McGuinness; vice-president, Miss Hazel Brown; treasurer, Miss Adah Lohr, and secretary, Miss Edna Youngs.

Under Miss Goldsworthy the art department of the Normal presented two St. Cecelia Pictures for the living picture festival given by the Kalamazoo Art Association in the Academy of Music, Friday evening, April 21.

The Rural Sociology Seminar enjoyed the following program May 5:

Song .......................... Society
Recitation .......................... Myrtle Kenyon
Reading .......................... Hazel Weller
Current Events ...................... Rena Heydenberk
Piano Solo .......................... Miss Wilson
Recitation .......................... Nellie Hyames
Reading .......................... Pearl Hall
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News Notes.

Dr. Alice Barker Ellsworth opened a series of four health talks before the young women of the senior class, Thursday afternoon, April 27.

Use of the Western Normal has been given for the annual corn show of the Michigan Farmers’ Association next winter.

Principal J. Asbury Pitman of the Normal School at Salem, Massachusetts, visited the Normal, Saturday, April 29, his interest centering in the training school.

Three departments of the Normal will hold commencement exercises this year. Graduates from the eighth grade will have their programs on June 13 and 14, receiving their certificates on the latter day. On June 9 the second graduating class from the high school department will hold its commencement exercises and on June 20 the rural and life certificate seniors will receive their diplomas.

Mr. Phelan of the rural department assisted in the institute at Coldwater, May 6 and 7.

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Burdick and Water Streets

President Parnell McGuinness of the alumni association is sending out cards to graduates of the Western Normal urging their return to the school for commencement time when a party will be given for the alumni as well as the luncheon on commencement day. It is planned to make these occasions of special interest to former students, many of whom have already signified their intention of returning. The alumni party will be held Monday evening, June 19, and the luncheon on the following day at noon.

Otho Ling, a student at the Normal last year, is acting as assistant in the School for Boys at Allendale, Illinois.

A special class in field geography has been enjoying Saturday trips through Kalamazoo County with Mr. Wood of this department. The result of the work will be a map of the county, showing all elevations and depressions. The class is composed of the following young men: George Fast, B. W. Storer, Clyde and Carl Price, Earl Johnson, Charles Carroll, Oscar Drake, Eldon Adams and Fred Middlebush.
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Sam Folz, Big Corner
Clothier, Hatter and Furnisher
The Care of the Mouth and Throat

Just a few years ago the facts herein presented would have seemed unimportant to students and the general public, but today intelligent students and parents are rapidly awakening to their importance and their meaning toward the good health and general attractiveness of children and adults. Most sickness need not be, and most is preventable because it is infectious or the result of infection, that is, caused by some definite form of bacteria, which multiply within the human body and form toxines or poisons, thereby lessening the resistance of the individual cells of the various organs or destroying them.

These body cells are wonderful. When in normal condition, they have power to resist infection by means of chemical substances they manufacture, which will destroy the invading bacteria, and to one successfully trained in the study of the work of these cells, is evident not only the wonder of it all, but the fascination of a fairy land. As an example, one single individual liver cell contains ten different ferments, each one of which is used in turning some poisonous end-products of the food digested in the stomach and intestines into an essential ingredient for the other cells of the body. Think of these thousands of small factories always in activity with their marvelous work, that each of us may be hearty, active and wholesome. One’s body is his stock in trade. To be attractive to others—to be able to meet the requirements of successful living and grasp the opportunities offered us, we must be well. Keep these small cells of the body rested and clean, give each one its proper food and oxygen, and they will each be most strenuous loyal soldiers for the owner’s welfare.

Few know what an important factor in good health is the mouth; it is the portal of entry of almost every infectious disease, and the gums, teeth and tonsils are the breeding places of the bacteria causing these diseases. In the whole range of general hygiene, nothing is more essential toward good health than proper care and cleanliness of the mouth. The causes of diphtheria, tonsilitis, rheumatism, inflammation of the joints and of the valves of the heart and muscles, pneumonia, brain infections, boils, neuritis, measles, scarlet fever, paralysis of children and adults and other diseases find their way into the body through the mouth and nose.

The mouth tissues are warm and moist and furnish most favorable conditions for the growth of bacteria, while the decomposing food particles are their culture media or food. Here one germ can in six hours reproduce 200; while along the line of the gums in an unclean mouth for any hour of the 365 days of the year live more than 100 different kinds of bacteria, numbering 1,140,000,000. One drop of saliva may contain 4,375. Foul breath is usually due to such mouths and the condition of putrefaction is evident from the odor on the
finger when rubbed over the teeth and gums or tonsils. From such mouths the common drinking cup is smeared with the bacteria producing pneumonia, diphtheria, syphilis, typhoid, pus, etc.

Four-fifths of our school children have defective or diseased teeth on which is solid matter alive with bacteria. Their mouths are shamefully neglected and to this condition is frequently due the common conditions of dusky skin, dullness, so called "malarial states," growing pains and various diseases, the bacteria and their toxines being absorbed by the blood and lymph and deposited elsewhere in the body.

Some very interesting work was recently done by Dr. White, the dentist, of Philadelphia, who has so strenuously emphasized the need of cleaning the teeth from the first years and avoiding repairing later. Of 200 school children under his observation for two years, 100 were instructed and made to clean mouth and teeth regularly and also visit him for the cleaning of each tooth at stated times. The other 100 were cared for in the common neglectful manner. Not one of the first 100 in two years had a contagious disease, while each of the second 100 had one or more and seven developed tuberculous glands. Dr. Osler, of America and England, emphatically states that more physical deterioration is caused by defective teeth than by alcohol.

Now the first teeth should remain sound until pushed out by the second. If they remain sound until a child is fifteen years old, they will as a rule continue so throughout a life time. When, however, the first ones decay, food cannot be properly masticated. It lodges in the cavities and decays, collecting hordes of bacteria, while the child suffers from indigestion and infection and begins a sickly condition.

The sugary solutions from candy and sweets about the germs, allow a continuous state of infection. These bacteria form acids, which cause the tooth to decay. I find in my practice, as do others, that crops of boils, neuritis, inflamed joints, etc., are due to invasions of the bacteria from the gums around the teeth and in the tonsils. We can find the same organism in the diseased locality, can inject it into a guinea-pig and can produce the disease of the patient. A capped tooth, a filled tooth and a bridge, though causing no trouble, may be the nidus of the infection, while tuberculosis can be traced directly from a diseased tonsil.

Infected coated teeth and offensive breaths are repulsive, dangerous and need not obtain. Rinsing the mouth well and gargling on arising in the morning insures a fairly clean mouth before breakfast and washes outward hordes of bacteria, which would otherwise form part of the breakfast; the value of similar rinsing before other meals is also evident. For brushing, a plain, straight brush (without a fancy name) used vertically, then horizontally, vigorously over front and back and cutting surfaces of the teeth for several minutes three times daily is necessary for the cleanliness of the mouth. Plain Castile soap is just as valuable for cleansing the teeth as it is for the hands, face and floor. Pastes, liquids and orris root are to be avoided and precipitated chalk or a good dentist's prescription should be used.

Scented tooth powders, etc., are suggestive of the hiding of something foul, and their use is not good form. The dentist should be visited twice a year for thorough cleaning of each individual tooth and for the removal of all deposits on teeth or gums so that they, after being freed from foreign matter and polished and put in a healthy condition, may be in a favorable condition for resisting infections. If the owner once realizes the offensive material at this time, he will be very faithful in visiting his dentist.

A common cause of homely children, children having prominent teeth, shortened upper lips, open mouths and many times dull expressions, is the thumb sucking or the "quieter" or "comforter" which babies are allowed. In fact these habits are a cause of some of the direful results of later life, and it is cruel to let a baby so mar his looks and health. These children's mouths and jaws become narrow and higher than they should be, and the jaws overlap instead of the upper and lower rows of teeth meeting; adenoids grow and stop
up the openings from the back of the nose to the throat, so that the child breathes only through the mouth, keeps its mouth open and snores at night, becomes narrow chested and homely. These crowded, irregular teeth increase the chance for accumulation of debris and infection so that these children become sickly and listless in school and are continually contracting infectious diseases. Notice the children, old and young, on the street, and see what a large percentage bear this deformity in some degree. The correction of this condition can sometimes be made in later life, by the dental specialist, at a cost of from $300 to $1,000, but this is both expensive and troublesome.

Many tonsils are now being removed as diseased organs. After twelve years of age, they are abnormal; they should begin to atrophy at six and not be visible at twelve. Every inflammation in the mouth and most infectious diseases of childhood cause an enlargement of the tonsils, which rarely thereafter return to a normal condition. Their largecrypts become filled with bacteria, food and dead cells and are a continual danger, being a breeding place for the serious diseases above mentioned.

Ignorance of parents and teachers of these conditions which are such a menace to the health of the child, is no excuse. The only treatment for these diseased tonsils is complete excision under an anesthetic. This can be done properly and thoroughly, only by a trained specialist—not by the general physician, who usually only clips off a part of the tonsil.

Adenoids are abnormal growths back of the nose, producing similar results as enlarged tonsils and must have similar excision by the specialist. They are really a dangerous tumor mass and are always injurious to the health of the child.

Summary:
1. The mouth is the portal of entry of most germ diseases.
2. A sugary solution, from candy and sweets, about the teeth and gums, assisted by the warmth and moisture of the mouth, aids the growth of thousands of bacteria, which destroy the cells lining the mouth, get into the blood and produce various diseases. These germs also destroy the teeth and produce small abscesses about the gums.
3. Teeth to be preserved must be rinsed and cleaned from babyhood. Rinsing the mouth on arising and retiring is a great factor in keeping the mouth clean.
4. Thumb sucking and the rubber "quieter" produce facial deformity and a weak child.
5. Enlarged tonsils and adenoids are the causes of ill health, catarrh, deafness and mental backwardness.
6. The mouth should always be clean and free from food particles and the teeth treated and cleaned from three to six times a year by the dentist.

Blanch N. Epler, M. D.

How Letter Writing is Taught
When we took up letter-writing, our instructor (Mr. Jones) gave us different addresses of high schools in the United States and told us to write to them, inquiring how they treated the subject, at the same time telling them what we were doing. The results of this work are shown below:

Illinois High Schools

I. Contents.
I. Unorganized Freshman class.
II. Class has not had much letter-writing in the high school. This taught in the grammar schools.

Form.
I. Satisfactory in the main; a few mistakes in the use of capitals in the body and also of compound words, as "letter-writing."

II. Contents.
I. Class unorganized.

Form.
I. Heading and address wrong.
II. Subject is not taught very thoroughly.
III. Class does not use books at all.
IV. Class answers newspaper advertisements.
V. Class has written a few personal letters.

Contents.
I. Class unorganized.
II. Class has accomplished the five months' work laid out for them.
III. First wrote social letters to friends describing school life. Next wrote letters to parents, supposing them outside the city, telling them of progress in work.
IV. Later answered advertisements.

Michigan High Schools

I.

Contents.
I. Statement of kind of paper used.
II. Letters are written for whatever purpose teacher designates.
III. Letters are never mailed.
IV. Mention of teacher's name.

II.

Contents.
I. Catalogue mailed under separate cover.
II. Mention of general facts concerning admission.

III.

Contents.
I. Mention of text-book.
II. Very little letter-writing has been done, although a few friendly letters and business letters have been written.
III. Class has advanced half way through text; has read "Lady of the Lake," Irving's "Sketch Book."

IV.

Contents.
I. Class has completed work in Scott and Denney's "Elementary English Composition."
II. Statement of kind of books studied and parts of letters most stressed.
III. Class has sent some letters through the mail.

V.

Contents.
I. Subject is taught in Freshman year.
II. Mention of books used.
III. Details of letter-writing:

II. Abbreviation not uniform throughout the letter.
III. Ending after salutation wrong.
IV. Punctuation wrong in body.

III.

Form.
I. Body of letter not started far enough to right.
II. Few mistakes in form of address.

II.

Form.
I. There is no punctuation in heading, address or leave-taking and signature.
II. Misspelling of words.

II.

Form.
I. Abbreviation not uniform throughout.
II. Body of letter not started far enough to right.

III.

Form.
I. Satisfactory in main.
II. Title of text-books not underlined.
III. A few punctuation mistakes in heading and address.

IV.

Form.
I. A few mistakes in capitalization.
II. Abbreviation not uniform in heading and address.
III. Many words left out in the body.

V.

Form.
I. Violation of correct compound forms.
II. Incorrect title.
III. Careless punctuation in the body.
A. Kinds:
B. Formal practice;
but no letters mailed.

IV. Body of letter started too far to left.
V. Did not underline title of text-
book.

VI.

Contents.
I. Class organized.
II. Class has written a few business
and social letters.
III. Letter-writing is not progressing
as rapidly as composition work.

Indiana High Schools.

I. Class organized.
II. Text-book is mentioned, "Thomas
and Howe's Rhetoric."
III. Give several chapters in text-
book which they were finding valuable,
namely: Theme Correcting, Oral Com-
position, The Sentence, The Paragraph,
The Whole Composition, also chapters
on Words and Common Errors.

The following is a summary of the chief points of interest in our study: First,
letter-writing is not taught uniformly in every school. Some high schools do lit-
tle or no work in letter-writing. On the other hand some schools give much at-
tention to it, such as the Short Ridge High School in Indianapolis, Indiana.
The most common mistakes made in letter-writing are a lack of uniformity in
punctuation and abbreviation in the heading and address. Some other common
mistakes are: incorrect formation of compound words, and carelessness in writ-
ing of titles of books. On the whole, as a class, I think we have derived more
benefit from these letters than we ever would by devoting our attention entirely
to our text-books.

Frank M. Ayers,
First year student, Rural School Department.

A School Store*

In these days when the epochs of his-
tory are marked by matchless achieve-
ments in every field of human endeav-
or, by bewildering strides and rapid
changes in the ideas, ideals and institu-
tions of men, it is well that from time
to time, we should take observations of
the vantage ground and consider the
forces and factors making for this new
civilization.

The faith of the American people in
their schools and the efficiency of edu-
cation is truly marvelous, yet, when
given an opportunity for expression,
there is criticism and dissatisfaction on
every hand.

Many people still think that the mod-
er system of education offers little
more than a "smattering" of arithmetic,
a bluff at spelling, some feeble at-
ttempts in English, and for the remain-
ning part a bewildering conglomeration
of ethereal gropings in an atmosphere
of uncertainty and delusion. This
comes largely from a failure duly to
consider the real end and aim of educa-
tion and an insufficient acquaintance
with the methods pursued. Still, so
strongly grounded is this impression
that it has given rise to a certain un-
esiness and feeling of uncertainty that
demands a reason and a remedy.

The industrial world has heard the
demand and offers as a remedy for all
the ills of education a course in practi-
The farmers have heard the demand and offer as a panacea their courses in agriculture. The commercial world has demanded more attention to the courses in commercial subjects, extended by the addition of typewriting and stenography. The home-makers are asking for courses in domestic science.

There is much of value in each of these suggestions, as there is in many others that might be named, but each one requires a special instructor and the establishment and support of special departments, thus increasing the cost of our schools to such a degree that with many of us it becomes practically prohibitive.

One great need of the hour is for something within reach of all and that, so far from extending or increasing the subjects of school interest, will serve to intensify and vitalize the instruction now offered.

In planning our courses of study, we have said a great deal about the necessity of preparing the pupil for life, yet we have carelessly neglected to connect in any vital way the active interests of the school room with the activities outside the school. It was with this need in mind that our school store was established.

In giving you a description of it, let me again call your attention to its purpose which I shall be glad to have you carry in mind throughout the discussion.

It is not a new subject with which we would burden the now congested courses of study, but a device for establishing such a mental attitude toward the subjects of school study that the pupil may see the relations that all school work bear to the activities of daily life.

First, In what does it consist? We have five shelves, 8 feet long and 6 inches wide fastened by means of brackets to two strips, 7 feet high, to which screw hooks are attached. These hooks fit into screw eyes in the wall and enable us quickly to attach and detach them at pleasure.

On these shelves are placed empty cartons of several kinds of tea, coffee, spices, cocoa, chocolate, Postum Cereal, puffed rice and wheat, rolled oats, corn flakes, Shredded Wheat, canned meats, soups, canned vegetables and fruits, crackers, ginger snaps and other National Biscuit products, catsup, and in fact, nearly everything of daily consumption found in an ordinary grocery store.

A box 5 feet long by 9 inches wide and 9 inches deep, is divided into compartments to receive corn, rice, wheat, rye, sand, peas, beans, in fact, anything that can be weighed or measured. On one shelf we have cloth that may be cut into any desired length. We buy shelf worn and faded cloth for a few cents per yard and rip the wider strips lengthwise to increase our stock without additional expense.

We also have some liquids to represent vinegar, petroleum, syrup, etc., to be measured and sold in the usual way.

A home-made table 10 feet long by 20 inches wide, supported on folding legs 40 inches high constitutes the counter.

These, with balances, weights, wrapping paper, twine, paper sacks and advertising display cards constitute the store equipment.

With reference to its operation. On Thursday of each week of the second semester, the pupils of the sixth and seventh grades receive their wholesale catalogues, and a definite amount of toy money, about $800, with which to do business. Each pupil is then required to order goods sufficient to stock the store and either buy a draft and send cash with the order or deposit his funds in the bank to establish a financial rating and buy on thirty days. These orders are corrected by the teacher of English and discussed in the class and are sent to the eighth grade, acting as the Wholesale House. Here suitable replies are written and invoices or other forms are made out and sent to the teacher of English who corrects and discusses them as before and sends them to the parties ordering the goods.

On Thursday night, after school, a committee from the eighth grade weighs up and measure the articles necessary and place them on the shelves in readiness for the work of the following day.
On Friday, at the hour for the arithmetic recitation, two clerks and two shoppers are selected to begin the transactions of the day. The clerks are given about $5 in change and the shoppers bills of larger denomination, bona fide money being used in both cases for its moral influence.

The purchasers are then allowed to make any purchases they wish within the limitations of their finances, announcing the article and the price to the whole class as they buy. Each one in the class is required to make out a bill and thus becomes a party to every transaction. The clerks are required to weigh or measure up the goods purchased, wrap them up in neat parcels, make out proper bills and make the necessary change. The transactions are then discussed and four others are selected to repeat the operation.

We have thus taken the time of one English recitation and one arithmetic recitation in the operation of this store but the enthusiasm and interest aroused exceeds our expectations.

We are able to work in a great variety of problems such as finding the selling price per pound, peck or quart, when the wholesale quotations are by the ton, barrel or bushel, and the percent of profit is stated. Or to find the marked price so that a sale at ten per cent off may be declared and still give us a stated profit.

It is not an expensive device, from $2 to $15 being ample, as the manufacturers will send the cartons free with express paid.

This is, in brief, what we call our school store. We do not claim that it is a remedy for all the ills of school life, but we do claim that it seems to serve the purpose for which it was intended.

W. S. Toothacker.
It was raining in torrents but the facechina staid by us and helped us to a carriage. We were intending to go to the Hotel Grande Bretagne, as the guide book said it was excellent. But our facechina recommended a pension—the Bourbon. (His considerate attention is now explicable.) So we decided to drive to it and see it as pensions are cheaper. It proved to be all right and here we are for a few days. We have a large front room on the third floor and a smaller one opposite it across the hall. They are nicely furnished and the front one gives us a good view across the city to the bay for we are well up on the hillside. Almost directly below us on the water front is the Aquarium or Zoological Station where I am to work.

I began getting acquainted at the Laboratory yesterday: met the younger Dr. Dohrn, Dr. Paul Meyer, Dr. Linden, the secretary, and a couple of Americans who are working here, Dr. Patten, of Johns Hopkins, and Dr. Mayer, Director of the Brooklyn Institute. Today I have secured my room where I am to work. It is a cozy one on the north side of the Aquarium where it will be cool in spring and early summer. I have a couple of large aquaria with salt water, two tables, book cases, etc. They provide all the reagents, glass ware to work with, and even give you a complete set of water colors, pencils, erasers and other appliances with which to make your sketches. The station is most delightfully located on the bay shore in the midst of a very beautiful park set with trees, shrubbery, flower gardens and beautified with fountains and statuary. The palm trees are particularly fine. Every one here has been extremely kind so that I am in clover as far as my work is concerned.

This rather prolonged break in the letters means that I have been house-hunting by day until I was too tired at night to write anything worth while. House-hunting in Naples is fun but rather tiresome fun. Locating a desirable flat in New York is easy compared to hunting quarters here. We were told before coming here that lists of rooms were kept at the Aquarium and that they would help us find good accommodations. And so they would if we were to wait long enough I guess. But the officials are Italians or else Germans who have been here long enough to catch the prevailing easy-going methods. The assistant director and the secretary both inquired where we were stopping, when I explained that we wanted to keep house, and I told them "Pension Bourbon." "Oh, that is a nice place," they said, "you had better stay there," and apparently considered the matter settled. But as the best price the Pension Bourbon can give us is about $150 per month we are of a different mind. I have not been able to make the Aquarium people see that point yet and so without waiting for further suggestions from them I have been going at it on my own hook. I have learned this end of Naples fairly well, anyway, in hunting rooms. Boston’s crooked streets are simple compared to these. If Boston was laid out on the cowpaths, the Naples cows must have been drunk or crazy. In the first place street may be Strade or Via or Vichi or Calate or Scase or Salite or Gradoni or Rampe. The words mean slightly different things. The first three are broad streets; the next narrow cross ones; the last two so steep they are really stairs.

Then the names are a mile long often. Thus "Corso Vittoria Emanuel," "Via Carlo Poeria a Chiaia," are samples in our neighborhood. Such names make it difficult for a stranger to follow directions.

We have at last decided where we are going to live. It is in the suburbs at Capo Posilipo, about a half hour’s ride on the electric cars from the Aquarium. It is in a very pretty villa known as Villa Florida. The owner of the place is an elderly lady who is partly of Scotch descent though she has lived here all her life. She lives on the third floor. We have half the second floor—a great sitting room, two bed rooms, a dining room and kitchen. Just think of living in a real Italian villa with Vesuvius and the Bay of Naples before your door, vine-clad hills about you and these glorious days of sunshine!

The villa is built of stone as are all the buildings here. The stone used is a tuffa. The hill of Posilipo is composed
of it apparently. It is a fine-grained stone formed of compacted volcanic ash. It is easily quarried for it is moist in the mass and soft. The masons at work on the buildings cut it with a tool like a broad meat-axe. As it dries it becomes very hard. The walls are made very thick. Floors are reinforced cement covered with tile. A building in the rough is ugly. The stone is a dirty yellow. But the outer walls are covered with plaster and tinted. This villa is buff with green window blinds. On one side is the garden fenced with the usual high stone wall. A broad arched entrance to the villa leads to a winding marble stairway. Beside this sits the old portress and her cats.

Our furniture is a curious mixture of comfortable modern and elegant ancient. We would like to bring back some of the old style mahogany furniture, it is so handsome. The cooking utensils are part old copper kettles and pans, part modern enamel ware. We have electric lights throughout of the latest pattern and a tile stove and brick oven in the kitchen that seem as ancient as the hills.

This has been a red letter day for me for I have had the pleasure of a half hour’s visit with Driesch, of Munich. He is one of the three or four most prominent workers in experimental zoology in Europe. Bateson in England, Delage in France and Boveri in Germany are his confreres. It is one of the rare privileges that the Aquarium of offers, the chance of meeting so many of the world’s biologists. It is their Mecca.

There are a hundred and twenty-seven investigators here now, including men of prominence from almost every civilized land. Dr. Driesch is a small man—not particularly German in appearance. He has a round head and a very round face fringed with brown, almost sandy whiskers which he wears like a halo. He is fair and florid and seems very gentle. One could never take him for a great man. In fact, few of the men whom I have met here have the earmarks of greatness in spite of the fact that many of them are experts in their lines.

I was surprised and pleased in talking with Dr. Driesch to find that he considers that Americans are very much in the lead in the newest phase of zoology—the experimental work. It is strange how national characteristics crop out in scientific work. As long as zoologists were working along the lines of comparative anatomy, embryology and cytology, wherein vast care and perseverance are required, the Germans took the lead, but when it comes to work that requires some inventiveness then the Yankees jump to the fore. Then Driesch thought, too, that Germany holds to the old lines of research because so many of her professors of zoology are old men. There are twenty-two chairs of zoology in Germany and of these twelve are held by men over sixty years of age.

I have merely seen old Dr. Anton Dohrn, the founder of the Zoological Station. He quite looks the lion that he is. He is now getting to be an elderly man. He is, I should think, six feet two or three tall, broad-shouldered, large in every way, with a shock of grey hair and a full grey beard that gives him a patriarchal air. He is much admired and beloved by the older workers here who have had opportunity to know him, for it has taken indomitable energy to establish this laboratory here. In the midst of a community notoriously light-fingered, it is perfectly safe to leave everything open in one’s room here. In a city where nothing goes with regularity, and where one is incessantly by the fickle Neapolitan character, he has established and maintained a laboratory that can not be matched anywhere for the promptness and efficiency of its staff.

Another very interesting man here is Dr. Lo Bianco, chief of the collecting staff. Most of the officials here are Germans, Linden the secretary, Schoebel the librarian, Hense the chemist, etc. But Lo Bianco is a genuine Italian. He is a great big fellow, tall, heavy, swarthy and looks more like a brigand than a scientist. At nineteen years of age he was a fisher lad unable to read or write; now a scientist whose writings in several languages are authoritative in his particular field—a transformation due to the influence of Dr. Dohrn. (Since this was written in Naples three
years ago both Dohrn and Lo Bianco have died.)

Work at the Aquarium becomes more and more delightful. Since the last letter I have been out a couple of times on the little collecting steamer belonging to the Station. It is named the Johannes Müller. One trip was a dredging expedition near the island of Nisida, where we collected sea urchins, sea cucumbers, starfish, corals, etc. On the way back Russian tea was served. The other trip was an all day's jaunt over to the island of Ischia. The dredge and trawl were both in use for about three hours in the deep channels about the island and the pails and aquarium jars in the racks on the forward deck were pretty well filled with a variety of interesting animals and seaweeds. We went ashore then and had dinner at a famous restaurant. Spaghetti and fresh sardines fried in olive oil were the chief dishes of the menu. The fresh sardines are delicious morsels quite comparable to brook trout in delicacy of flavor.

The animals and plants collected are taken back to supply the various workers with material. When I want animals to work on I simply leave an order at night with the collecting department and next morning when I arrive at my room there they are in my aquaria ready for me.

The collecting is exceptionally good just now and the big aquarium room on the ground floor is especially attractive. While this institution is primarily for investigators yet, as a source of revenue, this room is kept supplied with the more interesting animals. The Mediterranean fauna has many wonderfully brilliant forms and the show is at its best now. The room is not as large as the New York Aquarium but it is so arranged that no light enters it except through the tanks; when you step inside you seem to be down at the bottom of the sea with all its strange denizens swimming right about you. I usually put in some time each day making notes and sketching the animals that are new to me there. Like everything else it is free to the investigator.

E. R. Downing, Ph.D.

A Prayer.

Let me not live from other men
My life apart,
But give to me to keep my grief
Within my heart.
Give me to keep my suffering
For hours of night,
Let me not cloud another's day,
Nor dim his bright.
But let me pray alone in my
Gethsemane
As that One prayed the cup might pass
—if it might be.
As He—"Thy will be done," may I
Unfaltering pray,
Then rise with strength to play my part,
In each new day.
With smiles and cheer for all who come
Joy let me give,
My own pain hid deep in my heart,
—So let me live.

Floy De Vore Perfect.

This poem and a second one, Thoroughbreds Don't Whine, printed below are from the pen of Floy De Vore Perfect, Instructor in Spanish in the University of Texas. They were secured for the Record by Kate I. Smith formerly of the Training School faculty.

Dramatization of the Pied Piper*

Dramatization as a recognized factor in primary education steadily gains ground. It is well to examine the evidence of its advocates who are making use of it in their several ways, in order that its various values may be the better understood and employed.

The very evident pleasure children take in this form of expression convinces the student of children of undoubted values somewhat hard to analyze.

Dramatization is unfailingly attractive as an assembly exercise. The old-time "speaking-pieces"—as such—has been supplanted. In its place appears the small play, which supplies memories quite as much, but gives a unity to the selections, a purpose in the work, and reality and meaning to the literature thus memorized. Even casual observers can not fail to be impressed with the idea that the small actors of a performance must have absorbed thoroughly the story, the literary language in

*Recently the children of the fifth grade under the direction of Miss G. Edith Seekell presented a dramatization of the Pied Piper, first before their own assembly and later before the Normal School. Miss Seekell has kindly prepared this article dealing with this subject for the Record.
which the story was clothed, and above all its ethical value.

It is the peculiar pleasure of the teacher in charge to observe what a powerful motive the prospect of giving a play becomes to the children;—in thoroughly studying the poem or story;—in working hard to write such a dramatization as will make the audience understand the story;—and in all the other school activities which can furnish a legitimate part of the work involved. One carefully worked out dramatization a year, unifying the work of several weeks, even months, seems well worth while.

School papers devote little space of late to taking up the cudgels in defense of this form of activity. Instead, usable dramatizations are printed. Dramatic Readers are appearing from the publishers, with the good old stories in dramatic form. Teachers borrow versions worked out by other teachers. This smoothing of the pathway is to be regretted in one way. Nor is it the purpose in presenting this adaptation of the Pied Piper, that it be used by any other class. It is hoped rather that the accompanying explanation may enable others to work it out similarly themselves with their own classes. Printed dramatizations should then be merely suggestive. No one would think of depriving the children of arranging their own scenes and conversations who had ever tried it;—and it is within the range of every teacher to do this work who believes that children should become thinkers,—creators, instead of puppets and imitators. It is believed that a much keener appreciation of the drama as a literary form is gained. A story is told in play form. What incidents can best take place before the audience and how? What must be explained through conversations?

Robert Browning's Pied Piper is one of the best pieces of literature available for children. The story is old folk stuff and has thus stood the test of time. It possesses all the elements of imagery, of wonder and imagination that appeal to children, and in its retribution of wrong satisfies their primitive sense of justice. To Robert Browning we are deeply indebted for clothing the story in jingling rhyme and rhythm that is inimitable. Excellent unit editions of the poem, annotated and illustrated, may be obtained from the Educational Publishing Co., Chicago, at five cents a copy.

The fifth grade children found the poem in one of their readers,—The Land of Song. After a careful study of the poem the suggestion came from one of the children that we dramatize this for our assembly day.

This was natural enough, since informal dramatization is frequently used to secure good oral expression, and stories are analyzed from the point of view of a play, e.g.—What is the scene of this story? Who are the characters? What is the trouble? How are such wrongs righted? etc.

Composition periods were then used to arrange the play. The work was carried on by groups as a whole. Suggestions made by individuals and approved by the group were written upon the blackboard by the teacher. First the scene division was arranged. Then various ways were discussed of showing the trouble in Hamelin. It was seen to be impossible to show it in any way except by conversations of neighbors discussing their affairs. We studied the first stanza to note the points that ought to be embodied in this conversation. Much discussion was necessary. Impromptu acting, criticisms and amendments brought the scene to a workable state, when it was copied from the board by each child for his own use. Volunteers for the impromptu acting, and inventors of speeches became in many cases the actors of the same.

Wherever possible Browning's own words were used without change. Other conversations which had to be invented were to elaborate such lines as,—"An hour or more they sat in council," and "Nobody could enough admire the tall man and his quaint attire," and to make clear the action when it was not entirely obvious, as the drowning of the rats in the river, and the passing of the children into Koppelberg Hill. Much invention was necessary in the last scene to show the outcome.

Two years ago a sixth grade group, under the same direction, dramatized
this poem, somewhat similarly in a general way, but the conversations invented were quite different,—though equally effective.

Reading periods were used to practice the scenes and secure good expression. The art teachers cooperated in working out program covers. These were simply made, with manila drawing paper and colored crayons. Suggestions for these and for the costumes were obtained from a large edition of the poem, illustrated by T. Butler Stoney. E. P. Dutton, Publisher.

The costumes were carried out in five cent calico, and by means of the hearty cooperation of the mothers. The councilors wore long black coats—one piece,—sheet wadding spotted with ink forming effective ermine trimming.

Groups from the kindergarten and second grade followed the Piper as rats and children. Eskimo-costume patterns were used for the rats, with the two cap-seams cut to form the rats’ ears.

Nearly two-thirds of the fifth-grade group were members of the cast, and all had some part in the work.

Following is the play as presented:

Characters.

A hostess of The rats — group
Hamelin. of kindergarten
Her three visitors. children.
The lame boy. The Hamelin children — group
The cook. from second
The host. grade.
The mayor. A guard.
The six councilors. A stranger.
The Pied Piper. The largest rat.

Scene I.
A house in Hamelin.
The trouble in Hamelin.

Scene II.
The Mayor’s Office.
The complaint.
The Corporation take counsel.

Scene III.
The Piper pipes the rats away.

Scene IV.
The Largest Rat tells his story.

Scene V.
Market Place.
The Piper is cheated.

Scene VI.
The Piper pipes the children away.

Scene VII.
Pied Piper Street (two years later).
The outcome.

Scene I. A house in Hamelin.
Hostess (sewing,—A squeak is heard. She hunts for rats.) Oh my! How disturbing those rats are!
(A knock is heard. Enter visitors.)
H. Good afternoon, welcome! Take chairs.

Visitor (1). Isn’t this a pleasant afternoon?
H. Yes, but it isn’t very pleasant for me, the rats are bothering me so.
V. (1) Is that so? What do you suppose happened at my house? The rats are getting so bold that they even fought my dog this morning.
V. (2) Something worse than that happened at my house! While I was at the market place the rats killed my poor pet cat. I found her lying dead on the floor.
V. (3) Just think! Only a few days ago I went to the market place and bought a keg of salted sprats for winter, and yesterday when I went down cellar, I saw some rats scampering away from the keg, and I found that they had split it open, and had eaten part of the sprats!

Lame boy (running in). Oh mother, mother! What shall I do? A great big rat came and bit the baby in the cradle. Come quick! She’s crying so, I can’t stop her.
V. (3) (starting up). Oh dear! I must go home at once.
H. Be sure and come back and bring the baby with you. (Mother goes out.)
Host (entering). Wife, where’s my Sunday hat? I want to go to meeting.
H. It’s over on the shelf in the coat closet.

Host (goes out, returns running). What’s this! Those rats have been making a nest inside my Sunday hat. All. Good gracious!
(Door opens. Visitor (3) returns. Cook comes in running.)
Cook. Oh mistress! A great big rat has fallen into the soup (waves ladle). They’ve eaten the cheeses out of the vats, and they lick the soup from my own ladle!

Host. We’ve stood this trouble long enough.
Hostess. Let us go to the Mayor and complain.
V. (2) Our Mayor's a noddy. He ought to rid us of our vermin.
V. (1) And as for our Corporation, shocking!—
To think we buy gowns lined with ermine
For dolts that can't or won't determine
What's best to rid us of our vermin.
Hostess. Come! Let us all go to the town hall.
(All go out.)

All (on the way, meeting a shopper at the market place). Good afternoon.
Come along with us. We are going to the Mayor to complain about the rats.
Shopper. Very well.

Scene II. Mayor's Office.
(Mayor and Corporation seated at council table. People knock on door. Come flocking in.)
Host. We've come here to discuss this matter of the rats. We've stood this trouble long enough. Think how hard we work, while you take your ease!
Hostess. Listen! and you shall hear what trouble they are giving us.
V. (1) They fight the dogs,
V. (2) And kill the cats,
V. (3) And bite the babies in their cradles.
C. They eat the cheeses out the vats, and lick the soup from my own ladles.
V. (3) Split open the kegs of salted sprats.
Host. Make nests inside men's Sunday hats.
Hostess. And even spoil the women's chats
By drowning their speaking with shrieking and squeaking
In fifty different sharps and flats.
Shopper (to Mayor). 'Tis clear you are a noddy.
V. (1) And as for the Corporation—shocking!
To think we buy gowns lined with ermine
For dolts that can't or won't determine
What's best to rid us of our vermin.
V. (2) You think because you're old and obese
To find in the furry civic robes ease.

All. Rouse up, Sirs! Give your brains a racking
To find the remedy we're lacking,
Or, sure as fate, we'll send you packing!
(People all go out. Councilors sit in council.)
Councilor (1). I think we ought to try and get rid of these rats. (They whisper together.)
C. (2) Somebody ought to invent a trap.
C. (3) We ought to put rat poison around the city.
C. (4) We ought to put traps around.
C. (5) An hour we've sat in council (pointing to the clock).
Mayor. For a guilder I'd my ermine gown sell,
I wish I were a mile hence!
It's easy to bid one rack one's brain,
I'm sure my poor head aches again I've scratched it so, but all in vain.
O for a trap, a trap, a trap!
(Just as he said this, what should hap
At the chamber door but a gentle tap.)
Bless us! What's that!
Anything like the sound of a rat Makes my heart go pit-a-pat.
Come in (looking bigger).
Councilors (as Pied Piper enters):—
C. (1) What a strange looking figure!
C. (2) How tall he is!—
C. (3) And oh how thin!
C. (4) What's that dangling at his scarf's end?
C. (5) It's as my great grandsire Starting up at the trump of doom's tone
Had walked this way from his painted tombstone.
Piper (advancing). Please your honors,
I am able, by means of a secret charm. To draw all creatures living beneath the sun
That creep, or swim, or fly, or run. After me, so as you never saw,
And I chiefly use my charm On creatures that do people harm—
The mole, the toad, the newt, the viper.
And people call me the 'Pied Piper.'
Yet, poor piper as I am,
In Tartary I freed the Cham last June
Of his huge swarm of gnats.
I eased in Asia the Nizam
Of a monstrous brood of vampire bats,
And, as for what your brain bewilders,
If I can rid your town of rats
Will you give me a thousand guilders?

All. One! Fifty thousand!

Scene III.
(The Piper pipes the rats away.)
Councilors (watching):—
(1) He’s taking them to the river Weser!
(3) See! They are all plunging in.

Scene IV.
Largest rat (running back). I am the only rat that was saved. I have written this paper to tell other rats my story:—

"At the first shrill notes of the pipe,
You heard a sound as of scraping tripe,
And of putting apples wondrous ripe
Into a cider press’s gripe,
And a moving away of pickle-tub boards,
And a leaving ajar of conserve cupboards,
And a drawing the corks of train-oil flasks,
And a breaking the hoops of butter-casks,
And it seemed as if a voice
Sweeter far than by harp or by psaltery Called out, ‘Oh rats, rejoice! The world is grown to one vast dry-salttery,
So munch on, crunch on, take your nuncheon,
Breakfast, dinner, supper, luncheon.’
And just as a bulky sugar puncheon Already staved, like a great sun, shone Glorious, scarce an inch before me, Just as methought it said ‘Come, bore me!’
I felt the Weser, rolling o’er me."

Scene V.
(Hamelin people gather in market place.)
Mayor. Let us all rejoice! The rats are gone! (Rejoicing. Hurrahs.)
M. Ring the bells till you rock the steeples!
(Ringing of bells. Pantomime.)
M. (raising hands for silence)—

Go now, people, and get long poles,
Poke out the nests and block up the holes,
Consult with carpenters and builders,
And leave in our town not even a trace of the rats.
Piper (appearing suddenly). First, if you please, my thousand guilders.
Mayor (looking blue). A thousand guilders!
Pay you a thousand guilders?
You’re nothing but a wandering fellow
With a gypsy coat of red and yellow,
Why half that money would replenish
Our cellar’s biggest butt with Rhenish.
Besides, our business was done at the river’s brink.
We saw with our eyes the vermin sink,
What’s dead can’t come to life, I think,
So friend, we’re not the folks to shrink
From the duty of giving you something for drink
And a matter of money to put in your poke,
But, as for the guilders, what we spoke
Of them, as you very well know, was in joke.
Besides, our losses have made us thrifty;
A thousand guilders?—Come, take fifty!

Piper. No trifling! I can’t wait, besides
I’ve promised to visit by dinner time
Bagdad, and accept the prime
Of the head cook’s pottage, all he’s rich in,
For having left in the Caliph’s kitchen
Of a nest of scorpions, no survivor.
With him I proved no bargain-driver.
And folks who put me in a passion
May find me pipe to another fashion.
Mayor. How now! D’ye think I’ll brook
Being worse treated than a cook?
Insulted by a lazy ribald
With idle pipe and vesture piebald?
You threaten us, fellow? Do your worst!
Blow your pipe there till you burst!

Scene VI.
The Piper pipes the children away.
(Councilors and people watching.)
V. (2) Look, he is going toward the river Weser!
Cook. No, he is turning now.
C. (2) Look! He is going towards Koppelberg Hill.
Shopper. He never can cross that mighty top!
C. (1) He’s forced to let the piping drop!
Host. And we shall see our children stop!
Hostess. Look, a door is opening in the mountain side!
V. (3) See! they are all going in!
(Children all enter the door except one.)

Scene VII.
Pied Piper Street.
Stranger (entering) (speaking to guard). What is the name of this street?
Guard (pointing to sign). Pied Piper Street.
S. Why do they call it Pied Piper Street?
G. Didn’t you read the story on the column and on the church window?
S. Yes, but I didn’t know what it meant.
G. Two years ago we were troubled with rats. The Piper piped them away, but the Mayor refused to pay him what he promised. So then the Piper piped the children away.
S. Didn’t they ever find the children?
G. The Mayor sent east, west, north and south, To offer the Piper by word of mouth Silver and gold to his heart’s content, If he’d only return the way he went And bring the children behind him.
S. Did the Piper ever return?
G. (sadly) No, never.
(Enter lame boy.)
S. Here comes a little boy.
G. He’s the only one left.
S. What makes you look so sad, little boy?
Lame Boy. It’s dull in our town since my playmates left, I can’t forget that I’m bereft Of all the pleasant sights they see Which the Piper also promised me. For he led us, he said, to a joyous land, Adjoining the town and close at hand Where waters gushed, and fruit-trees grew, And flowers put forth a fairer hue, And everything was strange and new.
The sparrows were brighter than peacocks here,
Their dogs outran our fallow deer
And honey-bees had lost their stings,
And horses were born with eagles’ wings;
And just as I became assured
My lame foot would be speedily cured,
The music stopped and I stood still,
And found myself outside the hill,
Left alone against my will,
To go now limping as before,
And never hear of that country more.
(Limps away. All go out.)

G. Edith Seckell.

Thoroughbreds Don’t Whine.
Don’t be lookin’ mournful
Because the sky is gray,
With clouds above and clouds around,
There’ll be another day.
Spruce up, brace up your shoulders,
Pretend you’re feelin’ fine;
Give proof that you’re a thoroughbred,
—For thoroughbreds don’t whine.
Don’t be lookin’ mournful
Because your life is gray,
With clouds above and clouds around
—Life can’t always be gay.
Brace up, and try to whistle,
And give the world a sign
That you’re a full blood thoroughbred,
—For thoroughbreds don’t whine.

Floy De Vore Perfect.

Life of the Lower Class as Pictured in “Oliver Twist.”
In Oliver Twist, Dickens has pictured for us the life of some of the very poorest class of English people. The book was written about the time of the industrial revolution when the introduction of machinery made child labor as effective, in many cases, as adult.
Thousands of children were taken from these parish houses where, oftentimes, they were half-fed, half-clothed, and ill-treated. As young as three or four years of age they were bound out as apprentices to men who were, if possible, more cruel than the work-house authorities, or sent to labor in the mines and the factories. Here, among the most unsanitary and immoral conditions, forced to work from daylight to dark, they grew up dwarfed in body

(Continued on page 370)
On Appearances.

A common and legitimate, though perhaps not the best, way of judging a person is by his appearance. Consciously or unconsciously we all do this on meeting a stranger. We size him up as we say and that sizing up in the beginning at least consists in taking stock of his personal appearance and his manners. Our first judgment depends then, usually, on how he looks or acts. If his manners are boorish and his dress slovenly or out of style, our judgment is very apt to be unfavorable. Later we may come to modify our first opinion, but if so we do it grudgingly and our later good opinion is sure to be more or less influenced by our earlier unfavorable one.

It is of value to us to make good impressions upon those with whom we are brought in contact for one never knows what may come out of a chance meeting. We should see to it then that we keep our best foot forward. This is a particularly timely thought for those who are looking ahead to graduation. Every day superintendents are dropping in looking for teachers for next year. Their first impressions are likely to settle the fate of the applicant.

So wear as good clothes as you can and choose them with some eye to fit and beauty. Discard a shirtwaist before it actually clamors for water and give the laundry-man a chance to earn an honest penny by sending him your overdue collars and cuffs. If your shoes are run down at the heel or are in need of mending have them attended to and don’t be afraid to use upon your footwear a little polish now and then. Nature is just now coming out in her new spring togs, pattern after her and spruce up.

In particular, young men give your sweaters a rest. Some of you have overworked them seriously the past winter. The sweater is a useful article in its place, but is of doubtful good form in the classroom and most certainly out of place at school parties. The writer was in a university town two or three times during the past winter and scarcely saw a shirt, or collars and cuffs in evidence at any time. There were sweaters galore and they certainly added a somewhat tough appearance to the masculine element of the student body and more particularly so in the case of many, where the close connection between sweater and water, that should exist, seemed to have been permanently overlooked.

And the young ladies need to look to their appearance also. There are too many soiled shirtwaists and skirts abroad in the land; too many skirts that hang down behind and up in front and are on the bias sideways; too many cases of waists that do not hook up as they should; and too many examples of ellipses between waist and skirt. And my feminine readers, there are too many outlandish forms of hairdressing in vogue, too many monstrosities in the form of wire forms and puffs and ringlets and, alas, too many rodents in your hirsute creations. Oh that some tonsorial Pied Piper would pipe these rats into some fiery furnace where they belong!

To sum up then. The superintendent looks at you first and then asks about your qualifications afterwards. He wants not only a teacher of ability but a womanly woman and a manly man. Too conspicuous styles do not appeal to
LOOKING EAST FROM NORMAL HILL—Courtesy of the Brown and Gold.
him, but a sweet simplicity in dress and manners and a cleanliness which is next to godliness do.

N. B.—This editorial was submitted to one of the feminine members of the faculty for her criticism. She approved of all that was written but said she thought that the elbow sleeve, as a piece of educational upholstering for practical schoolroom use merited a paragraph of its own. In her opinion this particular form of personal adornment is anathema and should be tabooed in the schoolroom. It was her judgment that while a teacher so appareled might be forearmed physically, she was certainly way behind hand pedagogically. It is altogether likely that she is correct in her estimate. While this subject has its humerus aspect it is here treated seriously. Just think it over, it can do no (h)arm in any event.

A Discourse on Manners.

Do you know that your manners are an index to your character? That the little things that crop out when you are natural are indications of your refinement? Do you realize that loud speech and laughter are not the symptoms of a gentle nature and a careful training? That to be slouchy in walk or swaggering in bearing may mean laziness or arrogance of mind? Do you know that sitting on the middle of the spine and putting the feet upon the chairs in front are acts of rudeness? Did it ever occur to you that calling your teacher Prof. or Dock is really a mark of freshness? Did it ever dawn upon you that herbivorous animals are the real ruminants and that chewing gum—sometimes even in the classroom and often in public places—is a sin against light and knowledge? Has it ever been brought home to you that the English language is rich in words that much more fitly express good ideas than any of the current slang that rolls so glibly from the tongue? If none of these things have entered your consciousness, it is time you woke up to the fact that some of these little things may operate very much against you when you take up your work in a new community. St. Paul’s advice is most excellent, "Let us lay aside every weight, and the sin which doth so easily beset us, and let us run with patience the race that is set before us."

The Year Book.

The senior class is this year preparing a more pretentious Annual than has been the case in the past. Hitherto the publication put out by the class has appealed to the class only. The present book will represent the life of the entire school and will be of interest to all students and alumni. There will be stories, jokes, serious articles and many cuts and illustrations. Such a publication costs a good deal of money. To make it a success there must be at least 400 subscribers. The cost to subscribers will be $1.50 per copy—a very moderate price considering the scope and artistic merit of the book. Canvassers are now at work securing subscriptions and should meet a ready response from the entire student body.

More Industrial Education in the Public Schools.

It is a beautiful saying that the purpose of education is to fit for life rather than make a living, but since people have to eat and be clothed and provided with shelter, the first element of life is making a living. Society and the individual demand that the first aim in the organization of the public school system be to provide such industrial courses of study as will furnish the preparation necessary for earning a living. At the present time a majority of students are compelled to fight their way to a livelihood by experiment and imitation of other workers. Statistics show that of the fifteen million young men in the United States between the ages of sixteen and thirty-five, only five of every hundred have been prepared by education received at some kind of a school. Eight of every one hundred graduates of our grammar schools obtain their livelihood by the means of the professions and commercial business while the remaining ninety-two must earn their living with their hands. The school should fit the child to be an efficient and beneficent force in society and in order to do this there must be a vital connection between the process of education
and the civilization into which the child is growing. The child who must spend his time in the study of the arts that men use in life, without contact with real life, is deprived of his right while society is deprived of a trained citizen.

Laura De Vinney.

Y. W. C. A. Rest Room

One of the privileges offered the girls of this school is the Y. W. C. A. rest room. The faculty have fitted a cozy room with articles for the comfort of the girls who have come from a long distance. A soft-toned rug adorns the floor of this room; a roomy leather couch with soft pillow invites the tired person to repose; and the walls are of a dull green tint, restful to the aching eyes. It may be the legal-looking desk that tends to invite students to prepare their lessons here, where all thoughts of lessons should be laid aside for a time. To some individuals the room undoubtedly means a place for a bit of lively gossip; or for telling special secrets to a friend, which may not be of equal interest to the one wishing to secure a little rest. To others it means a place to exert their artistic talent; for they go there and do not confine their daubing to paper; but some of their artistic efforts remain in evidence about the room. Others find it a convenient place to eat their lunches at noon, instead of using the lunch room which is furnished them. These seem peculiar uses for a rest room, and they are rather an imposition on the tired student who needs a rest during the day’s work.

Lucille Simmons.

The School Library.

Among the requirements of a good school is that of a good library. By a good library we do not necessarily mean a large number of books, for oftentimes a few well-chosen ones are far more valuable than many poorly chosen. There should be late editions of dictionaries and encyclopedias, histories, poems, literature, books of fiction and science; but there should also be copies of the older poems, literature and science, for it is by comparison that we improve. The boy or girl who passes through the high school, and some times the college, with very little acquaintance with a library has missed a large part of his privilege, or if he has read only the required references without having gained a desire for more, he has not gained what is his by rights. The library gives each one a chance to widen his life and his experience and there is no better time nor opportunity that is offered in the school library where reference books are not limited to the few subjects taught, but which give wide and varied opportunities.

Nina Ives.

LITERARY

(Continued from page 367)

and mind, crippled and deformed, subject to diseases, particularly consumption and scrofula.

Although Oliver Twist was more fortunate, perhaps, than some of his fellow playmates in the work-shop, we cannot blame him for running away from, what seemed to him, unbearable surroundings. But he escaped one evil simply to fall into the snares of another.

London at that time was a city teeming with its dens of vice and iniquity. Poor, squalid, ignorant and immoral as the people were it was but a natural condition.

Tired, hungry Oliver, when he reached the city, chanced to meet as his first acquaintance one of the lowest type of this class of people. By him he was treated kindly and asked to partake of food and lodging, and, better still, offered work. To his hungry soul this treatment was kindness indeed, and he willingly accepted the offer. Although brought up in an immoral environment, something in his inherent nature rebelled against the thieving life of these associates.

Here again we find another form of child labor. Surrounded and watched by men and boys older and larger than himself he was compelled to steal or lose his life.

Dickens has also portrayed for us here, life as it really existed among this class of people, not as it is often pictured. These thieves, clothed in shabby rags, leading deformed, miserable lives, skulking through the dark alleys afraid of the daylight, knowing all the time
that the gallows would inevitably be
t heir fate, have yet an interest for us.
But that life was not all sadness and
held attractions even for them. We see
honor and devotion even among thieves.
The merry old Jew and his boys were
continually playing jokes on each other
and could enjoy one as well as anybody.
In Nancy we see a curious character.
Knowing that the life she was leading
was wrong and rebelling against it, she
was, nevertheless, held to it by ties of
love, to what seems to us to be, one of
the worst types of human character
imaginable. For if such a thing were
possible, it seems as though Sykes was
one of those whose nature had become
so insensible and callous that it was
utterly and incurably bad.
Though all these characters appear
to be contradictions, wherein are port-
rayed some of the best and worst fea-
tures of human nature, we cannot help
but feel that they are true to life.

Marie Bishop.

"Life is mostly froth and bubble,
Two things stand like stone—
Kindness in another’s trouble,
Courage in your own."

W. S. N. 1, Albion College 0.
The first game of the season for the
Normals was played at Albion on Fri-
day, April 28. As this was the first real
test for the boys, some of whom were
new at the game, it was feared that
they might lose their heads. The very
opposite happened however, and not a
man on the team made an error, and the
fielding and base running were clean
cut in every way. The Albion team had
played four regular games but with this
advantage were outplayed in every de-
partment of the game, and especially on
the bases, the pedagogues stealing four
to their one.
It was a pitchers’ battle between Em-
mons and Tindall with the honors with
the latter who was in danger only once
while brilliant fielding saved the Meth-
odist twirler more than once.
The game was won in the second in-
nning when Damoth beat out an infield
hit, stole second, advanced to third on a
passed ball and scored on a line drive
by Reynolds to Dickie who knocked
down the ball in time to get the speedy
right gardener at first.
A wonderful throw by Dewey in the
eighth inning saved the game from be-
ing tied up when Emmons singled to
left with Miller on second. The throw
was perfect and Miller was caught two
feet from the plate.
The Normals hit the ball hard at
times but the score was kept down by
clever fielding on the part of the Col-
legians. After Martin was out on a
bunt in the first inning, Dewey hit a
line drive that looked good for two
bases but Dickie jumped into the air
and stopped it with one hand. In the
third inning, with the bases full, a won-
derful catch by Jamison in deep center
saved Damoth from a home run.
The fielding of Shivel and Reynolds
was sensational while Dickie and Jam-
ison pulled off catches that brought the
rah rah’s from the bleachers.
The Normals won on the steady pitch-
ing of Tindall, intelligent base running
and their perfect defensive play:
Numerable games more or less organized, requiring little or no apparatus, which give them a new and refreshing interest.

**Day and Night.**

The game called Day and Night is played by children from eight to fourteen years of age. It develops a quick perception and rapid and accurate execution. The players are divided into two groups, facing each other at a distance of about six feet; one group is called Day and the other Night. They stand midway between two goal lines approximately thirty feet apart. The leader stands at the head and rolls a cube, which has three sides painted black, between the lines. If the black side rolls uppermost the Nights run for safety to their goal lines, pursued by the Days. Any player caught before reaching goal must join the opposing side. The group with the greater number of players at the end of the allotted time, wins.

The leader may have a piece of paper, one side black, the other white, which he allows to flutter to the ground or a piece of wood similarly painted which he revolves rapidly, suddenly presenting one side to indicate the group to be pursued.

**Wrestling Circle.**

This is a good game for general muscular development. Arrange players, physically matched, in groups of six, each group forming a circle by joining hands. In the center of each circle are placed three Indian clubs set on end (bottles, sticks of wood, anything in fact that can be easily overturned will do as well). It is the object of each player to aid the members of his group in forcing one to overturn a club and to avoid doing so himself. The player who knocks over a club is out of the game and leaves the circle. A group is formed finally of the winners of the various circles. The last one to remain in this group is declared champion.

The Bean Bag and Ball Tag games were developed by members of a physical training class. The former may be played in the school room.

**Bean Bag Game.**

Lines are formed by players standing one back of another and facing a bas-
ket, or a circle drawn on the ground, at an equal distance from all lines. Someone stands by the basket and is called basket tender. Each leader has a bean bag and upon a given signal passes it back over his head, each in turn doing likewise, until it reaches the last one, who then runs up to the head of the line and tries to throw the bag in the basket. If he is successful, the tender quickly returns it and the game goes on. If he misses the basket, the player must himself get the bag, return to the head of his line and try until he is successful. The line which finishes first, each one having made the basket, wins.

**Ball Tag.**

This is a good game for a short play period. The players run on tip toe in a circle. One in the center tries to hit a runner with a large soft ball. The players may ward off the ball with their hands, but if it touches any other part of the body or clothing, the player so hit must take the place of the one in the center.

Matie Lee Jones,
Department of Physical Training.

**Contributions from the Training School.**

Bibliography of Material for Easter Celebrations.

Chamber’s Book of Days.
The Book of Easter—Doane.
Vawter’s Book of Stories: Rabbits Ranson.
Henry Van Dyke’s, A Handful of Clay.
Mrs. Gatty’s Parables in Nature: Lesson in Faith.
Fish in Myths and Myth-Makers suggests—

1. Stories of wonderful sleepers, as:
   a. Tannhaeuser in Venusberg.
   b. Legend of Frederick Barbarossa.
   c. Rip Van Winkle.
   d. Brynhild rescued by Siegfried.
2. Under the triumph of light over darkness:
   a. The sun myths.
   b. Odysseus blinding Cyclops.
   c. Heracles and Carus.
3. Easter myths explaining natural phenomena:
   a. Story of Mondamin in Hiawatha.
   b. Sleeping Beauty.
   c. Indian legend of the Trailing Arbutus.
   d. Persephone.

**The Senior Play.**

The annual commencement class play which has heretofore been produced under the direction of the Department of Expression will this year be directed by the head of the Department of English due to the resignation of Mrs. Needham in February.

The play has been selected and is now well under way. It is Richard Steele’s “Tender Husband, or The Accomplished Fools,” first produced in London, in April, 1705, at the Little Lincoln’s Inn Fields Theatre. The prologue was written by Addison, to whom Steele dedicated his play. It is in Steele’s best vein of mild but effective humor. Incident and plot are subordinated to characterization and humorous situation, and the play, consequently, will afford the cast ample opportunity for interpretation of interesting people of an interesting age. It was a favorite with Nancy Oldfield and David Garrick.

The dramatis personae number eleven besides servants, waiting-maids, music-master, and prologue. Twenty-three seniors are now enrolled in Expression 107, a course providing for practical instruction in school-plays. From this number the necessary number of players will be chosen.

Costumes historically correct and furnished by professional costumers of Chicago will be provided for the final production. This with early eighteenth century music, eighteenth century dancing, and eighteenth century songs will make a unique contribution to commencement activities.

“The Tender Husband” will be produced in the open air, weather permitting, on the school campus, west of the Training School, on the afternoon of Friday, June 16, at three by the clock.

B. L. J.

**The Junior Reception.**

The Junior Class has once more made itself famous by its annual reception.
to the Seniors. Never has the gymnasium been made so attractive as on the night of this occasion, Saturday, April 25th. Myriads of pink roses seemed to be growing out from a background of green and clusters of the flowers and foliage hung in baskets from the running track. An immense basket of roses and smilax was suspended from the center. The orchestra was screened by a bank of palms, ferns and large clusters of apple blossoms, while the pink-shaded lights gave a delicate tint to the whole scene. The guests were received by the President of the Class, Walter Dewey, Miss Amelia Upjohn, chairman of the social committee, Herbert Waldo, vice-president, Ruth Tur- nell, secretary, and Pres. and Mrs. Waldo, Mr. Waite, Miss Matie Lee Jones and Mr. Phelan of the faculty. Fischer’s Orchestra played a program of music and at nine o’clock dancing began. One of the prettiest features was the grand march led by Mr. Dewey and Miss Upjohn. The effect was increased by showers of confetti thrown upon the marchers as they passed the four corners of the hall. During an intermission ice cream and cake were served in the rotunda. The party was a brilliant success in every respect and all joined heartily with the Seniors in nine rahs for the “Juniors!”

Assembly Notes.

April 7.—On Friday the pupils of Miss Seekell’s room, fifth grade in the Training School, gave an admirable dramatization of Browning’s “Pied Piper of Hamelin.” The effort was especially praiseworthy in that the entire class cooperated, the pupils of the kindergarten and the second grade also taking part. The children of the kindergarten impersonated the army of rats, and those of the second grade the village children bewitched by the Piper.

April 11.—Dr. C. B. Fulkerson of Kalamazoo addressed the assembly on the prevention and cure of tuberculosis, giving much practical information, illustrated by slides in a very graphic fashion, on what is being done in various sections of the country to prevent the spread of the “white plague.”

Miss Alice Holmes played the “Scherzo in E Minor,” responding with an encore.

April 14.—The Consumers’ League is an organization which is little known in this section of the country as compared with the interest manifested along these lines in Massachusetts and New York. Miss Densmore, taking this as her theme, gave a fine exposition of the work it aims to accomplish. The evils of the sweat-shop, the lack of enforcement of laws relating to factories, and the question of a “living wage” were a few of the points touched upon.

April 18.—Miss Zimmerman’s carefully prepared paper on the government of Germany, showed the evolution of the conditions which led to the federation of states. The tact shown by Prussia in providing against the arousing of jealousy on the part of the other states; the attitude of the country toward the present ruler, and the policy and power of the Emperor were admirably brought out.

April 21.—“Heredity from a Biological Standpoint” was given a very clear, scientific presentation by Dr. Harvey in his assembly talk. This was really the third address along this line given during the year,—the others being by Dr. Goddard of New Jersey and Dr. Bernstein of this city,—and made more definite many points which have aroused discussion.

Erminie.

Jacobowsky’s tuneful opera “Erminie” was presented before an audience of about 1200 in the Normal gymnasium, Thursday evening, April 27, by a cast of 75 students, members of the Choral Union. Miss Florence Marsh, director of music in the school, was in charge of the pretentious offering which won for her much favorable comment. Months of hard work and earnest intention brought credit to the director and to the large number who took part in the splendid opera. Principals in the east were well-chosen in each instance and the voices of several of the most talented people in the school were given an opportunity in the beautiful music of the opera. Dramatic ability was also necessary in
the interpretation of the speaking parts, and the students selected for these roles received many of the evening's honors. All of the principals did good work and they were well supported by the choruses.

In the title role of “Erminie,” Miss Helene Rosecrants was heard to splendid advantage. Her beautiful high soprano voice was especially well adapted to the part and in her solo numbers she won much applause. At all times she was at ease in her part. Miss Beulah Hootman as her constant companion, Cerise, made a most attractive stage appearance.

Miss Pearl Sidenius, as Javotte, was a favorite of the evening. With charming abandon she acted her part and in her solos her sweet voice was heard to fine advantage. Miss Grace Blakeslee as Marie, a waiting maid, was clever in her part, and Miss Mary Manny as the Princess de Gramponneaux was splendid. Her make-up and interpretation of the humorous lines elicited much applause from the audience. Miss Florence McIntyre acquitted herself with credit in a part assigned to her on short notice and her sweet voice was heard to advantage in one number.

The difficult roles of the two thieves were assigned to Glenn Sooy and Charles Anthony LeFevre, both of whom gave a professional touch to their parts. From the time they first came on the stage to the last words spoken by them they were the favorites of the audience. Their contrasting parts, carefully interpreted, made a most effective part of the opera.

Clyde Ewing was excellent as the innkeeper as was John Giese as the ever-present Simon, his waiter. Neil Verberg as the Marquis did fine work, both in his lines and in the singing parts. Oscar Drake as the Chevalier was an important factor in the opera and J. Bernard Allen as Eugene was well-fitted for the role of Erminie’s lover. In his solos and other singing numbers his tenor voice was heard to good advantage. Blaine W. Storer as Ernest, Viscount de Brissac, did justice to his part and completed the list of principals.

The chorus work was good and the dances were prettily executed. In every particular the opera was well done, furnishing entertainment to a large audience which included several people from out of the city, and giving the members of the Choral Union an opportunity to exemplify their work. To Miss Florence Marsh is due the credit of producing the opera and to Miss Alice Marsh, who acted as business manager, is due the credit of a carefully managed entertainment.

Oratorical Contest.

District No. 3 of the Michigan High School Oratorical Association held its final contest in the assembly room of the Western Normal, Friday evening, April 28. Supt. L. L. Tyler, of Three Rivers, presides over the district and had charge of the arrangements.

The program follows:

Wiegenlied .................Frank Chaminade Club
Declamation—Eulogy to Lafayette......
.........................Ruth Cunningham, Muskegon
Declamation—“The Tell-tale Heart”..............Fred Woleott, Sparta
Solo.............Miss Helene Rosecrants
Declamation—“Liberty or Death”...........
.........................Hazel Watson, Middleville
Declamation—The Signers of the Declaration of Independence...........
.........................Allen Belknap, Niles
Trio—Slumber Song..............Vannah
Oration—God in History..................
.........................Frances Bosch, Holland
Oration—The Nation’s Plea for Her Children
.........................Helen Allen, South Grand Rapids
Song—“June”.........Chaminade Club
Oration—The Immigration Problem........
.........................Ruby Gaskill, Hastings
Oration—“A Faithful Failure”...........
.........................Helen Platt, Benton Harbor
Violin Solo...Miss Aileen Van Bushkirk
Dr. L. H. Harvey, presiding chairman.

Judges on Thought and Composition:
Prof. Thos. C. Blaisdell, M. A., Prof. F. E. Rankin, U. of M., Prof. C. H. Woolbert, Albion.


The enunciation of the young people was uniformly good, the voices carrying
remarkably well. They were at ease, and showed careful training on the part of their instructors. In consequence of the uniform excellence of the work, the decision of the judges may be regarded as a great compliment to the successful contestants.

There were but three competitors in declamation, Miss Hazel Watson of Middleville being unable to be present because of serious illness. Allen Belknap, of Niles, won first rank; the second falling to Ruth Cunningham of Muskegon.

In the orations, Miss Frances Bosch of Holland was unanimously chosen as first, while Miss Helen Platt of Benton Harbor and Miss Helen Allen of South Grand Rapids were tied for second place.

The Book Shelf

This month I have brought together a few books of local interest. There is much valuable material relating to Michigan pioneers which will soon be beyond our power of recording unless someone takes the time to write the tales as the old residents tell them.


This is a story of the early days in the time when the capital of our State was moved from Detroit to Lansing. A little boy of eight made a journey of about sixty miles alone from near Lansing to Hastings. It is fortunate to have so graphic an account of conditions in those days and the story is worth reading. To fill out the volume the author becomes somewhat sensational and rushes his little hero through adventures with friendly Indians, and in some cases less sensible white people, in a wild west fashion which our European friends would consider truly American. One of the best sections is Chapter XII, "The Lake of the Silver Mist," in which some excellent Indian legends are related.

J. Fenimore Cooper, *The Oak Openings or the Bee-Hunter.* Boston and New York, Houghton Mifflin Co.

The preface to this book is dated June, 1848. It is the best known work by a standard author which deals with the early settlement of the country in the neighborhood of the Kalamazoo River. Mr. Britton tells of it in "Teddie," in which Mr. Cooper appears as one of the characters, but one gets a fairer view of the situation from the story itself. The author knew and loved this country—it is said that the name Cooper's Glen, etc., is taken from his relatives. As one reads the accounts of the prairies, forests and rivers he wishes that some force would lead to an awakening on the part of our citizens to the possibilities of beauty and enjoyment in a right use of the Kalamazoo River. Our prairies and forests may necessarily disappear before civilization but the same power ought to make the river more accessible. With all the difficulties a river trip offers, it is now the best means, through a considerable part of its course from Kalamazoo to Saugatuck, by which one can see this country as it was in Cooper's days.


These little birch bark booklets deserve a wider circulation. They tell of dreams and tales in which the center of the world was between Kalamazoo and South Haven as much as ever Jerusalem was the center to the Jews or the place of the oracle to the Greeks. Mrs. Hulst, of Grand Rapids, is now at work upon these legends and we may soon hope to have them more easily available.

Jessie E. Sampter, *The Seekers.* Mitchell Kennerley, New York, 1910. (Price, $1.25.) A group of New York City boys and girls, largely of Jewish antecedents, meet on Sunday afternoons to discuss religious problems with a well-trained teacher. Young people of high school age think and talk on these subjects more than most adults realize. One who does not know the city type here described may fail to appreciate how true to life is the account of the meetings and of the discussions, but any serious reader will be helped by this book to understand better the prob-

(Continued on page 378)
These delightful spring days are conducive to pleasant shopping excursions. Nowhere can you shop more agreeably or to better advantage than at this great department store. The lively interest always evident is maintained by a continuous display of the newest, choicest, articles showing a moderation in prices hard to excell.

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The Book Shelf.
(Continued from page 376)

problems of youth and how to help in meeting them.

S. S. Seward, Jr., Note-Taking. Allyn and Bacon, Boston, 1910.

Note-taking is so necessary, yet is so often wasteful and misleading, that instruction and guidance in its exercise is one of the important needs of students. Professor Seward discusses false and true ideals in note-taking and shows how to condense and organize notes. He considers notes from reading and from lectures and gives valuable help in the various mechanical processes. Examples of notes are given showing good and bad work and there are exercises for outside and for class work. This little book will prove an excellent investment.

Sherman C. Kingsley, Open Air Crusaders. Address, Open Air Crusaders, 51 La Salle St., Chicago. (Price 50 cents.)

The open air movement is the logical outcome of the growing interest in and demand for health. This account of the experimental work done in the Elizabeth McCormick School in Chicago will help those who see what can be done for those in immediate need of care, and as well those who have the larger vision which recognizes that what is good for the ill ought not to be denied the stronger.

F. A. M.

News Notes.
The Easter Bunnie.
The bunnie comes around at night
And brings us eggs all colored bright;
He scampers up to every door
And drops the eggs, then scampers more.

Second Grade.

Among the April visitors to the Normal were the following superintendents: L. L. Tyler, Three Rivers; A. R. Shigley, Fremont; J. V. Brennan, Ironwood; A. D. Prentice, South Haven; E. E. Scribner, Ishpeming; F. E. Ellsworth, Alma; W. E. Hanson, Owosso, and W. S. Toothacker. Several members of the June graduating class have been engaged for the coming year as a result of the visits of the superintendents.
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News Notes.

Enthusiastic meetings of the Normal Woman's Suffrage League have been held recently by the young women of the school. Miss Elizabeth Jones has acted as chairman.

On Friday, April 21, the students of the Rural Sociology Seminar, accompanied by Mr. Phelan, made interesting trips to the Dutton Foundry, Kalamazoo Stove Works and one paper mill.

On June 8, Mr. Reinhold will deliver the commencement address at Augusta, on June 9 an address for the county normal commencement at Hart, and on June 21 the commencement address at Grandville.

Mrs. F. A. Jeffers, wife of the superintendent at Painesdale, in the northern peninsula, and principal of the high school in that district, visited the Normal during the last week of April to interview teaching candidates for next year.

Miss Goldsworthy, director of art in the Normal, attended the meeting of the Western Drawing and Manual Training Teachers' Association held in Springfield, Illinois, the first week of May. She responded to a toast on "The Proof of the Pudding" at the Pratt Institute banquet held in the St. Nicholas Hotel.

A delightful faculty party was held Saturday evening, April 22, in the training school building. A committee of which Miss Zimmerman was chairman, was in charge of the arrangements. Supper was served at tables attractively decorated with spring flowers and following the supper a series of contests in "spring" games formed the entertainment.

President Waldo has been engaged for a number of commencement addresses which will include five for county normal training classes. On May 25 he will deliver the address before the Allegan County Normal; June 6 he will speak at Shelby; June 8 before the County Normal graduating class at Big Rapids; June 9 before the Calhoun County Normal at Marshall and June 15 he will address the Genesee County Normal class at Flint. He will also give the commencement addresses for several high school classes.
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News Notes.
Miss Stella Root, Director of Music at the School of Education, Chicago University, spent April 19 at the Normal visiting the music department.

On Thursday, April 6, the annual assembly of the high school department was held in the Normal gymnasium, which was very tastefully decorated for the occasion with bunting, Japanese lanterns and school pennants. Davis' orchestra furnished music for the dancing which was enjoyed from eight to eleven. The members of the Choral Union and the seniors of the Rural Department were present as guests. Much credit for the success of the entertainment is due Messrs. Roy Healy and Neil Verberg, as well as the other members of their committee.

Because of insufficient accommodations the art department has had a studio fitted up in the south rooms over the gymnasium. Work in advanced art is carried on in the new apartments.

At the social hour given by Miss Alice Marsh each month for the young women of the Preparatory Department, the talk for April was given by Miss Pray on the nineteenth, her subject being, "The Well-Appointed Luncheon." It took the form of a demonstration, each step in the setting of the table as well as in the serving of the meal, being illustrated by the aid of Miss Briggs. It was voted one of the most charming, as well as the most helpful, of the series this year. There were present as guests the special music students, the Grand Rapids Club and the Rural Seniors.
The Training School.

The third grade is interested in several problems in construction this spring. As a means of attracting birds, each child is making a bird bath, which he will take home. Larger ones will be made for use on the Normal grounds. These baths are being made of cement which the children mix and then mold on the sand table.

Many simple forms of kites are being planned as another problem. The decoration of these will be done during the art period. This will offer an opportunity for effective work in original design.

During the manual training period outdoor window boxes and porch jardinieres are again being made, as they have been during this term for the past two years. This is a most satisfactory piece of work, not only because of the usefulness of the finished product, but because of the careful and accurate use of the ruler which it necessitates.

The making of an outdoor rabbit home for the housing of the third grade pets proved too difficult for the children of this grade, so a group of boys from the seventh grade have volunteered to build this during their spare time.

“Little Journeys to the Homes of Millet and Corot” was the topic of Miss Goldworthy’s talk in the assembly of April 6. Stories of the dreams of their childhood and of their final realization were most entertainingly told, and illustrations were shown of the scenes dear to the hearts of these artists and made familiar to all by the paintings they have left behind them.

The joyous spring season was the theme of the following program given by the second grade April 13.

Song—There’s a Nest High up in the Tree
Solo—Spring Songs: .... Miss Leonard
Dance—The Weavers... (Swedish Folk)
Song—Golden, Crimson Tulip........
Boys’ Chorus
Dramatization—Visit of the Easter Brownie

(A mother talks with her children on Easter eve of the coming visit of the Easter Brownie. When the little ones are asleep, in comes the Brownie and fills each straw nest with eggs. The

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mother wakes her children and great is their joy on finding their eggs.)

Description of egg-rolling in Washington on Easter Monday.

Elizabeth Nicholson, Grade IV.

Easter Egg Hunt.

(Little baskets made in the construction class and filled with eggs which the children had colored, were scattered over the stage. In one was concealed a little white bunny. The Kindergartners were invited to come upon the stage and each take a basket and happy was he who found the omen of good luck in his.)

On April 20 the third grade presented the following program:

Songs—The Bird’s Nest
The Cradle Song
Children’s Hour
Longfellow
Reading
Tableau

The Bell of Atri
Adapted from Longfellow
Story told and dramatized
Folk Dance—Looby Loo
The Birds of Killingworth
Adapted from Longfellow
Story told and dramatized
Song—The Windmill

On April 27 the seventh grade dramatized scenes from “The Courtship of Miles Standish.” The children showed a wise selection of parts suitable for dramatization and handled well the portions where they were obliged to originate the dialogue. The scenes chosen for presentation were as follows:

Scene I. Miles Standish and John Alden converse on the merits of Caesar as a general. Standish sends Alden to Priscilla with an offer of marriage.

Scene II. Alden delivers message to Priscilla.

Scene III. Alden reports the failure of his mission to Standish who then departs in anger for the council of war.

Scene IV. War council.

Scene V. Alden at home of Priscilla. Messenger reports rumored death of Standish. While they are mourning his death Standish suddenly appears, asks forgiveness and bestows his blessing.

The seventh and eighth grade pupils of the Training School have already organized their baseball team for the spring term.

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