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Kalamazoo, Michigan

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ALUMNI NOTES

The marriage of Miss Mary Fogarty, kindergarten ’08, to Mr. Benjamin Anabel, of Detroit, took place at the home of the bride’s parents in White Pigeon in October. They will make their home in Detroit.

Miss Elizabeth Crotser, 1909, is engaged in the Kalamazoo schools this year. Miss Ethel Greene, 1909, is teaching in Dowagiac.

Mrs. Kirby, formerly Miss Edyth Grimes, of the class of 1909, recently left for a trip around the world. Dr. and Mrs. Kirby will spend some time in India.

Miss Minnie Harmon, ’09, has taken a position in the domestic science department of the Kalamazoo schools this year and will have charge of the lunch room in one of the buildings.

Miss Marie Sayles, ’09, is teaching in the domestic science department of the schools at Flint, her home.

Vernon Culp, of the class of 1910, was married to Miss Ailes, of Oshtemo, in September, and has accepted a teaching position in the Northern Peninsula.

Miss Ida Shaffer, ’09, who spent last year at Teachers’ College, has a position in the Kalamazoo schools this year.

The marriage of Miss Maude Speyer, a graduate of ’09, to Louis Crockett, of this city, will take place early in November. They will reside in Kalamazoo, for the present, at the home of the bride’s mother, 438 West Cedar street.

Miss Winifred Trabert, who taught in the Niles schools last year, is teaching in Kalamazoo this year.

Lee Barnum, of the 1910 class, has entered the University of Michigan this fall.

L. S. Blake, of the class of 1910, has entered the University of Michigan to do work toward an engineering degree.

Miss Marjorie Cowing, ’10, is teaching in the Kalamazoo schools this year.

Miss Carlotta Dryden, ’10, has charge of seventh and eighth grades in the consolidated school at Mattawan this year, and also has work in domestic art.

Miss Sadie Friend, ’10, is teaching in the Grand Rapids schools.

Miss Grace Newton, ’10, is teaching in the Kalamazoo schools this year.
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OFFICE, 104 West South Street. PHONE, 1421

ALUMNI NOTES

Miss Frances Haskell, ’10, is in the School of Physical Training in Chicago and will complete the course this year.

Miss May Longman, of the class of 1910, is teaching in the Vineland, New Jersey, school for deficients.

Miss Cecil Smith has charge of the art work in the Holland schools. She spent last year as assistant in art at Ypsilanti.

Miss Louise Arney, kindergarten ’11, has taken a position in the Flint public schools.

Lee Omans, 1911, is principal this year of the Oak Park school in Traverse City. Several graduates of the Western Normal are teaching in the same school.

Miss Alta Shimmel, ’11, is teaching at Linden in the high school.

Miss Margaret Hutty, domestic science ’11, has charge of this work in Akeley Institute, Grand Haven, this year.

George Barnum, ’11, is in charge of manual training work in Albia, Iowa.

Miss Blanche Batey, ’11, is teaching in Kent City.

Miss Lydia Best, ’11, has a high school position at Covert.

Miss Adah Bliss, ’11, is teaching at her home in Plainwell.

Miss Charlotte Bobb, ’11, has a kindergarten position in Kalamazoo this year.

Miss Louis Bixby, ’11, is teaching at Comstock in the consolidated school.

Miss Bessie Bush, ’11, has a kindergarten position in Ironwood.

Mrs. Minnie Campbell, ’11, is teaching in the Kalamazoo schools this year.

Miss Hattye Carstens, ’11, has entered Moody Institute, Chicago.

Howard Russell has charge of manual training work in Ft. Wayne, Ind.

Miss Nellie Bek, ’11, has a grade position in the Grand Rapids school this year.
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FACULTY NOTES

Mr. Waite spent most of his time in Kalamazoo.
Mrs. Buckingham and Miss Cole were at their homes in Kalamazoo.
Miss Newton spent her vacation in Montana and enjoyed a trip through Yellowstone Park.
The Misses Alice and Florence Marsh had their outing at Grand Island, in the Upper Peninsula.
Miss Goldsworthy spent the summer in Kalamazoo, but the present year she expects to spend in California.
Miss Balch went to her home in Indiana, and Miss Gage to her home in Oklahoma.
Miss Wakeman was at her home in Chicago.
Miss Barnum and Miss Davis spent the summer at their homes in New York City and Lexington, Massachusetts.
Miss Matie Lee Jones summered in Northern Wisconsin, and Miss Adele Jones in North East Pennsylvania.
Miss Shean spent the most of her vacation in Brooklyn, N. Y.

Dr. Faught, Dr. Harvey and Mr. Sprau spent their vacations supervising the building of their new homes.
Miss French returned to the Normal at the beginning of summer school after a year at Drexel Institute.
Miss Hootman spent the summer at her home in Eureka, Ill.
Mr. Jillson was in South Haven during the summer.
Miss Koch was in West Seneca, N. Y.
Mr. Spaulding was in Kalamazoo.

The Normal lunch room in the basement of the training school has opened with renewed success this year. Miss Grace E. Moore is still in charge and many students take advantage each noon of the privileges offered by this recent addition to the school. A record was established during the second week of school when more than 400 were served to their luncheon in the lunch room. Students of the school assist Miss Moore and there has been no difficulty whatever in taking care of all who have patronized the lunch room.
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ERNEST McLEAN, Mgr.
IS SUCCESS FOR ME?

At this time of year, every man or woman entering a Normal school is in high feather. The semester is still so young that he has not yet had time to ruin his prospects, and so ambition and hope are still at flood tide. I wonder what the result would be, if upon the night I am writing these words, a supernatural being should appear to each student and convince him, beyond all shadow of doubt, that his success or failure during the current year lies entirely with himself. Would we all feel glad? I wonder. Let us be honest with ourselves—Would we? No doubt very many would rejoice; but not all—not all. We have blamed circumstances, and cursed our ill luck so long, and found the process so soothing and comfortable, that it would be quite a hardship to drop it, to stand out boldly and acknowledge to ourselves that failure in the future, as in the past, must come from within—never from without! Now, this is a hard saying, not easy to accept. A man may suffer illness, or loss of means; contracts may be broken, or friends fail, causing great deprivation or trouble. Nevertheless, it is an undying truth that every man carries in his own bosom the seeds of success or failure, and no one can take them from him. He stands or falls by his own acts, his own attitude toward the circumstances under which he lives—; nay, more, he shapes the circumstances under which he lives, or they shape him—one or the other, and there is no alternative. Conditions may be woefully against him for a time, but no man is permanently the victim of misfortune or ill luck unless he consciously or unconsciously permits it. Once there was a time when the pauper was supposed to be one whom a displeased though merciful Providence was endeavoring to discipline into better modes of living, but this thought was only a shade more intelligent than the heathen's attempt to appease his god, who, he feared, was always waiting to punish him for some wrong act, real or imaginary.

But common sense and greater knowledge are now teaching us that the universe is governed by laws that cannot change, and so can never be broken with impunity. Every thought and every act brings its own inevitable consequence which we never escape. Law, such as we are considering, is unalterable. Think how inexpressibly uncertain and unhappy our daily lives would be if this were not so—Nothing sure! One set of conditions to live and work under today, and something different tomorrow. Can you think of any arrangement more discouraging? More apt to rob a man of all ambition and hope?
Science now shows that pauper conditions are the result of inherited traits, poor care and training. This at once introduces the element of hope into the situation, for inherited traits may be modified or even eliminated by proper treatment; whereas, a supposed dispensation of Providence was entirely beyond our power. So, too, science and common sense are teaching that ability and success are not the result of good fortune or luck, but the effect of causes or laws just as certain and unchangeable as any in the universe, and just as capable of being understood and followed to our advantage.

Now it is folly to suppose that every one enters life equally gifted or under equally favorable conditions. There is only one place in the United States where this occurs—in the Constitution, and this, as we all know, was pronounced a collection of "glittering generalities" long before Colonel Roosevelt was born. But all this is true, it really matters very little because after a man gets here and his earlier years are passed, he is really and truly the master of his destiny. No human being has ever yet lived up to all his possibilities. Power is like an inherited fortune—if a man has all the money he can possibly spend, no matter how long he lives, why need he worry because some other man has more? An earlier generation fretted considerably when science announced that the brain produced no new cells after the fiftieth year. This seemed disastrous because the formative period indicates a time of increasing power, and the cessation of one must bring about a corresponding condition in the other;—no new cells, no new strength.—So they argued and fumed until some one pointed out that no man has ever yet been able to use up all his brain cells. Every autopsy shows a quantity of undeveloped, unused material, and the world now laughs at what was once considered a serious and fundamental handicap.

No one but a fool or a dunce reaches his intellectual height at fifty, because we now know that mental growth is the steadily increasing product of steady effort.

Mental age is the direct effect of failing will power. These things are governed by law as certainly and surely as the succession of day and night. We grow old because we permit it. True, we may become weaker, physically; locks may whiten and vision grow less keen, but these things are only incidental. Our real selves are something far different; something which may grow stronger and better as the years roll on. Many a man has proved this by doing his best and greatest work after he has reached the age of sixty or seventy. Of course, his habits and mode of life have been preparing him for it during the preceding years, but the crucial test has been met, the decisive step taken at an age formerly regarded as synonymous only with senility and helplessness. What has brought about the change? Just a little larger knowledge of the laws which govern mental growth and power. For many years, effort has been made to prolong man’s span of life, but of late the subject has acquired fresh interest from the fact that mental vigor may keep pace with lengthening years. Under this condition, facts assumed a more roseate hue, for it is one thing to drag out a long and tiresome vegetable existence, and quite another to remain alert and helpful to the very last. It is a mistake to suppose that money is necessary to a career. One of Mr. Roosevelt’s chief claims to public interest was his untiring industry and consequent rise, in spite of wealth and social position. Since his day, rich men’s sons who have proven their native worth and ability are not nearly so rare, but sufficiently so to make my point;—That success comes from within; not from without.

The late Dr. William James had this subject very much at heart and did many things along this line for the encouragement of the young. One talk at Harvard years ago has since appeared so many times in print that its repetition may be excused once more.—In substance he said, “No young man or woman need ever worry or feel any anxiety in regard to his career. Each day brings its own allotment of work and effort. If he will only take each as it comes, working patiently and steadily to the best of his ability, the end is certain. Here a little and there a little; the specialist becomes so by this rule, each fact used is a link in the chain he is forging. If the student will only
take this principle as a working guide, and stick to it, the rest follows.”

It is unavoidable. Like Byron, he wakes some morning to find himself famous; a recognized and honored authority in his chosen line of endeavor. That more men and women do not so find themselves is easily accounted for. Many people lack definite purpose. They drift through school, frequently showing considerable ability, which, for lack of directed effort, goes out like a snuffed candle when they leave school. Later, we find them in some routine business, where the chief requirement is a faithful adherence to a certain pattern; then, as years go on, if we all live long enough, we find them jogging along, more or less contentedly, in their same narrow beaten pattern, knowing nothing, apparently, of all the splendid undertakings going on around them; missing all the real beauty of life, decidedly dull companions to themselves, and dull, oh deadly dull to other people!! Now don't misunderstand me. So far as we know, hewers of wood and drawers of water must continue till the end of time. This is a self-evident fact, but, even so, will not the occupant of a routine position do his work better, and find life more bearable, if outside of that routine he has some object of thought or study to which he devotes a few moments each day? Will not the mere fact that he makes this effort, lift him above the level of the ordinary worker, and place him on the high road to a greater, larger success? Will not his daily task show greater skill because followed more intelligently? And, lastly, will not the divine discontent that must surely come to him as a resultant gain, goad him to still further effort, and so add its quota to the great sum of human endeavor and achievement? It must be so, for this is the law of human growth. Indecision, lack of purpose, are the chief foes to success. The average human mind has powers and abilities of which we do not even dream, as yet, but which will, in time, be so developed that man, in comparison to what he is now, will appear a supernatural being, endowed with power to work miracles. And this development will come gradually, but surely, as we learn to work more and more along the lines indicated. It must be so, for this is the only way; every plant and animal in the world follows it so far as its individual needs require. If this last statement is disputed, watch a dog or a cat, or a canary trying to get something it really desires, and make yourself familiar with the quiet, steady persistence with which they set about getting the things necessary to their well being. No matter how a cat's attention is diverted, it returns again and again to the object it is waiting for; the same is true of the dog; a canary picking seed, is diverted with difficulty, and shows considerable perplexity; the same is true, in degree, of an ant. A tree or plant will make a long and circuitous route to obtain water, showing skill impossible without a certain degree of consciousness. These familiar examples, taken at random, may be added to indefinitely. Each organism knows, or seems to know, exactly what it wants to do and then keeps at it, allowing nothing, so far as it has the power, to interrupt the effort. Frequently they seem more intelligent than man, in that their purpose is more clear cut and definite than his and adhered to more closely and patiently; of course, you will say their limited organisms are distracted by fewer needs and fewer interests, inasmuch as all are living the “simple life,” and this is all true, but doubtless, they have many vexatious delays and interruptions, as great, proportionately, as ours, of which we know nothing, but which they always meet as we should meet ours. It is the only way they know, and it would be the only way known to us, if man, in his colossal egotism, had not assumed that he was something so different from the rest of creation that no law applying to them could possibly have the least reference to him. So he must have a different set of laws cut out for him; and a fine time he has had all these years, trying to find and fit these same laws.

However, as we grow in intelligence, and man becomes wiser, he grows in conformity to law. Each fact gained renders him more wiser, for it is natural to dread the unknown, and it is only as he learns the truth, that he becomes free; able to put each talent, each ability to its best use. Some writers tell us, and doubtless truly, that in man's earlier stages of development, ages and ages ago, fear played a very important part in his edu-
cation. For instance, thunder, lightning, and fire brought out in him the first glim-
merings of fear, thus teaching him a
knowledge of and respect for superior
power. By this he learned slowly to
observe and understand somewhat of the
laws governing the universe. Fear gradu-
ally gave place to genuine reverence, and
so far as he is emancipated, he now
worships and obeys from a far different
motive. Fear is now regarded as indi-
cating a low grade of intelligence, rank-
ing us with the barbarian and the savage.
And this is right, for what is so slavish as
fear? It deadens ability, checks inde-
pendent thought, arrests all inquiry and
investigation—In short, it places an in-
surmountable barrier in every avenue to
progress and development. Let no
student hope to attain success without
courage. No matter what his line of
effort, he is doomed to disappointment.
It takes the courage of one’s convictions
to fix upon a purpose, and it takes a great
deal more to stick to that purpose un-
swervingly in the face of discouragement,
and sometimes of ridicule. Your atti-
dude toward trouble will also affect your
success immensely—Remember always
that you succeed because of your trouble,
and not in spite of it—Take this thought
into your daily life and note the different
attitude toil and trouble take. Say to
yourself,

“I will not give up; every hardship
shall be a help to me.”

Whenever a trial or a trouble overtakes
you, don’t say,

“I think I can accomplish my
aim in spite of this drawback;”

but stand up with conviction, and say to
yourself boldly,

“This is a help, I shall do bet-
ter for it.”

This attitude of mind is worth a for-
tune to any one who has the courage to
cultivate it. Try it for a week, a month
and see how it helps. The experiment
costs nothing more than a little self-
denial; a little “sand” as the boys say,
but note the result—Fear will be elim-
inated from your life, and you will feel
braced up and strengthened to meet any-
thing that may come. There are only
two ways of meeting trouble; as we have
just indicated, or to go shrinking along
like a whipped cur, afraid of every re-
verse—Which will you choose? Of
course, it takes determination, and what
we call “character,” to seize trouble
boldly by the horns, and wrest a blessing
out of it, but it can be done in every
instance. Does it seem hard? Doubt-
less it does, often. But it is the only
way, and, on the whole, can you con-
ceive of any all round plan that would
be better, or so good? Anything that
meets so completely and fully the needs
of a world? We get what we work for.
Could anything be fairer than that? And
we grow by the struggle, thus finding a
two-fold gain. Each expenditure of
thought and effort makes us stronger,
better able to accomplish and enjoy.

Educational aims have changed much
during the past century. Formerly knowl-
edge was considered a sort of battering
ram with which the owner assailed a less
fortunate antagonist; or a club to rap
smartly heads less endowed; then the
spirit of criticism was cultivated in sea-
son and out of season. This was an in-
mense gain upon former methods, and
has been a great help, though it has left
many of its victims in the air, where they
wander, like lost stars, criticizing with
skill and ability, but unable to offer a
remedy for the evils they see so keenly.

But today the educational watchword
is Service. This is the battle cry all
along the line, and he who will not “fall
in,” is indeed “down and out.”

It would seem as though the educa-
tional motif had been reached; that no
matter how much the race may develop in
the future, it can never find a higher in-
ducement for effort, but that all future
activity in education must confine itself
solely to the improvement and simplifica-
tion of our mechanism, and to the attain-
ment of larger results.

Now it may be that this view will not
be accepted, that I may not be considered
as stating the educational situation fairly.
But this matters little, truth must win in
the end, and no human hand has yet been
large enough to enclose the entire jewel.

But, however you may decide in regard
to that, there are three thoughts I want
you to take with you this month—Give
them a fair trial, and see what they will
do for you.

First—Your attitude towards your
work determines your degree of success.
Second—Every discouraging and try-
ing experience will become a stepping
Comparison of the Comedy Characters of Sheridan and Steele

The plays of the Restoration period were immoral and coarse and by the end of the seventeenth century many vigorous protests were made against them by men who realized the evil effects which they could not fail to produce upon the people witnessing them. Jeremy Collier, a clergyman, led the attack by publishing, in 1698, "A Short View of the Profaneness and Immorality of the English Stage." Steele admired this book and it was his earnest desire to strike a reform in play writing. By nature he was a man of noble sentiments and high aims and, in spite of the fact that he was a soldier and submitted to many temptations, he seemed to have clung to the best. While he was not without faults, his influence was always towards better living among his fellow soldiers and others. His plays contain a great deal of sermonizing which did not take well at that time. He makes no attempt to conceal this moralizing as will be seen from the following extracts taken from the preface to "The Lying Lover."

"The design of it is to banish out of conversation all entertainment which does not proceed from simplicity of mind, good nature, friendship, and honour."

Then again he says,

"I thought, therefore, it would be an honest ambition to attempt a comedy which might be no improper entertainment in a christian commonwealth."

In Sheridan's plays we do not find this moralizing element which is so apparent in Steele. Sheridan has worked over his plays and polished them so much that I do not think he would have sacrificed any of his art for the sake of moralizing even had he been inclined. Sheridan is coarser and many of his situations are very indelicate and immoral. His wit, however, seems to me far greater than Steele's. No ordinary people could possibly keep up the brilliant conversation such as is carried on in "The School for Scandal." His characters seem very cosmopolitan to me. They are the fashionable set of a large city, whose interests have exhausted all simple pleasures, and they crave something new and entertaining. Simple country people gossip about simple things; their neighbor's housekeeping as compared to their own, the skill of some acquaintance in making people think her old made over clothes are new ones, or some such simple subject. The people Sheridan writes about live a very complex life and are not so much interested in simple affairs. They must be gaining advantage for themselves by ruining the reputation of some other person. They plot and plan mischief, always making trouble for some one, and it is this class which Sheridan satirises in "The School for Scandal."

Sheridan and Steele had fought duels in their youth and we find that they introduce duel scenes into their plays. This was a common custom then, and from Sheridan we should not know whether he approved of it or not. Steele takes the
opportunity of expressing his views on
dueling when he has Old Bookwit repro-
ing his son as follows:

"How could you
fight a man you knew not why? You
don't think that 'tis great merely to dare?
'Tis that a man is just he should be bold.
Indeed you've erred."

Steele says that he wrote "The Con-
scious Lovers" for the express purpose of
fighting the practice of dueling.

We find quite similar characters in
Biddy, the heroine of Steele's Tender
Husband, and Lydia, the heroine of
Sheridan's The Rivals. Both young ladies
are of a shallow nature, fanciful, and
given to the excessive reading of
romances. When Lydia discovers that
her aunt no longer opposes her marriage
she refuses her lover because the
romance of it seems lost.

She says,

"Why, is it not provoking?
When I thought we were coming to the
prettiest distress imaginable, to find
myself made a mere Smithfield bargain
of at last! There, had I projected one
of the most sentimental elopements!—
so becoming a disguise!—so amiable a
ladder of ropes!—Conscious moon—four
horses—Scotch parson—with such sur
prise to Mrs. Malaprop—and such para
graphs in the newspapers!—Oh, I shall
die with disappointment."

Biddy in a similar situation says:

"No! I
never yet read of a knight that entered
tilt or tournament after wedlock; 'tis not
to be expected; when the husband begins,
the hero ends; all that noble impulse to
glory, all the generous passion for adven
ture, is consumed in the nuptial torch; I
don't know how it is, but Mars and
Hymen never hit it. . . . But I can't think
of abridging our amours, and cutting off
all farther decoration of disguise, sere
nade, and adventure."

The respective aunts of these young
ladies, Mrs. Malaprop and Mrs. Tipkin,
are also similar characters. They are
very proud of their personal appearance,
being especially desirous of looking very
young. They are positive on every ques-
tion and like to show their authority over
their nieces. Their vanity gets them
into trouble as any gentleman can im-
pose upon them with a little judicious
flattery. Mrs. Malaprop is more decided
and less affectionate than Mrs. Tipkin
and she always has more to say. Mrs.
Malaprop is more given to commanding
and Mrs. Tipkin to beseeching. The fol-
lowing quotations will show the differ-
ence: Mrs. Malaprop speaking to Lydia,

"Now, Lydia, I insist on your behaving
as becomes a young woman. Show your
good breeding, at least, though you have
forgotten your duty."

Mrs. Tipkin says to Biddy,

"Your cousin
Humphrey. Who should be coming?
Your lover, your husband that is to be—
Pray, my dear, look well, and be civil for
your credit, and mine too."

Steele seems to have greater respect for
women than Sheridan. Sheridan throws
such a suspicious sort of atmosphere
around his women that we are always
suspecting them of something false and
are never sure of what they will do next.
Steele seems to have a better opinion of
them. As he has Young Bookwit say in
"The Lying Lover,"

"I don't know how to ex-
press myself—but a woman, methinks, is
a being between us and angels. She has
something in her that at the same time
gives awe and invitation; and I swear to
you, I was never out in't yet, but I always
judged of men as I observed they judged
of women; there is nothing shows a man
so much as the object of his affections."

The sparks of the time seem to have
been much alike. The customs of all were
similar. Both Sheridan and Steele
brought out some good, unselfish points
in these fops, this usually occurring in the
last act. Young Bookwit's sorrow over
his misdoings and his father's grief, and
Charles Surface's treatment and affection
for his old uncle are examples of this.

On the whole I think both writers are
very entertaining. While Sheridan seems
to me wittier and more artistic, Steele is
more refined and sympathetic.

IRÈNE LANE—1911.
A VISIT TO ZEALAND FACTORIES

A factory, particularly a furniture factory, is a very instructive as well as an entertaining place to visit. To watch some article of furniture through all the stages of its making from plain, characterless boards to a piece of furniture having an individuality, a style and usefulness all its own, can not fail to be an interesting study. So a trip to the Colonial Manufacturing Co. at Zeeland proved. This is the largest hall clock factory in the United States or Canada, and employs seventy-five men.

In the basement we saw the raw materials, boards of various lengths, widths, sizes and shapes, and of different varieties,—bird's-eye maple, chestnut, and also mahogany which came from South Africa, Mexico and Cuba. These were beautifully grained and of a rich reddish-brown color.

Most of the products, hall clocks, tables, book-cases and desks, turned out from this factory are of mahogany, not solid mahogany, however, but with a core of some other wood veneered over with mahogany, which the manager informed us was much more serviceable and satisfactory than solid mahogany. It was very interesting to watch this process of veneering. A long column of chestnut, which would eventually form a tall column of a hall clock, was first covered with glue. Then a thin sheet of mahogany, having first been wet to make it pliable was wrapped around the chestnut core. A newspaper covered this, and the whole was then tightly bound with tape. The tape wrapping is left on twenty-four hours, and upon its removal there is disclosed a column apparently of solid mahogany.

Here too is done the carving and the decorating. The inlaying was another most interesting feature. Some of the most beautiful and most expensive clocks, desks and tables are inlaid, and their beauty must surely be seen to be appreciated. The inlay is made of three kinds of wood and resembles a narrow banding,—the center of satin wood about three-eighths of an inch wide, bordered on either side of this with a tiny strip of mahogany, and outside this a narrow strip of celluloid. The place where the inlay is to be applied is cut out and the inlay glued in. After the varnishing and rubbing, this gives a simple but rich decorative effect.

Each piece has three coats of varnish,—then is washed with pumice stone and water and rubbed. Most pieces are finished with a dull finish.

All the works of the clocks are imported from Germany, and are very expensive, prices ranging from $20 to $370 for works alone. As prices of cases go up to $180—the average price of a hall clock complete is from $300 to $500.

The sweet-sounding chimes of many large hall clocks add in no small degree to their attractiveness. The chimes are usually played on brass tubes, nickel-plated. They chime every quarter hour, having a different chime for the half hour and hour. The Westminster and Whittington chimes are given. The last named chimes were originally rung in the church of St. Mary le Bon, London, in the fourteenth century. They became famous through the beautiful legend which connects them with the boy “Dick Whittington,” who, escaping the drudgery of his master’s housekeeper, rested on a stone a little way out of the city, and listened to the chimes which seemed to say—

“Turn again, Whittington,
Lord Mayor of Londontown.”

The chimes were rung at first on six bells, but from time to time others have been added,—so that the original melody has been somewhat changed. The Whittington chimes are now played on eight bells. These chimes can be silenced when so desired, or have only the hour strike, or the half-hour; or they may be played at pleasure.

One movement, instead of the tubes, plays upon bells, and thus has the advantage of the interchangeable tune disc. By having an assortment of these discs one can have a great variety of music. Each disc contains six tunes, played in succession just before the clock strikes each hour. The motor of this chime clock runs with sufficient power to play one hundred fifty tunes with one winding.
By means of a private starting lever, tunes can be played independently of the clock when desired.

The majority of the hall clocks have a small semi-circular dial above the time dial, and a moving moon which shows the lunar month.

Many styles of the hall clocks are made, and each has a beauty all its own. Besides hall clocks, the factory makes library furniture as tables, desks and book-cases.

Widely different from the clock factory was the cheese factory, but this in its own way proved quite as interesting. The Phenix Cheese Co. is situated just outside the limits of Zeeland. It is only a branch factory, employing between forty and fifty men.

Early in the morning the milk is brought in, load after load of great cans. One is surprised to learn the amount used,—one morning no less than 320,000 gallons of milk being taken. Of course the number of gallons is not always so large.

The milk is poured into tanks, and conducted by pipes to various parts of the factory. By machinery, too, the cream is separated from the milk.

About fourteen kinds of cheese are made, and some are very peculiar in appearance. Two varieties of Italian cheese seemed very queer indeed. One resembles nothing so much as huge sweet potatoes, when hanging up in the storage room for curing. Another kind looks like very long loaves of bread, rectangular shaped. They are piled on shelves in cold storage rooms to be cured, this process taking four or five months. A mold is formed on the outside, and when this mold has reached a certain condition, the cheese is ready for shipment. They are given a black coating before shipping.

The large Leyden cheese—red on the outside—is also made here. The milk is first thickened in huge tanks, then steam is turned on, thoroughly cooking the whole. Caraway seeds are added, and the mixture put into molds. Finally the red paraffin paper covers the cheese.

A very curious cheese made is one manufactured expressly for the Jews, and large quantities of it are sent to Chicago. The peculiarity of this cheese is its entire lack of seasoning.

Various kinds of lunch cheeses, cream cheeses, the Camembert and Neufchatel are manufactured here. Two new kinds only recently put out by the Phenix Co., are a couple of brands put up in jars—Olimento and Pimento respectively. As the names suggest, olives and pimentos form the flavoring. Any one fond of olives will enjoy Olimento cheese. The products of this factory are sent to nearly all parts of the United States.

Creamery butter is also another product of this factory. It is churned in great revolving churns containing 1200 pounds each. Part of it is packed in tubs containing thirty-five pounds each, and large numbers of these are shipped away. It is also put up in the ordinary pound, and two-pound packages.

Another department is the packing and shipping of eggs. It was rather odd to learn that eggs are packed according to size and color, large brown ones bringing in the most money.

Aside from the clock and cheese factory, Zeeland has several furniture factories, a wagon factory, and the Zeeland Rusk Bakery.

ETHEL B. GREEN—'08.
EDITORIAL

The attention of the readers of this magazine is directed to the firms and individuals whose advertisements occur in this issue. These are representative firms. They sell first-class merchandise at reasonable rates. They make it possible for us to publish this magazine by advertising in it. We heartily commend them to our readers and, in particular, urge our students to give them their patronage.

This year the Record expects to publish numerous and helpful articles of practical value to actual and prospective teachers. It will also publish articles of a literary character from both students and faculty. Also it will aim to mirror faithfully the daily life of the school. Last year most of the student articles came to the editor through the Department of English. These were gladly received and more from the same source will be published this year.

The editor, however, would gladly welcome articles by the students or alumni written directly for the Record. Anything in the shape of essays, stories, poems, descriptions of men, places, or events will be thankfully received and, if possible, published.

There are many laughable and amusing things that happen about a school like ours both in class room and out. If these are chronicled and set forth in attractive style they may well be passed on to cheer up others. A good laugh is a great blues-dispeller. The editor will be glad to have a hand in tickling the risibilities of the school population and in contributing to its cheerfulness.

With this number the Record enters upon its second year. The Record is a school paper, both the student body and the faculty being represented on its directorate. As such it asks the support of the student body and as such it has a right to expect it. Each student should be a subscriber for the following reasons: First, because it will be of interest and value to each of you; second, because it needs your aid financial and moral; third, because it is your school Journal and everyone should have its success enough at heart to subscribe for it; fourth, because you can become a subscriber at no pecuniary sacrifice. The price is 50 cents for 9 issues, a mere nothing in comparison with the value you will derive from reading it and the satisfaction you will feel in being a party to its success.

Students leaving home for the first time and entering school find themselves in a new and strange environment. It is
very important that they start right, else the whole experiment may end in failure. A good start is half the race, and the time to make such a start is at the very beginning of the school career. The advice given below is offered in the hope that it may have something of value for any who feel the need of counsel.

THE SOUND BODY.

The healthy person performs his tasks easily and joyfully. Work for him is not drudgery. The one who lacks health goes haltingly all his days. His efficiency is low and his output small. Look then to your bodies. If you have good health, conserve it carefully, for it is a tremendous asset. Disabuse your minds of the idea that your good health will always be with you, no matter how you treat your bodies. A little observation will lead you to recognize many decrepit hulks of erstwhile youthful and healthy craft.

The good health trinity consists of good food, good exercise, good sleep. If you are orthodox, you subscribe to these articles of faith and are happy. If on the contrary you are heterodox, you suffer in the flesh for your "fall from grace." In regard to your diet, eat the best food (which should be well prepared) that you can afford, but stop short of satiety. Be abstemious rather than a glutton. If, being a man given to appetite, you are setting out to be a scholar, you would better put a knife to your throat. However, don't starve yourself. Students have been known to under-nourish their bodies.

EXERCISE.

Exercise often and regularly—and do it in the open. Through exercise you get oxygen into your blood and eliminate waste tissue more perfectly. Good exercise relieves the kidneys of excessive work and thus promotes longevity. A good dose of exercise is the easiest and most pleasant prescription one ever takes. Most students entering school pass from an active to a sedentary life. They, especially, need plenty of muscular exercise if health is to be retained. Schools provide gymnasiums to supply this need and make their use compulsory, but the best place is out of doors. Here is found the best brand of oxygen and ozone of the richest brew. So get out of doors, play foot ball, base ball, tennis, tramp, wall, run, shout, breathe deeply and be happy, hale and hearty.

SLEEP.

Take plenty of "nature's sweet restorer"—all you need and then some. Keep good hours in this regard—and don't overwork the midnight incandescent or Welsbach. Sleep in a well ventilated room, with the window way up as far as it will go. Of course you must use judgment when the mercury begins to hunt the bulb, but in general leave the window up.

STUDY.

However, you come to school principally for psychical not physiological reasons. You desire to learn and learning comes by study. Studying is the main business of school life, so be sure and not overlook it. Reduce your studying to a system. When you start to get a lesson, get it. Don't spend three-fourths of the time mooning over something else or gazing out of the window. Proper methods of study should lead to concentration of mind—a most important factor of success. If you have to spend much more than an hour on an ordinary lesson either your method is wrong, or your brain is below par, or (a remote possibility to be sure) the lesson may be too long.

THE LIFE OF THE SCHOOL.

While the getting of lessons is a very large part of your work, don't imagine you have done your full duty when these have been learned. There is much for you in the life of the school and in contact with your fellows. If you miss this you come out one sided and therefore inefficient. Be something more than a mere lesson getter. When you get out into the world you will be meeting organizations and people and you can't come to know these through books alone. In this school there are literary societies, musical and dramatic clubs, Y. W. and Y. M. C. A. organizations and Bible study clubs. Each student should be a member of a literary society. According to his talents, each student so gifted, should find a place in one of the musical or dramatic clubs. The benefit that will accrue to him in actual knowledge and power gained will be incalculable, while the friendships made as a result of close
intimacy with his fellows will be for him a joy forever. The student should remember also that he is spiritual and has a soul and that this side of his nature needs attention. The necessary stimulus for building up a strong character he will find in the more religious organizations mentioned above.

This school offers a large opportunity for social intercourse under ideal conditions. There are parties where there is a chance for each one to meet his fellows and his teachers in a pleasant and natural fashion. No one should overlook this opportunity, for it is a most excellent one. The ability to meet people socially in a natural and unaffected manner is one no prospective teacher can afford to underestimate. More teachers fail from inability to get on with people than from lack of erudition. The career of many a teacher is closed with this handwriting on the wall,

"Teckel; thou art weighed in the balances, and art found wanting," socially.

So let him who would read his title clear to success run quickly to avail himself of such a chance, but in this as in other respects, let him make his moderation known unto all men.

While the giving of advice is easy, it is a somewhat thankless task. So here's the end of it. The Record wishes for each student a most prosperous and happy year—and believes that each one will make such good use of his opportunities here, that his growth, physically, mentally, morally and socially will be both satisfactory to him and a credit to the school.

**TRAINING SCHOOL**

**FIELD TRIPS.**

The Faculty of the Training School present this month records of some of the actual experiences of their classes in field excursions. It is hoped that the uses of this form of school exercise will be thus quite fully illustrated.—Training School News Committee.

**THE SUMMER KINDERGARTEN.**

Those in charge of the summer kindergarten believed as Comenius did, that

"As far as possible men are to be taught to become wise, not by books, but by the heaven, the earth, lake and beeches."—

and so their work from June twenty-seventh to July twenty-first was planned entirely for out doors. It was decided that under the big oaks, where the children might have a sense of space and freedom, was a fitting place for the experiences which were to be based on sight, movement, touch and various activities. Each morning then saw the group of eighteen or more children taking their rush mats and going a short distance south of the Training School Building, where songs, stories, circle-work and ring-games were enjoyed.

The general subject for the four weeks was "Summer Play-time Experiences." The special subject for the first week was "Children's Play-time." Here the work was quite individual. The second week's subject, "Family Play-time," made the work more general, and led to socialized interests in the third and fourth week when the children's attention was brought to the subject "City Play-grounds and Parks."

Some one has wisely said that the greatest kindness one individual can do for another is to help him to see that which would otherwise remain unseen. So it had seemed to the directors of the little group and they believed that the children's powers for happiness were enlarged when they gathered together nature material and discovered possibilities therein. Consequently, no formal kindergarten material was used but the children were encouraged to observe nature and simple natural phenomena. With the common burr they made dolls, teddy-bears, chairs, and more surprising things than many grown people can think of. They found that maple twigs with cross branches made lovely dolls, with small green apples for the heads; that green leaves pinned together with leaf stems made charming and most satisfactory doll clothes; that large catalpa leaves made beautiful hats, and that long-stemmed clovers made fine necklaces for themselves. A closer relationship be-
tween nature and the child’s own needs was found when he was thus able to utilize such material, and a respect for good workmanship as shown in all God’s handiwork was fostered.

When making gardens, children of kindergarten age prefer to do individual work, and so each one was given a small plat in the big sand-pile where he could work out his own idea of a park or garden. Stones were gathered for grottos and bear caves; weeds, flowers and branches were picked to beautify each twig-bound park; bears and lions cut out by the children, looked fierce and fero-cious in the cages made from strawberry boxes; and the swings made from paper shoe-boxes were occupied by the paper dolls the children loved to cut.

Surely no one has forgotten what fun it was to blow soap-bubbles. On days when free play was allowed this was a pastime the children never tired of, and they were delighted when their frail, iridescent balls floated off toward the city or when they would burst close to them and wet their faces. The children also made tiny sail-boats, which they took to College Pond and sailed and rescued when they capsized.

The happy kindergarten days were to close with a picnic in the Wattles’ Grove, and so strawberry boxes were deftly converted into lunch baskets and were taken home to be filled by the mothers. The last morning was spent by the little stream where stones were splashed and sticks thrown in to float—perhaps far, far away. Even the woodpecker in the hollow tree came close to the children who sang their song about him. To the two grown-ups in the party, enjoying themselves every bit as much as the children, it seemed that the out-door kindergarten had proved a happy success, and that the poet must have been in just such a spot, and with just such companions when he wrote,

"Green leaves and blossoms
And sunny warm weather
And singing and loving
All go together."

D. I. B.

A FIELD TRIP, FIRST GRADE.
The little ones in the first grade begin to look for the signs of fall in the first weeks of school, while the long vacation days, spent out of doors, are still fresh in mind and after summer experiences have been exchanged. A short talk in the class-room, when the children recall all of the things they have seen which tell of the approaching autumn, precedes a walk through the nearby woods and fields to find all of the things that tell summer days are over and that the fall is here. There is no pretense of keeping the children in a group when they reach the woods. They scatter in all directions gathering seeds, leaves, fall flowers, caterpillars, and everything their eager eyes spy. Much group work is done, however, by the children when this or that child cries out, "Oh, see what I have found," and one and all run to see the cocoon, milkweed pod or whatever may be the cause of the enthusiastic call. In a half an hour the children in the Training School come back bringing enough material for several lessons that may follow the trip. They look over the things they have gathered before getting back to school and decide what is best to take back, for much is gathered that is useless. Following the trip the leaves, and flowers are mounted in books which were made of "bogus" paper by the children, and the seeds are mounted on charts. The names of the common specimens they have gathered are learned. Then the books are taken home to tell the story of a pleasant excursion into the out of doors.

E. C. B.

NATURE STUDY, SECOND GRADE
Nature study has one law of material: it must be a study of the common things of human interest, near at hand. It has one law of method: it must be observational in the word’s truest sense. These laws control the work in the lowest as well as in the highest grades. The child comes to us hungry for an explanation of the wonders and beauties he or his neighbors have just discovered.

Our Course of Study shows the main topics considered in each grade and it is evident that there will be calls for frequent excursions or short out-of-door trips. It may be a class period will be long enough, perhaps a run to a near-by tree will be sufficient to answer the ques-
tion. Later individual problems on the subject may be assigned.

At other times we must go farther for the satisfaction of our needs. We are cave-dwellers and need baskets for the gathering of nuts and wild fruits. We visit Wattles' Glen in our quest and come home laden with choice reeds and rushes. But this is not all, our pockets and blouses bulge with the rare treasures. These curios furnish pertinent and pressing questions for many a day's study. Books are brought down, nature specialists are often called on, and together the problem is solved. The joy of accomplishment is keenly felt by all.

In our study of primitive agriculture we found our Normal Hill very useful. The Lake Dwellers of Switzerland were chosen as a historical type. The sand piles and sand hills close at hand were soon shaped into Swiss valleys and lakes, forest slopes, and bare rocks with snow-capped tops. Rocks, stones and sticks were plentiful and a settlement of pile-houses was built in the make-believe lakes. Drawbridges and dugouts were means of transportation to the near by shore. Grains were later planted and the harvesting and grinding furnished more valuable experiences. It is hardly necessary to point out how convenient it is to have large spaces with opportunities for individual efforts.

Nature Study unifies the child's interests and activities and he is whole, even as when he plays.

A FIELD TRIP, THIRD GRADE.

When the third grade in its fall agricultural study was ready to consider the uses of wheat and how it is prepared for these uses an entire day was taken for an illustrative field trip. There were two purposes in taking this trip, both equally important. First to gather new knowledge about wheat; second, to have a good time, a social experience, which should unite the class. This was of special importance because it was still early in the year.

A visit was first made to an elevator, where the grain was being cleaned and stored awaiting time of shipment. Here was not only the farmer's wagon bringing the grain from the farm, but also the railroad car which was to take it away. From the elevator the children went to a flour mill which stands on the outskirts of town. They saw the wheat entering the mill in the whole kernel and coming out a different kind of flour, and could watch the intervening processes, which were carefully explained by the miller.

The power in this mill is furnished by an immense water wheel, which had a fascinating interest for the children because they could easily see what made it move. This interest led them to questions concerning the source of this power. This was easily discovered by a little exploring.

The day was a beautiful one in October and the walk along the stream where the autumn colors were clearly reflected was one which made a distinct impression on the group. It was a very happy lot of children who took out their lunches as we got further up the stream, and sat down to eat and visit.

It was stated in the beginning the day had a distinct value from the standpoint of new knowledge, but its social feature was no less worth while.

A VISIT TO A PEAT MARSH, FIFTH GRADE.

In the study of Ireland the fifth grade geography class read descriptions of the peat bogs of the Emerald Isle and of the use of peat as fuel by the Irish people. The reading was accompanied by the usual hazy notions as to what peat really is, and by the idea that peat must necessarily be a product peculiar to Ireland.

A member of the class suggested a visit to Mr. Kleinstuck's peat bog.

Kalamazoo is fortunate in having a citizen—Mr. Kleinstuck, who is an enthusiastic upon the subject of our country's resources. He is devoting much of his time to the exploitation of peat, from the standpoints of its possibilities as fuel, including methods of obtaining and marketing, and its occurrence in America.

A preliminary visit to the bog was made by the instructors in charge of the geography and language work. Mr. Kleinstuck gave a full explanation of the nature and formation of peat, and of the processes of obtaining and drying the same. Ample deposits of marl found in the marsh were explained in a similar manner. These explanations reported to
the children in advance of the trip only served to heighten their interest in what they were about to see.

It was a surprise to the class to see that the common black muck of the marsh is the upper and more exposed layer of true peat which exists wherever the muck is found. They watched with keen interest a machine cut and pull up great square columns of peat six or eight feet high from beneath the water of the ditch, and the cutting of these into blocks as they emerged from the water. Loaded on cars, these blocks traveled to the pressing machine, where the excess water was pressed out and the peat blocks cut into briquettes to be placed on shelves under sheds to complete the drying process.

Many Indian arrow heads brought up in the peat and marl deposits of this ancient drained lake appealed to the imaginations of the children and helped them realize the slowness of nature's work in peat formation.

Marl, as the raw product from which cement is manufactured, and in its use as a fertilizer, furnished another valuable lesson in the earth's resources.

A TRIP TO A LOGGING CAMP, FIFTH GRADE.

During pleasant fall days the fifth grade chanced to hear that a neighboring farmer had installed a portable saw mill near his wood lot for the purpose of cutting a quantity of standing timber. An excursion to the farm enabled the class to see in its typical processes the evolution of the board and railroad tie from a standing tree.

It was noticed that certain trees had been marked for cutting. A pair of men with a cross cut saw were observed sawing through the trunk of one tall tree, the preliminary chopping having been already done. Other trees lay upon the ground with their branches cut off and gathered into brush piles.

It was interesting to watch the cant-hook man pry and chain the big logs into their places on the sledge and follow the two big horses over to the sawmill. Meaning was given thus to such terms as "skidway," "cant-hook" and logging-chain, occurring in the children's texts.

At the saw-mill opportunity was given of seeing logs emerge, with slabs of bark cut off on four sides, into railroad ties, and of seeing boards cut from the better sections.

While the trip furnished interesting material for written and illustrated compositions, and for letters for friends in other schools, undoubtedly the greatest value in the trip lay in the gaining of concrete ideas of lumbering as an industry. Background, meaning, and content were thus furnished for numerous references to lumbering occurring in the fifth grade geography work.

G. E. S.

A STUDY OF "THE HOUSE BEAUTIFUL."

A sixth grade in New York City, which was studying color schemes for interior decorations in fine arts, was given an opportunity to see a real "House Beautiful."

All of these children lived in Harlem flats, varying in conditions of comfort and manner of furnishings, but in almost every case too crowded to admit of tasteful and harmonious decoration. The teacher explained the problem before her pupils, and the limitations which their home surroundings imposed, to the owner of an elegant and tasteful home. An invitation to visit this home was extended to the class, and one of the family graciously acted as hostess, giving interesting explanations to the children about the stained glass windows, pictures, or furniture.

Before starting, the teacher had suggested certain points to be noticed by the children, and the assistants, who had charge of the several groups into which the class was divided, called attention to particularly harmonious effects. After these definite things seemed to have been noted and appreciated, the children were allowed to enjoy at their leisure the things that most attracted them; and the genuineness of their pleasure was very gratifying to their hostess.

An expression of their appreciation was provided for in the series of art lessons which followed. Schemes of decoration were worked out on mimeographed charts showing the interior of a room, with lines indicating dado, window-casings, molding, rugs, hangings, stained windows, etc.

The value of this trip can hardly be estimated; but the interest of the chil-
dren in planning these schemes, their careful execution and really excellent results, made it evident that it was very worth while if considered only from the standpoint of artistic appreciation.

TRAINING SCHOOL ASSEMBLIES.

The Training School held its first Assembly on the second Thursday after school opened, September 28th. Some of the children in the upper grades told of interesting summer experiences, which were much enjoyed by the other members of the school. A few of the old songs were sung and the children returned to their rooms feeling that now they had had an Assembly, school had really begun.

At the Assembly on October 5th, the children had a great treat. Mr. W. G. Glazier let his dog "Flossie" do some of her wonderful work in Mathematics for the children. Some of the problems that she solved were quite beyond the power of the children of the lower grades, and all who watched her were amazed at what she could do.

It has been decided in the Training School to celebrate two festivals this year, one in the fall and one in the spring. The first which will be given at Thanksgiving time, is to be the culmination of the work which centers naturally at this time of the year about the harvest season. While all grades will participate in the celebration, the major part of the program will be in the hands of the kindergarten, third, fourth, sixth and eighth grades.

THE MODIFICATION IN THE FOOTBALL RULES FOR 1911.

Removal of the prohibition of making a tackle until the receiver of a forward pass has taken two steps.

Requiring the forward pass to be caught, otherwise it becomes an incomplete forward pass.

Penalties on forward passes which have hitherto been applied on the spot of the pass shall hereafter be applied from the spot of the preceding down.

A ball which strikes an official continues in play.

Intermission between quarters reduced from three minutes to two minutes.

The umpire, instead of the field judge, is to keep time.

The field judge is to indicate the limit of the twenty yard zone by some device on the field of play not likely to injure a player, and he is to stand near this limit.

By agreement the head linesman may report to the umpire on all infractions of the rules covering offside play.

Concealing the ball beneath the clothing of a player, or substituting the head-gear or any other article for the ball shall be considered unsportsmanlike conduct and shall be penalized accordingly.

Only three men to be permitted to walk up and down the field on each side.

If a foul, following a first down, is committed on or behind the goal line by a player in possession of the ball, while the ball is behind the goal line or in flight from a pass or kick delivery behind the goal line, the foul shall be penalized by the loss of a down, the ball to be put in
play by the offending side on the one-yard line. If such foul occurs following a third down, the referee shall declare a touchdown in favor of the offended side.

The throwing to the ground of the player with the ball after the referee has declared the ball dead may be considered as unnecessary roughness.

The progress of the football team undoubtedly will be handicapped by the loss of several veterans, especially in the early games. However, as the season advances new men will be molded into the machine which will in a measure offset this loss.

The departure of Sooy, Berger and Damoth will be a severe blow to the back-field, as these men were among the best players that ever represented the school on the gridiron. Others whose loss will be felt are Bean, center; Webb, tackle; Russell, guard and Conklin, end. These line men were the main cogs in the team work of the 1910 season and many a long gain was made by a player carrying the ball through their ability to tear wide holes in the opposing defense.

There are, however, several veterans back who will serve as a nucleus around which to build a fairly strong team, provided the new material will fill the vacant gaps in a creditable manner. Capt. Mayer, Dewey, Warren, Martin and Vande Walker, with McGuire, Tuttle and Carpenter from Coach Jilson’s 1910 reserves are the veterans left over and it is upon these men that the success of the season will depend.

The new men who are showing great promise of development are Roper, Ann Arbor; McKay, Battle Creek; Snyder, Charlotte; Bramwell, Rowe and Kanley, Kalamazoo; Ridler, Augusta, and Shivel, Constantine. There are still others who have not arranged their work so as to practice regularly.

Regular scrimmage work will take place two or three times weekly with the Kalamazoo College team, the annual game having been canceled with this purpose in mind, and a great amount of good should come to both teams from this arrangement.

The big home game of the season will be with Albion College on Oct. 20. The Methodists won by a single touchdown last year and every effort will be employed in putting the team in perfect condition for this contest.

Capt. Mayer has practically cinched his old position at full back, while Dewey and McKay look like the best men for the half back positions. Martin and McGuire are showing great ability at quarter and the team is fortunate in having such good men for the most important position on the team. Martin is a marvel at running back kicks and is steady in critical places at all times using good judgment in the selection of plays. McGuire not only runs the team well, but is the most elusive man on the team in the open field and a great defensive player. He is always dangerous when within forty yards of the opponent’s goal and his drop-kicking may be a deciding factor in important games.

Vande Walker and Kanley are showing class at the extremities of the line and look like the best pair of ends that has been seen here for some time, with the exception of Fred Sowle, recognized as the best end rush ever developed in the Normal School.

Carpenter seems to have the center position all by himself, while the guards will be chosen from Warren, Monteith, Rowe and Snyder.

Roper, Bramwell and Tuttle seem to be the best smashers and have the call on the tackle positions. Tuttle can also play end and Bramwell can play the back field as well as the line, though his weight makes him a favorite for the latter.

Shivel, Grant, Bender and Ridler are showing up well and can be depended upon to do service on short notice.

NEWS ARTICLES

MICHIGAN STATE TEACHERS’ ASSOCIATION.

The fifty-ninth annual meeting of the Association will be held this year in Detroit on Nov. 2 and 3.

From the advance announcement recently sent out by President E. A. Lyman it is evident that the program prepared is fully up to the high standard of previous years. Some information gleaned from
GYMNASTIC FLOOR
THE MEETING.

The general sessions of the Association will be held both in the Armory, corner Larned and Randolph streets, and the Wayne Pavilion, opposite the Michigan Central station. Exactly the same program will be given in each place, the order of the numbers on the program being merely interchanged. In order to avoid congestion at either place it is suggested that members attend the general sessions in the places where their concert tickets are held.

MEMBERSHIP.

The membership fee is fifty cents for women and one dollar for men, for which a membership receipt, badge, and concert ticket are issued. Admission to all meetings—general and section—except the Thursday evening concert, will be by badge only.

Members may enroll in advance of the meeting or during the meeting at the Cadillac Hotel.

ADVANCE ENROLLMENT.

Persons who desire to obtain their badges and concert tickets before reaching Detroit may do so by sending the enrollment fee to Secretary John P. Everett, Ypsilanti. Please do not send stamps. Applications for membership by mail cannot be handled satisfactorily if received later than Monday, October 30th. Remittances received after that date will be returned. Village and city teachers are requested to send their applications through the superintendent.

The advantages of advance enrollment are unusually pronounced this year. If you enroll by mail before October 30th: (1), you will receive a reserved seat ticket to the Pasquali-Croxton concert; (2), you will save from one to two hours of time in Detroit; (3), you will avoid the crush that is almost inevitable about the enrollment headquarters, because this is going to be the largest meeting that the Association has ever held.

LOCAL ARRANGEMENTS.

The headquarters of the Association will be at the Cadillac Hotel on Michigan Ave. Teachers who wish to enroll, secure rooms or information after reaching Detroit should go to the Cadillac Hotel.

The Detroit Teachers' Association will see that teachers are directed to lodgings, where the general price will be one dollar for lodging and breakfast. It is essential that teachers either write directly for hotel reservations or else apply to Prin. J. F. Thomas, Washington Normal School, for all information in regard to accommodations.

GENERAL PROGRAM.

THURSDAY, NOVEMBER 2, 1911.
2:00 P.M., at the Armory and the Wayne Pavilion.

Vocal Solo—Mrs. Eleanor Hazard Peacock—Mrs. Annis Gray.


President's Address—"Ideals in Education."
Prof. E. A. Lyman, Michigan State Normal College.

Address—"Standards of Professional Life as Applied to Teaching."
Prof. Henry Suzzallo, Teachers' College, Columbia University.

Business meeting.
THURSDAY, NOVEMBER 2, 1911.
8:00 P. M., at the Armory and the Wayne Pavilion.

The Detroit Convention and Tourists' Bureau offers as complimentary to the teachers of Michigan a concert by Madame Bernice de Pasquale, Prima Donna Soprano, Metropolitan Opera Company, and The Croxton Quartette, consisting of Miss Agnes Kimball, Soprano; Miss Nevada Van der Veer, Contralto; Mr. Reed Miller, Tenor; and Mr. Frank Croxton, Basso.

(Admission to this concert will be by reserved seat ticket, which will be issued directly to members who enroll in advance by mail. Members who enroll in Detroit during the meeting will be given a ticket which must be exchanged for an admission ticket at some place that will be designated).

FRIDAY, NOVEMBER 3, 1911.
9:00 A. M., at the Armory and the Wayne Pavilion.

Vocal Solo—Mrs. Eleanor Hazard Peacock—Mrs. Annis Gray.
Address—"The Church and the School in the Country Community," Dr. Warren H. Wilson.
Address—"Educational Pioneering in the Southern Mountains," William Goodell Frost, President Berea College, Berea, Kentucky.

Business meeting.

FRIDAY, NOVEMBER 3, 1911.
8:00 P. M., at the Armory and the Wayne Pavilion.

Vocal Solo—Mrs. Eleanor Hazard Peacock—Mrs. Annis Gray.
Invocation—Rev. Frederick D. Leete.
Address—Hon. Chase S. Osborn, Governor of the State of Michigan.
Address—By some man of national reputation.

The section meetings will be held at 2:00 P. M. Friday, November 3, the most of them being at the Central High School building. Three of the members of Western Normal faculty will deliver addresses. Mr. Burnham will speak on "Rural Education" before the Rural Section, Mr. Reinhold on "The Psychology of Character Building" before the Psychology Teachers, and Mr. Waite on "Manual Training and Technical Schools in Great Britain" before the Manual Training Section.

Headquarters will be established for Western Normal Alumni at some central place and there will also be a reunion and a banquet.

THE USE OF RELIEF OUTLINE MAPS IN GEOGRAPHY.

There are two fundamental weaknesses in the teaching of geography in our schools that the proper use of relief outline maps would help to overcome. First, teachers do not in general require pupils to locate important geographic items as they study their lessons; or if such location is required the map work is too frequently not true to fact. Text books are at fault here because they are not always specific in reference to the location of facts mentioned in the text. Second, pupils find it difficult even approximately to locate details on the map because the outline maps in common use show no relief. And further, if they attempt to express relief in drawing maps, they do it so inaccurately that the later correct location details that depend upon relief becomes impossible.

One can get but a very superficial idea of the significance of the location of a place until he has mapped it in relation to climate, relief, plant life, and the various natural resources that give the place its importance. And if the pupil is to get this more comprehensive view of geographic relations, he should be furnished with a generous supply of outline maps.

Geography attempts to explain why things are where they are, and, in a measure, why they are what they are because of where they are. To this end map making is just as essential in clear geographic thinking as translation is to Latin or as symbols to Algebra. Mapping economizes the pupil's attention by lessening the strain on his memory, helps the intellect to grip the ideas as presented by the text, and aids the imagination in building up true concepts of geographic situations.

Mere repetition in the drawing of outline maps is of little value. But, after a pupil has drawn one outline map of a region to
gain a feeling for the general relation of things, the printed outline map becomes to further mapping what the frame is to the picture, a means of limiting the field of view and suggesting the location of further details. The adding of color to the map as a further means of expression also economizes the pupil's mental energy, since it helps him to hold apart various elements of a situation in the process of analyzing and recombinining them into geographic concepts. Both maps and colors should therefore be at hand for constant use during the pupils' study period, as well as in the class period when both teacher and pupils can work together, using the map to record special facts brought out by class discussion.

What items should be mapped? It is not so important that many maps be made or that they should be beautiful, as that they be carefully made and that they should be continuously kept record of what the pupil learns from the text or from any other source. In general, a thorough study of a continent calls for the mapping of the following groups of details: Relief of the land; heat zones; rainfall, winds and ocean currents; the general plant regions—"Rain Forests," "Savannas," "Deserts," "Steppes" or "Prairies," "Temperate Forests" both conifers and broad leaved forests, and the "Tundra;" important groups of natural or domestic animals; fisheries; mineral resources including special soil areas; agricultural products when sharply grouped; sharply limited manufacturing areas; cities and their tributary resources; and special routes of trade, either land or water highways. Care should be exercised to place things where they actually exist, minerals where they are and crops where they are raised.

The use of colors in mapping facts on the outline maps may well take the place in the upper grades of all other means of geographic expression, except where facilities permit the building up of small well known home areas in relief. On such areas much time may well be spent in the effort to reproduce on a small scale the various elements that make this home land significant. But in all more remote regions, the well colored map becomes not only the means but the record of the pupils' progress in thinking these regions. Hence its importance.

Outline Relief maps can be obtained from Mr. Bert Ford of the Western State Normal School at the following rates:
- In orders of 100—500, 40 cents per hundred.
- In orders of 500 or more, 35 cents per hundred.
- In orders of 20—100, at rate of 9 cents for 20 maps. In orders less than 20, one cent each. Postage prepaid in every case. In orders of less than 100, money must accompany the order.

Colored pencils can be purchased from W. E. Geary, Kalamazoo, in either 5 or 10 cent boxes, post paid.

SOCIAL CALENDAR, 1911-12.

Fall Term.
- Sept. 29. Friday, Faculty Reception, Fischer's Orchestra.
- Oct. 12. Thursday, 4 p. m., Practice Student's Tea.
- Nov. 2. Thursday, Rural Party to Preparatory Department.
- Nov. 10. Friday, Kindergarten Seniors to Kindergarten Juniors.
- Nov. 18. Saturday, 3 p. m., Girl's Tea, Hostesses, Senior Girls.
- Nov. 24. Friday, 6 p. m., Men's Supper—Committee Senior Men.
- Committee High School Seniors.
- Committee High School Juniors.

Winter Term.
- Jan. 12. Friday, Preparatory to Rural Department.
- Jan. 20. Saturday, Juniors to Seniors, Fischer's Orchestra.
- Jan. 27. Saturday, 3 p. m., Girl's Tea—Hostesses Junior Girls Y. W. C. A.
- Feb. 10. Saturday, Kindergarten Juniors to Kindergarten Seniors.
- Feb. 15. Thursday, 4 p. m., Practice Teachers' "At Home."
- Committee Art—Music, Choral Union.

Spring Term.
- Committee Graded School Students.
April 18. Thursday, 4 p.m., Practice Teachers' "At Home."
May 4. Saturday, 3 p.m., May Day Tea—Kindergarten Dept. to all girls.
May 15. Wednesday, Oratorical Contest.
June 15. Friday, 2:30 p.m., Senior Play.
June 18. Tuesday, Alumni Luncheon.

The eighth summer term of Western Normal closed Friday, Aug. 4, after a profitable six weeks' session for more than 800 students from various parts of the state and United States. A teaching force of more than 60 instructors, including the regular Normal faculty and additional teachers engaged for the summer term, made up the able faculty. In this list of assistants were Superintendent C. H. Carrick of Charlotte, Superintendent W. E. Conkling of Dowagiac, Principal E. N. Worth of Central High School, Kalamazoo, Principal Bruce Milliken of Wallace, Idaho, Miss Christine Keck of Grand Rapids Central High School, Commissioner G. N. Otwell of Berrien County, Commissioner V. R. Hungerford of Van Buren, Commissioner Cynthia Green of Eaton, Miss Clara Allison of Hastings High School, Alba G. Hill, supervisor of manual training in Rock Island, Illinois, Fred S. Huff, assistant in manual training in Kalamazoo, Miss Lenore Shanewise of Winona State Normal, Minnesota, Principal L. B. Fritts of East Avenue School, Kalamazoo, and Miss Eva Warriner, director of the Calhoun County Normal.

A series of lectures by educators of national and international prominence, was provided for the student body which responded liberally to the opportunities offered in this line. A variety of subjects was included in the list of lectures, the first of which was by Professor Edward J. Ward of the University of Wisconsin, on "Social Center Development," June 29. The Hon. Lawton T. Hemans of Mason, delivered a lecture on the first governor of Michigan, Stevens T. Mason, July 5, and on Monday, July 10, Dr. R. M. Wenley of the University of Michigan, gave two fine addresses on "Education in Another Democracy." Professor M. V. O'Shea of the University of Wisconsin, gave two addresses July 19 on "Hidden Forces in Life and Education" and "The Trend of the Teens." "Abraham Lincoln" was the subject of an interesting lecture July 25 by the Hon. Addison G. Proctor of St. Joseph, Michigan, a member of the famous Wigwam Convention. The last of the lecturers for the summer was Professor J. J. Findlay, head of the department of education at the University of Manchester, England.

A number of entertainments of various kinds contributed to the social life of the students during the summer school. Several general student parties were given in the gymnasium and many other smaller events were enjoyed by groups of young people in the summer school.

Viewed from every point the summer term of 1911 is regarded as the best in the history of the Normal.

HOW TO USE THE LIBRARY.
1. The Library will be open Mondays to Fridays, inclusive, 8:00 a.m. to 4:30 p.m.
2. Silence shall be strictly observed.
3. Books may be taken from the library as follows:
   (a.) No book, periodical, or work of reference shall be taken from the library without permission from the librarian.
   (b.) A charging slip of the regulation form must be left signed by the person drawing the book or periodical, and giving the author, title and number as indicated on the slip. This slip will be supplied by the librarian.
   (c.) Books for night use may be reserved by applying to the librarian, from the hour the library opens until fifteen minutes before its close. They may be taken the last half hour the library is open, and must be returned at eight o'clock the following morning. On Fridays, books may be taken at noon, and kept until Monday at 8:00 a.m.
   (e.) All books are subject to recall.
4. All books shall be returned to the library at the close of each quarter.
5. Any book lost or damaged must be replaced.
THE CARD CATALOGUE.

The catalogue is a list of all books in this library. It is on cards arranged in the drawers of the catalogue case. It is in the dictionary form—alphabetical arrangement of the authors and titles of the books and the objects of which they treat.

In calling for a book at the desk, give author, title and call number. The call number is in the upper left corner of each card.

ESTHER BRALEY,
Librarian.

A Classical Club has been organized by the members of the Latin classes to promote interest in the study of the Classics and to enable students to get a better idea of the life of the Greeks and Romans.

This organization is not confined to members of the Latin classes, but any in other classes who wish to become members will be welcome. It is planned to have one meeting each month, at which talks will be given and the life of ancient times studied and discussed with reference to the influence it has had upon our modern civilization.

Some social meetings will be held at which the study of Greek and Roman games will be brought out and perhaps at one of these gatherings the members will dress in costumes of those times.

The Olympic games will be studied by the boys, in particular, and perhaps in the spring when we will read of the great Olympic games to be held at Stockholm, Sweden, we may hope to see some on a smaller scale at the Western Normal.

ASSEMBLIES.

Tuesday, September 26, was the opening assembly of the year and the hall was filled to overflowing. Music was furnished by Miss Margaret Cobb, who contributed in her usual fine style two piano numbers. Miss Della Sprague gave great pleasure with some vocal solos. The speaker of the day was Rev. J. E. Smith, who spoke interestingly and well on “The Purpose of Education.” Mr. Smith is always a favorite with Normal audiences.

Friday, Sept. 29, Supt. S. O. Hartwell spoke on “Life’s Ideals” before the assembly on this date. It was a sensible, sound address, full of wholesome advice to students.

Prof. Ernest Burnham was the speaker on Tuesday, October 3, and gave a most interesting account of his experiences during the year at the various universities where he has been taking graduate work.

Friday, Oct. 6, “Personality” was the theme chosen by Rabbi Thurman for his address before the student body. He was bright, witty and forceful and held his audience from start to finish.

NEWS NOTES

A splendid attendance is shown in the student enrollment of the Normal for the fall term. Substantial gains have been made in several districts, an especially noticeable feature of this year’s attendance being the large number of high school graduates who have entered upon life certificate courses. From Marshall and Battle Creek there are more students than in any previous year. Ten graduates of the former high school have entered this fall and more than that number are in attendance from Battle Creek. Equally gratifying gains have been made in other parts of the state. Present figures show about 620 students enrolled and this number will doubtless be exceeded before the close of the term.

In the high school department the total number is ninety-three, of which fifty-four are young men. The rural department has a total enrollment of 84, an increase over that of last year. In life certificate courses about 400 students are enrolled, both junior and senior classes having the largest number the school has ever known.

Interesting gains have been made this year in the matter of counties in Michigan represented in the student attendance. Nearly 40 counties in the state are included in the territory covered. They are as follows: Allegan, Arenac, Barry, Berrien, Branch, Calhoun, Cass, Charlevoix, Eaton, Genesee, Gladwin, Grand Traverse, Gogebic, Hillsdale, Houghton,
Ingham, Ionia, Jackson, Kalamazoo, Kent, Lenawee, Luce, Manistee, Mecosta, Montcalm, Monroe, Muskegon, Oakland, Oceana, Osceola, Ottawa, Sanilac, Schoolcraft, Shiawassee, St. Joseph, Van Buren and Wexford.

Other states are also represented, among these being Iowa, Illinois, Indiana, Colorado, Maryland and Montana. Never has the Normal started upon a school year so full of promise for the best period in its history.

The annual opening reception of the Normal faculty to the students on Friday evening, Sept. 29, was a brilliant social event. The gymnasium was beautiful with its elaborate decorations of autumn foliage and flowers, the keynote of which was red. Shaded lights added to the general effect. Included in the receiving line were President Waldo, Miss Densmore and the new members of the faculty. To promote acquaintance among the students of various departments the guests were asked to gather in the booths designating their departments and here members of the faculty assisted in various ways.

A grand march in which were over 300 couples was a unique feature of the evening. Students and faculty were grouped in reference to the localities in which they live, and to the music furnished by Fischer’s orchestra the several hundred people were led through an effective march by Miss Jones and Dr. Harvey of the faculty. Punch was served during the evening from attractively arranged tables in each end of the gymnasium.

The list of guests included many former students of the Normal, several of whom are teaching in nearby cities and returned for the opening social events.

Notice to Alumni

During the session of the M. S. T. A. at Detroit, Nov. 2 and 3, Western Normal will have headquarters at Room 10, Cadillac Hotel.

WESTERN NORMAL BANQUET on Thursday, Nov. 2, at 5:30 P. M., at the Elliott-Taylor-Wolfenden Cafe. Tickets 75 cents per plate. Send reservations at once to Miss Katherine Newton, Kalamazoo. There will be a fine program and a good time. Come and enjoy yourself.

The first meeting of the Rural Seminar was held Friday afternoon, Oct. 6, in the library of the training school. Officers as follows were elected:

President—Leon Heaton.
Vice President—Prof. Ernest Burnham.
Secretary-Treasurer—Miss Alice Mack.
Program Committee—Una Barnes, Alice Deane, Wilma Peck and Miss Goodrich of the faculty.

An interesting talk by Miss Goodrich on “Acquaintance” opened the afternoon’s program and Mr. Burnham followed with informal remarks on what the society hopes to accomplish this year. A social time with refreshments followed, and during this time an unexpected pleasure was added by the arrival of Prof. Delos Fall of Albion College, who made a few remarks on “The Spiritual Vision and the Practical Task.”

The Y. W. C. A. of the Normal has arranged an interesting list of subjects for discussion at the regular Thursday afternoon meetings which will be held at 3:15 in the afternoon. Every young woman in the school is urged to attend the meetings and become a member of the Association. Following is the list of topics as arranged:

“Our Outlook for This Year.”
“Initiation of New Members.”
“What Are You Doing?”
“A Geneva Talk.”
“O Wad Some Power the Giftie Gie Us.”
“Come and Smile With Us.”
“An Invitation To Our Thanksgiving Feast.”
“Mission Talk.”
“Christmas Story.”

A Young Women’s Bible Class has been organized with Mrs. George Sprau as leader. Lessons from the New Testament will furnish the subjects and the meetings will be held each Wednesday afternoon at 3:15.

The Junior Art and Music students were guests of the seniors of these departments at an informal afternoon in the music room Friday, Oct. 6. Artistic invitations, designed by Miss Rose Netzorg, were a little Jap in a gaily colored kimona.
bearing a cup of tea. The guests were requested to bring their “knitting,” and the afternoon was spent in sewing. The Misses Florence McIntyre, Ruby Shepard and Marie Wilkins rendered a delightful musical program and Miss Balchin in the role of fortune teller furnished an interesting part of the afternoon’s entertainment. Miss Marsh and Miss Netzorg presided at the dainty tea table and were assisted in serving by Miss Shepard and Miss Wilkins. The first reception was so enjoyable that plans are being made for future social afternoons.

The Normal Literary Society held its first fall meeting Friday evening, Oct. 6. Officers were elected as follows:

President—Earl Smith.
Vice President—Asa McCartney.
Secretary—Miss Theda Shaw.
Assistant Secretary—Miss Avis White.
Treasurer—Bert Ford.

Following the business meeting Claude A. Jones of Coldwater, read an original poem, “Boyhood Days,” and Bert Ford rendered a trombone solo. Miss Myrtle White, Miss Goodrich and Mr. Jones were appointed members of the program committee. Miss Braley has consented to work with the committee and fine programs are promised.

On Monday evening, Oct. 2, the Amphictyon Society held its initial meeting at the home of its president, Miss Margaret McGuinness, Village street. It was an informal session and Miss Parsons of the faculty, patroness of the Society, gave a brief talk on “What a Literary Society Should Be.” This was followed by a brief discussion. Regular meetings of the year will be held every other week, the first one to be a business session in which officers will be elected.

PRESIDENT TAFT’S VISIT

The Normal School was honored Thursday, Sept. 21, with a visit from President Taft, who responded to the enthusiastic greetings of the Normal faculty with an address of several minutes’ length on Normal schools. His appreciation of the work done in these institutions was heartily expressed in his address. His signature on the school register will be a permanent record of the interesting visit.

An informal party was given in the training school Thursday afternoon, Oct. 12, by the faculty and practice students. The rotunda was unusually attractive with its decorations of autumnal foliage and flowers. Here the tea tables were spread and dainty refreshments served. The play room was also inviting with its branches of sumac and oak. Games and dancing were enjoyed. These afternoon events are to be held each term and are always anticipated with much pleasure.

Many members of the Normal faculty will attend the State Teachers’ Association meeting to be held in Detroit Nov. 2 and 3, and several of the faculty will take part in the program. Prof. Ernest Burnham will appear on the program of the rural section, Prof. R. M. Reinhold will present a paper before the program committee. Miss Braley has consented to work with the committee and fine programs are promised.

The Epworth League of the First M. E. Church held a reception Friday evening, Oct. 13, in the parlor of the church for the faculty and students of the Western State Normal and other educational institutions in the city. A program was enjoyed and followed by a social hour with refreshments.

An interesting piece of news to former students of the Normal especially, is the announcement made last summer of the marriage of Miss Doris Keables, a graduate in the class of 1907, to Mr. Robert Altman, of New York City. The marriage took place in the summer of 1910 in New York while Miss Keables was engaged in settlement work in that city. Mr. and Mrs. Altman are “at home” in Owensboro, Kentucky, where Mr. Altman is instructor of manual training.
Committees responsible for the senior reception to the juniors Thursday evening, October 26, details of which will be given in the November issue of the Record, were as follows: Decoration—The Misses Ruby Shepard, Marie Wilkins, Marie Root, Florence Smith and Orley Hill, Harlan Colburn, Harold Grant and Murl Herrington; Refreshment—The Misses Fannie Young, Lucile Watts, Bess Walker and Ralph Windoes; Invitation—Herbert Waldo, the Misses Ruth Turnell, Ruth Campbell and Bert Ford.

Kent County is well represented in the student roster for the fall term. From Grand Rapids are about 20 students and various towns in the county are represented, including Sparta, Lowell, Cedar Springs, Rockford, Ada and Kent City.

The State Corn Show will be held in the Normal buildings in January, and plans are being made by those in charge toward the best exhibits ever held. There will be a special program for the event, and an estimate of 600 is made of the number of people expected for the meeting.

As usual during a state meeting the Western Normal alumni will have a banquet and a large number of the Normal's graduates are expected to be present.

Thirty members of the 1911 graduating class of Central High School are attending the Normal this year, all having entered upon regular courses. This is an especially gratifying proportion from one class to enter the Normal.

Activities of the class will begin with the annual reception to the juniors Thursday evening, October 26. This event is always one of the most brilliant of the school's social calendar and this year will be no exception.

On Friday, Oct. 13, the young women of the preparatory department entertained the new members with a "thimble party" and afternoon tea. They proved delightful hostesses and a thoroughly good time was enjoyed by those present.

The faculty of the training school announces the coming of Judge Harry Jewell of Grand Rapids, Tuesday, October 24, to address the patrons on the subject of "The State as the Ultimate Parent."

Miss Florence Marsh has organized a men's voice culture class and invites all young men in the school to join who are interested in music.

**FACULTY NOTES**

Professor Frank A. Manny, for the past three years at the head of the department of education in the Normal, severed his connection with the institution last June to take up work in the east. He is now at the head of the City Training School in Baltimore, Maryland.

Mr. B. L. Jones, Miss Katharine Mulry and Miss Lucia Harrison spent twelve weeks in study at Chicago University.

Miss Braley enjoyed the summer in Maine.

Miss Townsend and Miss Parsons spent the summer on the Pacific Coast, returning home by the Canadian Pacific.

Miss Spindler, after summer school, visited some of the Michigan resorts.

Mr. Hickey spent some time in Detroit and Rochester, N. Y.

Dr. McCracken summered at a resort near Manistique, Michigan.

Miss Zimmerman has a year's leave of absence, which she expects to spend in study in Germany and in European travel.

Mr. L. H. Wood also will be away this year. He will spend some time at Chicago University and will afterwards go abroad.

Mr. Phelan spent the summer in study. President D. B. Waldo made an extended eastern trip, visiting several battlefields. The remainder of his vacation was spent in Northern Michigan.

Miss Denimore and Miss McConnell summered in Kalamazoo.

Miss Seckell passed the summer in Grand Rapids.

Miss Goodrich took an extended trip west, going along the coast of California, Oregon and Washington and home by the route of the Canadian Pacific.

Mr. Reinhold was in Kalamazoo and Northern Michigan.

Mr. Fox spent the greater part of his vacation in Kalamazoo, after his year of absence at Chicago University.

Mr. Burnham, after the close of summer school, went to Cornell University.

Miss Pray spent the summer in Philadelphia.
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I have spoken before of the Riverside Educational Monographs published by Houghton, Mifflin and Company, at a cost of thirty-five cents each, postpaid. Several new numbers lie before me to which I wish to call attention. The Ideal Teacher, by Professor Palmer, of Harvard, is a reprint of an address which has helped and will help many teachers to find themselves. His four fundamentals in support of this ideal are “First, a teacher must have an aptitude for vicariousness; and second, an already accumulated wealth; and third, an ability to invigorate life through knowledge; and fourth, a readiness to be forgotten. Having these, any teacher is secure. Lacking them, lacking even one, he is liable to serious failure.”

A second number is “The Teacher’s Philosophy in and Out of School,” by President Hyde of Bowdoin College. I have referred to this before, but the book is worthy of many references. The first part—“in School”—is good. Each section from the primary school to the University is briefly valuated. Readers will be interested in comparing this author’s five tests of the teacher (pages 43-44) with Professor Palmer’s four characteristics quoted above.

The best service of the book appears in the “Out of School” division, where are found suggestions of the formulations of five philosophical schools which have helped to make us what we are. These are the Epicurean centering in happiness; the Stoic, in fortitude; the Platonic, in serenity; the Aristotelian, in proportion; the Christian, in devotion. Many readers will be led by this introduction to a more serious study of the same principles as found in President Hyde’s larger work, “From Epicurus to Christ,” published by the Macmillan Company.

“The Recitation,” by Prof. Betts, is a very different book from those previously mentioned, but it will be recognized by many teachers as “just what is wanted.” I read the manuscript of a book for teachers once which I characterized to the publishers as so concerned with the teaching process that the learning process was overlooked. Dr. Betts never forgets the central activity of the school.
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In a little over a hundred pages, he brings into easily seen relation the large essentials of the relationship of teachers and pupils to classroom work. There are five sections: The Purposes of the Recitation, The Method of the Recitation, The Art of Questioning, Conditions Necessary to a Good Recitation, The Assignment of the Lesson. This will be a good book for teachers' meetings as well as for private reading.

Teaching Poetry in the Grades, by Haliburton and Smith, embodies the practical experience of two Normal school teachers. It is suggestive and leaves the reader free to reconstruct what it offers in order to meet his needs yet it outlines a definite plan for teaching particular poems in each of the elementary school years. There is a good introduction on "How to Teach Poetry," followed by twenty-six model lessons. At the close is "A List of Poems for Study and Memorizing in the Grades."

The Vocational Guidance of Youth, by Meyer Bloomfield, will open the eyes of many teachers to a new field and will give to others valuable suggestions in a

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Many schools have found the books of American stories by Dr. Eva March Tappan useful. Three works of her's from the same publishers, but not in the monograph series, will be helpful in courses of general history in the elementary schools. These are The Story of the Greek People, The Story of the Roman and European Hero Stories and in them is blazed a trial from the days of the beginnings of Greece to the time of Napoleon Bonaparte.

FRANK A. MANNY.

NEW MEMBERS OF THE FACULTY.

Several new names have been added to faculty list.

Miss Elva Forncrook takes the work of the Department of Expression. She is a graduate of Oberlin and the Curry School of Expression, and comes to the Normal from Hope College.

Miss Elizabeth Johnson, critic teacher in the fourth grade, is a graduate of Columbia in the class of 1911. Her home is in West Virginia.

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Mr. Marion Sherwood, a graduate of the Western State Normal, class of 1907, is assistant to Mr. Waite in the Department of Manual Training.

Miss Minnie Williamson, a graduate of the Western State Normal, in the class of 1910, is assisting Miss Alice Marsh in the preparatory English work.

Miss Eleanor Judson, formerly a resident of Kalamazoo, is a graduate of Pratt Institute, and comes to us after a number of years in the Toledo high school. She will take Miss Goldsworthy's place during the latter's year off.

Mr. Hickey is to give a talk soon at the Methodist Church and another before a club in Battle Creek.

He has been invited to give a talk this year before the Twentieth Century Club of Detroit.

The program of the first meeting of the Ladies' Literary Association consisted of "Vacation Notes," and Miss Parsons was asked to give in an informal talk something about her summer trip to the Pacific coast.

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ALUMNI NOTES.

Archibald D. Polley, of the class of ’05, has entered the University of Chicago this fall to pursue work leading to a master’s degree. He has been at the head of the department of mathematics in the High School at Springfield, Ill., for several years. Mrs. Polley, who was Miss Lucretia Youngs, of the class of 1906, is with Mr. Polley in Chicago.

Miss Charlotte Brooks, ’06, who has been director of kindergartens in Ironwood since her graduation from Western Normal, is at her home in Marshall this year.

Zell Donovan, ’06, is principal of the High School at Paw Paw this year.

Miss Mary Ensfield, of the class of ’06, is pursuing studies at the University of Michigan this year.

Miss Margery Pritchard, ’06, who has taught first grade since graduating, has returned to the Normal for the life music and art course.

Miss Annette Brody, of the class of 1907, is teaching in the schools at Colfax, Washington, this year. She was in Cadillac last year.

Miss Winifred Brownell, ’07, was married Aug. 19, in St. Luke’s chapel to Henry Buechner, formerly of Kalamazoo. Mr. and Mrs. Buechner are traveling in the west.

Miss Charlotte Coney is teaching in the High School at South Haven.

Miss Lorena Derby, ’07, has entered Kalamazoo College this fall.

Gail Hambleton, of the class of 1907, has been engaged for a 40 weeks concert tour with the Ridpath Concert Company. He was heard with great pleasure in Kalamazoo in the early fall.

Miss Hazel Hayden, who graduated from the kindergarten department in 1907, is director of the kindergarten work in the public schools of Lansing this year. Assisting her is Miss Mary Crane, of the class of 1911.

Of interest to many former Normal students is the announcement of the marriage Sept. 16, of Norman Luneke, of the class of ’07, and Miss Olive Dougherty, at the Methodist Church in Mendon. Mr. Luneke is superintendent of the Plainwell schools this year, having received his degree from the University of Michigan in June.
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ALUMNI NOTES

Miss Mabel Flynn spent last summer at the University of Chicago, doing work in domestic science.

Miss Friederika Hacker, '07, is teaching for the second year in the schools at Spokane, Washington. She has seventh grade.

Another marriage announcement of interest to many is that of Marion J. Sherwood, of the class of 1907, to Miss Frances Deming, of Plainwell, early in September. Mr. Sherwood is assistant in the manual training department of the Normal this year, and they have started housekeeping at 713 Forrest street.

Miss Lulu Broceus, 1908, is in charge of the physical training work in the East Avenue school, Kalamazoo, this year.

Mrs. Gertrude Mills Cole, special art '08, is supervisor of art in the schools at Traverse City.

Howard Doolittle, '08, is attending the University of Michigan.

Miss Violet Trudgeon, '08, is teaching in the schools at Boise City, Idaho, for the second year.

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The buildings are new, large, well planned and attractive, and the equipment is excellent. The library numbers 8000 carefully selected volumes, all new, and is growing rapidly. The gymnasium is the largest structure of its kind among the normal schools of the Middle West. The training school building is a model of convenience, practicability and architectural beauty.

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DWIGHT B. WALDO, President,
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