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THE HILL BY MOONLIGHT

Genevieve Parker
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Vol. 2 CONTENTS FOR NOVEMBER No. 2

Page

SCHOOL SAYINGS ........................................................................................................ 42

ALUMNI NOTES ........................................................................................................ 43, 45

EDUCATIONAL
Ideals in Education ..................................................................................................... E. A. Lyman 49

LITERARY
Characteristics of the English Coffee Houses of the Eighteenth Century ................. 55
Poems. Kalamazoo, and A Yellow Pumpkin ................................................................. 57

EDITORIAL .................................................................................................................. 58
Practical Work ............................................................................................................. 59

TRAINING SCHOOL
The Jelly Fish ............................................................................................................. Dorothy Westnedge 60
Judge Jewell's Address ................................................................................................ Edith Seekell 61
Government Reports ................................................................................................... Miss E. C. Barnum 62
Government Publications ....................................................................................... Lucia Harrison and Miss Koch 63

ATHLETICS .................................................................................................................. 67

NEWS ARTICLES ....................................................................................................... 69

NEWS NOTES ............................................................................................................ 71, 80

ILLUSTRATIONS
The Hill by Moonlight ............................................................................................... Frontispiece

For the Editorial and Business Advertisement of the Kalamazoo Normal Record see page 58
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SCHOOL SAYINGS
FROM THE ENGLISH CLASS.
Instructor—It is not true in all cases that one can do best the work he likes to do. Now, I am sure I could hoe potatoes better than I can teach school. Miss Y——, what do you think about it?
Miss Y——. I think so too.

In the composition class the day before the senior reception.
Mr. M——. Is pre pair a legitimate modified spelling for prepare?
Miss E——. It may not be legiti-

mate at all times, but it is very appropriate today.

ENGLISH LITERATURE.
Instructor—How many are going to see “Chantecler” tonight? (Many hands up). Miss G.—Why are you going?
Miss G——. Because, I was asked.

A PLAIN SUBJECT.
A teacher of manual training was trying to give his uneasy charges a clear idea of the jack plane. Pointing to one part after another, he said, “This is the sole, this, the heel and this, the toe.” Whereupon an interested lad, indicating a knob upon the set screw that regulates the “bite” of the plane, asked innocently, “Is that a corn?”

? I sat upon the bleachers
As the day was almost done,
And thought upon the other games
Our valiant team had won.
And as I sat a-musing,
There came the query bold—
Why does our team wear tan and blue,
Instead of “Brown and Gold?”
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Books One, and Two

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Books One to Four

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ALUMNI NOTES.

Charles Appleton of the class of 1906, is superintendent of schools at Nashville, having been re-elected this year.

Mr. and Mrs. Ira J. Hayden, both graduates of the Normal, the latter as Miss Nellie Johnson, are on a farm near Lowell, Michigan.

Henry D. McNaughton, '07, is superintendent at Rockford, Michigan.

Miss Mary Ruthranff, '07, has entered the University of Michigan and will work toward a degree.

Miss Hazel Sevey, '07, is again in Stanton, where she has charge of the music.

Superintendent Volney Stuck, of the class of 1907, is back at Jonesville.

Miss Edith Klose, of the class of 1908, is now superintendent at Edwardsburg, Michigan.

Miss Almeda Bacon, '08, is now principal of the ungraded school in Grand Rapids.

Miss Blanche Eaton, '09, has a position in the Kalamazoo public schools this year.

Miss Fannie Haas, '09, is again teaching in the Woodland schools.

Miss Marie Kimble, '09, is teaching in Kalamazoo.

Miss Lillian Prentice, '09, is teaching in the sixth grade in the public schools of Buffalo, N. Y.

Miss Winifred Trabert, '09, who taught in Niles last year, is this year engaged in the public schools of Kalamazoo.

Miss Mabel White, '09, is teaching in the west this year.

Miss Rachel Barker, of the class of 1910, has a position in the Kalamazoo schools this year.

Lee Barnum, '10, is teaching in Millersburg, Michigan, this year.

Miss Virginia Greenhow, '10, has entered the University of Michigan this fall.

Miss May Longman, '10, has a position in the Muskegon public schools this year.

Miss Vera Latje, '10, is studying at the University, having entered this fall.

Miss Dora Albers, graded school '11, is teaching in Pentwater.
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ALUMNI NOTES

J. Pierre Osborn, manual training, 1910, is teaching in the school for boys at Allendale, Ill.

Miss Minnettie Smith, '10, was married in September to Mr. Floyd Weaver, and resides in Kalamazoo.

Miss Frederika Bell, graded school '11, is engaged in the city schools of Battle Creek.

Vinton Cooley, graded school '11, is at Bradley this year.

Miss Ethel Fowler, graded school '11, is teaching in Colon.

Miss Pearl Hall, graded school '11, is in charge of a rural school near Gull Lake.

Miss Viola Kirkpatrick, of this year's graded school class, is teaching in Sturgis.

Miss Eulalia Laird, 1911 graded school, is teaching in the schools at Charlotte.

Miss Margaret Lillibridge is private tutor in a family which spends much time in travel.

Miss Inez Lintner, graded '11, is teaching in the country near Galien.

Miss Hattie Carstens, '11, has entered Moody Institute, Chicago.

Miss Aura Cathcart, '11, has a departmental position in the Kalamazoo schools.

Miss Kate Chamberlain, '11, is teaching in Sparta.

Miss Edith Clay, domestic art, 1911, is engaged in dressmaking work with Miss Geary, Kalamazoo.

Miss Helen Conarroe, art '11, is doing designing work for the Henderson-Ames Company, this city.

Miss G. Helen Cook, '11, has a position in Watervliet.

Miss Myra Cobb, kindergarten '11, has returned from a trip abroad and is at her home in Schoolcraft.
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RURAL DEPARTMENT.
The editor of this column, Mr. John Phelan, of the Rural Department, asks for items of interest from the members of graduating classes. Write him telling him where you are at work and any item of interest to the readers of the Record.

JUNIOR LITERARY SOCIETY.
The members of the Junior class of the Rural School Department are organized into a literary society which meets once in two weeks in the kindergarten room of the training school. Miss Hootman, of the faculty, directs the work in music. The first meeting was held October 25. The program was as follows:

Music....................The Society
Directed by Miss Hootman.
The Life of Paul Lawrence Dunbar...
.............................Miss Elsey
Readings from Dunbar's poems...
.............................Miss Smith
The Plan for the Year......Miss Herdell

Report of Meeting Held November 9.
Music..............Members of the Society
Directed by Miss Hootman.
Debate—"Resolved that football is more interesting than baseball."
Affirmative: Mr. Blair, Mr. Mapes, Miss Baker.
Negative: Mr. Newton, Mr. Griffith, Miss Stuart.
The debate was hotly contested by both sides. The decision of the judges was in favor of the negative, Mr. Ayres of the Seminar, and Mr. Stafford of the Preparatory department, acted as judges.

Program for the Next Meeting.
All members are urged to learn the words of the society song.
The Revolution in China......Mr. Mapes
The Trial of James McNamara......
.............................Miss Vanderkolk
The Magazines I Read and What I
Find in them...................
.............................At the pleasure of the chair
What I Have Read in the News-
papers........................
.............................At the pleasure of the chair
The Christmas Things Now Ready

Trade will get busier every day. The Earliest shopping will be the Luckiest, the Easiest and the Most Comfortable shopping, with advantages that daily slip away.

Beautiful gift things in fancy work, cut glass, ribbon novelties, handkerchiefs, jewelry, neckwear, bags, leather wares, antique pottery, brass wares, men's furnishings, Christmas hosiery, gloves and underwear and thousands of others equally important

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ERNEST McLEAN, Mgr.
IDEALS IN EDUCATION

It is difficult if not impossible to define our ideals, but we can indicate their significance by saying that they are things that we judge to be good and worthy of pursuit. Ideals must possess superlative characteristics. They must be the conception of good things that have reached the stage of perfection. No one person possesses all that is good and perfect. Indeed no one person possesses a single quality that has reached the highest degree of perfection, i.e., the ideal state. Hence the ideal teacher, the ideal school, the ideal pupil, in fact, ideals in general must be creatures of the imagination.

I fear that if the ideal teacher, if the teacher who possessed all of the good qualities of all of the good teachers that ever lived, existed and possessed these qualities in a superlative degree of perfection, I fear that if this teacher were present among us and did not possess any bad qualities he would, as some one has said, put the rest of us out of business, if there were very many of him.

But however far ideals may be beyond the possibility of realization, what a person is and what he makes of himself depends largely on the ideals he holds. These ideals shape his life, and whether his influence is to be for that which is good, or that which is bad depends on whether his ideals are lofty or low.

Perhaps no one ever actually attained his ideals, certainly no one can ever be better than his ideals.

All successful teachers have some definite ideals which must overshadow all other considerations. If the pupils are to be developed into men and women of character and moral back-bone, they must feel the influence of teachers who have high ideals and high standards.

We are not pessimistic and we know that the world is full of good men and women, but if we look about us we can see business men winking at dishonorable methods to gain the almighty dollar; we can see graft in politics and plenty of it; we can see men in important political positions and even in important school positions who spend more time in working for a pull than in attending to the duties of the positions they hold, who do not hesitate to use questionable methods to further their own personal ambitions instead of working for the interests of the institutions they represent. We have but to notice such things as these to realize the influence for good that a teacher

*Address delivered by President E. A. Lyman before the M. S. T. A. at Detroit meeting.
with character, moral backbone, scholarship, culture and efficiency can exert in shaping the lives of young people.

We often hear it said that a teacher has outlived his usefulness by the time he is forty-five or fifty years old and that no school board will employ him and that consequently the teaching profession is not a good profession for a young man to enter except as a makeshift for a few years.

I do not hesitate to say that the teacher who is no longer useful at the age of forty-five or fifty really never was useful in the true sense of the word, and certainly never gave a school board any reasonable excuse for employing him at all, for this is the time of life when a teacher should have attained his highest degree of efficiency because he has had time and opportunity to try out his theories and accumulate and digest a fund of information which can but make him useful in the highest degree.

Of course if a teacher spends his time in being a good fellow and in working for a pull; if he spends his time in devising means to suppress all subordinates in order that all credit for things accomplished may accrue to himself, or for fear that he may be overshadowed by a stronger character, he has not much time to work to make himself efficient. It really does sometimes take the people a number of years to find out such a teacher but they are sure to find him out eventually. He may even continue in school work till he reaches the age of forty-five or fifty, but the time is sure to come when no school board will employ him.

The same might be said of the subordinate teacher who thinks he is much better qualified to fill the place occupied by his superior than the person holding the superior position, and who spends his time either in devising schemes to undermine his superior or in sulking because his own unexcelled talents are not recognized.

We cannot expect young people surrounded by such influences to develop character and moral backbone.

Fortunately, however, such conditions are by no means universal. We do find many teachers actively at work even beyond the age when a noted physician suggested that all men had outlived their usefulness and ought to be chloroformed. Such teachers have kept abreast of the times in their professional work. They have cultivated a love of knowledge for its own sake. They possess tact and the spirit of service. They cannot be wheedled or coaxed into doing questionable things. They repudiate the doctrine of "Doing what the Romans do when among the Romans." They stand for what is right and just and during their whole lives they have grown in efficiency and influence.

Reputation is often mistaken for character but there is a fundamental difference. You have frequently listened to a man and felt that there was something better and finer in him than what he said; something about him that made you better and stronger for having known him. That something is what we call character. On the other hand you have doubtless met a man who was self centered; who would prefer to see a good measure fail, if he did not receive full credit for its accomplishment; who always used his companions, never served them; who, whenever possible, brought himself prominently before the public by conspicuously advertising in newspapers and elsewhere everything that he has done and everything that he thinks that he can make the people believe that he has done. This sort of a man may and frequently does acquire a reputation of being a great man, but he does not possess character.

It is difficult to over-estimate the influence and power that lie in the hands of a teacher in shaping the lives of young people, so it is important that the teacher should possess in a large degree the elements that go to make up the ideal man or woman. The whole work of the teacher is by no means to be identified with instruction. The personal influence of the teacher on young people is of vast importance. Far more important than most of us realize. This influence is effective not so much from what a teacher may say or do, but from what he really is. It is character and integrity in the teacher that help to build character and integrity in the pupil. There can be no substantial building of character without the foundation of integrity. Many teachers think that talking is teaching and that
talking will build character. But talking is not teaching and talking will not build character. It is actual contact with character built on the strong foundation of integrity that builds character. A colored minister once told his congregation that he could talk more good in a minute than he could do in a year and that as he was going to preach for an hour he could keep the most of them busy being good for the rest of their lives if they lived up to what he preached. The fact of the case is that the preacher himself would probably be kept as busy as the members of his congregation. Talking has very little effect on pupils and the teacher, if he is conscientious, will be kept very busy trying to be as good as he preaches.

Education has doubtless existed in some form or other since the time the human family began its existence as an institution. There have also existed ideals in the training of children from the time when such training first began. However, practically every great movement in education has been the result of the teaching of some inspired man or woman possessed of high ideals for the enlightenment and advancement of the human race.

Confucius, so revered among the Chinese that an altar to him as the god of knowledge is erected in every school room, taught that learning without thought is labor lost; that thought without learning is dangerous; that to see what is right and not do it is want of courage; that friendship with the upright, the sincere, and with the man of observation is advantageous, while friendship with the man of bad habits, with the insinuating and the glib-tongued is injurious. He also taught that knowledge consisted in holding to a thing when you know it, and in frankly confessing ignorance when you do not know a thing. Confucius had as his ideal practical morality. Principles and maxims to him were worthless unless carried into effect.

Socrates spent his life in teaching and by a wholly original method which bears his name. He taught entirely by questioning either to bring out the truth or to convince of error. His one great ideal was the moral elevation of the people.

Plato produced several great works which in spite of being somewhat chimerical have had lasting influence. The Republic is an ideal creation wherein the individual and the family are to be sacrificed for the state. The people are divided into three classes, laborers, warriors and magistrates. There was no education for the laborer in his scheme. He was simply to learn a trade. The warrior must be educated in music and gymnastics while the magistrate must be a philosopher and a scholar.

Plato's idea was to educate his fellow citizens each according to his own capacity. With him education was a life-long process, beginning in childhood and continuing till it culminated in a perfect knowledge of philosophy. Plato's doctrine of education may be summed up as follows: Education is a continuous and vital process; it cannot be separated from the general life of the community and it must be inspired by a love of knowledge for the sake of knowledge.

Aristotle laid great stress on moral education, emphasizing the formation of correct moral habits in early life. Unlike Plato he taught that education should be common and the same for all. Aristotle excluded from his doctrine of education everything of a utilitarian character. His sole purpose was the elevation of the mind by studies of a purely intellectual type. Indeed this was quite characteristic of the Greeks as a nation. They despised the practical and devoted themselves to the intellectual.

In this country where everything tends towards technical and vocational or what might be called practical education, we might do well to study the Greek ideals of education. Is it desirable for the children of the slums, of the laboring classes or for any child who must finally earn his own living by actual labor to have any contact with the higher sides of education, with history, literature, science, philosophy, etc? This question might be answered by asking another. Can there be any education that is fruitful and alive without it is inspired by a love of knowledge for the sake of knowledge? Is not the success that comes from the practical education that makes a man simply a successful wage earner dearly purchased, if it is gained at the price of an empty
head? A trained mind is surely as valuable as a skillful hand. The real criticism to pass on the Greek education is that it developed a pure aristocracy of the intellect. The ancient Greeks were eminent in literature, art, science, mathematics and philosophy. But while some of the Greeks of today are descendants of the ancient Athenians and Spartans, the Greek standards and ideals of culture and conduct died two thousand years ago because their educational system failed to perpetuate and unify the national traits and characteristics that had made Greece the great nation of antiquity.

The ideals of the Romans tended more in the direction of the practical or utilitarian side of education. Plutarch, the great moralist, though born in Greece, lived and taught in Rome at different times. He emphasized personal effort and taught that precepts and maxims were of no consequence unless embodied in action. He says, "As it would be with a man who going to his neighbors to borrow fire, and finding there a great and bright fire, should sit down to warm himself and forget to go home, so it is with the one who comes to another to learn, if he does not think himself obliged to kindle his own fire within and influence his own mind, but continues sitting by his master as if he was enchanted, delighted by hearing." The great ideal of Plutarch was to cultivate personal self-directing morality independent of the tutorship of others.

The meditations of Marcus Aurelius are worthy of the study of all teachers. This wisest of the Roman Emperors was, next to Socrates, perhaps the greatest moralist of antiquity. He believed thoroughly in self education.

It was the Roman poet Juvenal who defined the highest ideal of life and education by saying that our best possession is a "sound mind in a sound body."

The fate of Rome might have been far different if she had possessed an educational system common and the same for all. A system that could have impressed upon succeeding generations the virtues and standards of the founders of ancient Rome.

Luther, Comenius, Pestalozzi, Froebel and many others deserve mention among those who have had lofty ideals in education and who have done much to elevate humanity.

Thomas Arnold of Rugby, whose highest ideal in the education of his boys was the cultivation of a spirit of honesty and integrity, was a firm believer in the existence of mutual confidence between teacher and pupil. Perhaps no English schoolmaster had the confidence of his boys as had Arnold. Consequently his power to build character was great. By his character and personality he gave a new impulse to English education.

Horace Mann, as a member of the state legislature, secured the passage of a law establishing the State Board of Education of Massachusetts. He left a lucrative law practice and abandoned the prospects of a brilliant political career to accept the secretariaship of this Board at a salary of one thousand dollars a year. He believed thoroughly in the common school. He met not only with indifference on the part of the people, but often with actual opposition in his attempts to improve the condition of the schools of his state. He persevered till he aroused the whole state to the importance of the common school. He embodied the result of his twelve years' work as secretary of the State Board of Education in his remarkable annual reports. Horace Mann's ideal was to make it possible for every child to secure a free education that would fit him for the primary duties of manhood.

Of all of the educational problems that have confronted the American public the most important is the problem of making education bear more directly on the work of every day life. We hear the criticism everywhere that education today does not prepare for the needs of the average citizen. Perhaps the criticism is largely justified by the results. Perhaps it is the duty of the public school to train young people in the various occupations and professions by means of which they can make a living. Certainly we will all agree without discussion that manual training and domestic science should be taught in all schools, that agriculture should be taught in at least all rural schools and that there are other lines of technical and vocational training that are worthy of serious attention. However the general problem that confronts the
The teacher of the public school is so to train the young people that they will acquire efficiency, i.e., power to do things. The choice of subjects is not so important as is the training in methods of working and thinking that may be applied to the working out of problems and difficulties that confront the student after he leaves school. He may, and will forget, the most of the things learned in school, but if the purpose of the school has been fulfilled in any sense he will have gained the power to do things, to solve the problems that daily confront him. If he has not gained this power, there is something lacking in the training he has received.

The most practical thing that a young person gets out of his education is a wholesome respect for honest hard work together with a wholesome regard for law and reasonable discipline. "Nothing good comes without great labor," said the Roman poet Horace. Certainly young people should be made to realize that success in their studies can only be gained by hard work. I am not in sympathy with the feeling that pupils must be forced to do difficult and disagreeable tasks simply for the sake of doing them, or that they must never be helped because they ought to learn to overcome difficulties for themselves. I do believe in the ideal of persistent effort on the part of the pupil. Constant defeat and failure do not develop power but result in discouragement and lack of confidence while success arouses interest and success will follow well directed persistent effort.

Nor am I in sympathy with the idea that everything should be made simple and easy for the child, that all difficult obstacles must be removed from his path, that he must not do anything that he does not want to do, that everything must be carefully developed for him, that he must always follow the trail so carefully blazed for him by his teacher that no mental effort is required on his part. This sort of work does not train for efficiency and ignores the fact that human progress has been attained only by persistent effort and hard work.

Improved methods in teaching have made things easier for the pupil in the sense that he can accomplish more in a given time, but not in the sense that work is to be done for him. The most helpful thing that a child gets from his education is the inspiration to labor faithfully and cheerfully to accomplish the tasks that fall to his lot whether pleasant or disagreeable. The next most helpful thing is so to equip him that he will have the power to solve such problems as he meets.

Will these ends be best accomplished by introducing into the school course utilitarian subjects and the establishment of vocational schools, or can the subjects that give knowledge without any direct bearing on the needs of life be so taught that the same ends will be accomplished? The problem of vocational training will never be solved without a careful investigation in all of its bearings. It can never be solved without being submitted to careful experimenting to bring out the really useful features and exclude the fads that result from the enthusiasm of the promoters. When all of this is done the school course will still be rich in all of the subjects that give knowledge without any direct utilitarian bearing, but which store the mind with useful information and train it for greater efficiency.

It is not necessary to eliminate the older subjects to make room for the new. Improved methods in teaching and the elimination of useless material from some of the time honored subjects will give the necessary room for the introduction of the new. The backbone of the course of study must always be the subjects a knowledge of which is essential to social and political life.

Personally I regret exceedingly to see Latin and Greek dropping out of our high school courses, not only on account of their culture value and the training in consecutive concentrated mental effort they afford, but also on account of the effect and bearing on the study of the mother tongue, the English language. You have met pupils, and many of them, who have great difficulty in solving mathematical problems and you are inclined to say at once that mathematics is very difficult for such pupils, or that they have no mathematical ability. Examine carefully into their difficulties and you will find that the fundamental difficulty is the
inability on the part of the pupil to read English, and by reading English I mean the ability to interpret the printed page. Judging from personal experience with high school graduates, the inability to interpret the printed sentence and to state a fact or argument in good clear English far exceeds the inability to solve mathematical problems when once the English is mastered. And I suspect that the same inaccuracy in the use of English exists in departments of work other than mathematics. Of course the dropping of Latin and Greek from the high school course is not the cause of this evil, but language study does have an important bearing on the study of the English language. Nor do I intend to attempt to point out the cause, but the evil exists and to a greater extent than it ought.

It is difficult to tell at what point a technical education should begin. At least it should be based on a solid foundation of general knowledge, however elementary. Nowhere will there be greater efficiency than in the case of one possessing a trained mind, with the power of concentration, combined with a complete knowledge of the subject on which he is working, be he farmer, blacksmith, lawyer or doctor.

One of the recent fads in education is the introduction of what is called informational problems in mathematics. Judging from the number of texts that have recently appeared for elementary and secondary schools devoting a large part of the work to informational problems that involve a knowledge of the various industrial pursuits, farming, sociology, history, geography, astronomy, physics, navigation, mechanical engineering, political economy, finance, statistics in general, art, architecture, etc., etc., one might be justified in concluding that at least a part of the educational public had gone crazy on this subject.

Informational and vocational problems doubtless have a place in elementary education, but when they are of such a nature that more mental energy is required to master the information intended to be given than to master the mathematics, the real object is defeated. A child studies mathematics to learn how to add, subtract, multiply, divide, etc., accurately and with a reasonable degree of rapidity; to think his way through a mathematical proposition from premise to conclusion in an orderly and logical way, but if, in doing this, he must also learn the length of the Ganges river, the altitude of Popocatepetl, the value of the manufactures of the United States, the weight of green glass, the time of conjunction of Mercury and Venus, the mining and shipping interests of the country, ornamental design, architectural forms, etc., etc., he has not much time left for the fundamental purpose for which he studies mathematics.

The idea of informational work in elementary mathematics is by no means new. About 1800 there appeared in London an arithmetic written by William Butler and entitled "Arithmetical Questions on a New Plan, Intended to Answer the Double Purpose of Arithmetical Instruction and Miscellaneous Information." On page 417 of this book we find the following problem which is typical of the exercises given in the book.

Needles. A needle is a small instrument made of steel, pointed at one end, and perforated at the other to receive the thread, used in sewing, embroidery, etc. Needles make a very considerable article of commerce, the consumption being almost incredible. German and Hungarian steel is of most repute for needles. The first that were made in England were fabricated in Cheapside, London, in the time of the sanguinary Mary, by a negro from Spain; but, as he would not impart the secret, it was lost at his death, and not recovered again till 1566, in the reign of Elizabeth; when, says Stow, Elias Growse, a German, taught the art to the English, who have since brought it to the highest degree of perfection. The largest sized needle is No. 1, the smallest No. 25. They are usually made up in packets of 25 each.

Suppose as many packets of needles as there are working days in a year, could be made up in a day, by as many persons as a yard contains inches, how many similar parcels could be packed up in half the time, by as many persons as a mile contains yards?

It is impossible to define the ideal education for young people. It is impossible to do more than consider a few of its main aspects, but there are a few ele-
ments that most of us will admit must form a part of our ideal: the foundation of integrity, a love of knowledge for its own sake, efficiency, character, are essential elements that have a bearing on the education of today if we expect young people to develop into useful citizens.

E. A. LYMAN, President Michigan State Teachers' Association, 1911.

CHARACTERISTICS OF THE ENGLISH COFFEE HOUSES OF THE EIGHTEENTH CENTURY

The coffee houses of the eighteenth century were places of resort for men and resembled somewhat the club houses of today. These houses bore various names and were frequented by all classes of men; politicians, writers, critics, physicians, the clergy, poets and the frivolous young men of the town. The following brief summary relates to the principal coffee houses mentioned by Addison and Steele in The Spectator and The Tattler.

Child's Coffee House (1) was situated in St. Paul's church yard—and was the principal resorting place of the clergy, physicians and philosophers.

Will's Coffee House (2) was frequented by Dryden, and because of his use of it many of the wits of the town assembled there. For a long time it was known as the Wits Coffee House, and there current politics took the form of satire or entertaining narrative. Its credit, however, was declining in the days of The Spectator, because wit was going out and card playing was coming in.

St. James Coffee House (3) was the gathering place of Whig officers of the Guards and of fashionable men. It was a house most favored in Queen Anne's reign by Whig Statesmen and members of parliament who could assemble there and privately discuss their party tactics.

The Grecian Coffee House (4) was situated in Devereux Court and was so named because a Greek, Constantine, kept it. Many Greek scholars were tempted there by the Greek of its keeper. Learned professors and fellows of the Royal society also frequented it.

The Cocoa Tree (5) was a chocolate house and a place of resort for Tories. The Tory statesmen used it as a political assembly house in the same manner as the Whigs used St. James. It finally became a Tory club.

Jonathan's Coffee House (6), in Change Alley, was frequented by stock jobbers.

Lloyd's Coffee House, (7) in Lombard street, took great pains to get the first ship news and because of this the house was used by underwriters and insurers of ships' cargoes. It was also found to be a convenient place for sales.

The Rainbow, (8) the second coffee house opened in London, held high repute until turned into a tavern. It remains to the present day.

Taken from Steele's point of view it was very natural for the men of that age to delight in the coffee houses, especially
those men who did not care for the society of women, and the sports of men. In these houses one could make himself agreeable even if he were not a good conversationalist; for in every group of people there were in those days even as now always some who delight in doing all the talking. (9)

In gathering in the coffee houses in the early morning each man would read his newspaper. When all had finished, each would join in the discussion of the most interesting topics. This discussion lasted until about eight o'clock, when it was interrupted by the entrance of a group of students, some of whom were dressed ready for Westminster, others came “in night gowns and slippers only to pass away their time.” Says Steele:

“I do not know that I meet in any of my walks, objects which move both my spleen and laughter so effectually as these young fellows at the Grecian’s, Squire’s, and all other coffee houses, * * * * who rise early for no other purpose but to publish their laziness.” (10)

The gayer the nightgown the more the individual was looked up to (by himself at least.)

Later in the morning these young fops gave place to business men, who came to the coffee house either to transact business or lose themselves in lively conversation. These men were generally of the middle class and made use of the coffee houses as places to meet their friends and business comrades and enjoy an hour or so in discussing some topic that was of vital interest to themselves.

It seems, too, that the coffee houses had their troubles as well as their pleasures. In the company there were often disputers, Steele calls them wagerers, who pretended to be well read on all subjects. They would, when a subject was introduced by some one, take the opportunity to parade their own knowledge. More often they would bet so many guineas that the person speaking did not know what he was talking about. The person who came out ahead was generally the person with the most money and usually was the wagerer. (11).

Another great disturber of the coffee house was the musician. He would sing, play and orate supposedly for the amusement of the company, but in reality his efforts most often annoyed the majority of his auditors.

Still another chief feature was the keeper. (12). Girls and women often kept these coffee houses and were called by Steele Idols, because of the apparent worship paid them by the young men. These young women were often very pretty and also of good moral character. They kept the houses from a purely business standpoint and the advances and pretty speeches of the coffee-house loafers were distasteful to them. These speeches were not always modest and in good taste, but were often vulgar and in poor taste. The young men would linger around the bar basking, as it were, in the glances of the bar-maid much to her embarrassment.

In other papers of Steele’s we find however, that there were some lady-keepers who were not so timid. He says:

“These idols sit and receive all day long the adoration of the youth within such and such districts. I know in particular, goods are not entered as they ought to be at the Custom house, nor law reports perused at the Temple by reason of one beauty who detains the young merchants too long near Change, and another fair one who keeps the students at her house when they should be at study. It would be worth your while to see how the idolaters alternately offer incense to their idols—and what heart-burnings arise in those who wait for their turn to receive kind aspect from those little thrones, which all the company, but these lovers, call the bars.” (13).

Such actions were distasteful to the older gentlemen, who often became very indignant because the young fellows would put up with “anything” for tea and coffee which the beauty behind the bar chose to set before them.

These coffee houses with the pleasanties and unpleasanties of their patrons; their companies of business men,

students, men of letters, philosophers, professors, physicians and idlers; their debates, and their general wrangles give an unlimited source of material for the study of the manners and customs of the people of the eighteenth century.

I. V. B.

OUR CHRISTMAS PLANS FOR YOU!

Does a Christmas true to the time of "Good Queen Bess" appeal to you? There is a desire this year that students of both the Training and Normal schools and faculty unite in the Christmas festivities and perhaps no better way to bring about this happy result could be chosen than the presentation of a medieval Christmas in "Merrie Englande." This festival was the outgrowth of the Roman Saturnalia when servant and master forgot social distinctions or even reversed them and all, attired in a variety of gay masquerades, abandoned themselves in enjoyment.

We want each of you to have a share in this merriment. Perhaps some of your dignified faculty will appear as the dear grandfathers and grandmothers of the sixteenth century, others of that seemingly stately body will give expression to their exuberance of mirth in leading motley bands of revelers about the halls. There will be mummerings and masqueradings, drumming and dancing, shouting of songs and high reveling, and, best of all, that we may not forget the message of Christmas, there will be children's sweet voices caroling. Already some students are delving into records of the past in a study of customs, games, dances, mummerings and carols. Get an idea in regard to this, come to us and let us help you carry it out.

E. F.

There was a yellow pumpkin,
Nice and big and round.
We found it in the garden,
Lying on the ground.

The next day when we looked for it
The pumpkin wasn't there
But we found a jack-o-lantern,
Sitting on the stair.

Gail Morgan, Kg., '12.

KALAMAZOO.

(Adapted from "Marcelle," by Frank Pixley and Gustav Luders).

The Indians once laid out a town
Called Kalamazoo,
Where they managed to dig
Up a word like that,
No one ever knew.
I still maintain
They were much to blame,
When they gave their town such a horrid name,
But it's all right now just the same,
And Michigan, too.
Those red-skins long since passed away
From Kalamazoo—
Tho' they still have some Indians there today,
They certainly do,
But strange to say, they are mostly white,
And the warpath now is policed at night,
While the wigwams have electric light,
In Kalamazoo. In Kalamazoo.
In Kalamazoo, Zoo Zoo Zoo Zoo!

Chorus—Oh Kalamazoo,
What's the matter with you?
Without our Normal School,
What would you do?
It's a hundred to one bet,
You'll be on the map yet.
With loud bazoo, I'll root for you,
Oh Kalamazoo, oh Kalamazoo.

II.

Perhaps there may be larger towns
Than Kalamazoo,
But don't you believe there's a better town,
Whatever you do.
The Wolverines are not country guys,
We deliver the goods that we advertise,
And our town's great except in size.
It's getting there, too.
If a bus'ness boom ever lands just right
In Kalamazoo,
We will put up a town that is out of sight,
That's what we will do.
Chicago then will be out of the race,
New York will be pushed into second place.
All we need now is the populace,
In Kalamazoo. Chorus.
The attention of our readers is again directed to the advertisements appearing in the Record. Read them carefully and keep them in mind when on shopping trips. Our advertisers are entitled to your patronage.

Our readers will notice that this year the Training School has a special department in the Record. In this department will be found month by month material of a practical nature, helpful to all present and prospective teachers. Much of this will be an account of actual work as it has been put into effect in the Training School. It carries with it the assurance of success. Last month the articles dealt with the subject of field trips and brought out what can be accomplished by such means. This month we present some very valuable bibliographies of original sources of information of value to the teacher. Many teachers are seriously handicapped because they do not know where to look for material. Hence their work is textbooky and dry. In these lists they will find just what they want and where to get it. All persons interested in education should familiarize themselves with these bibliographies. They alone are worth more than the subscription price of the Record.

STATE TEACHERS’ MEETING.

On Nov. 2nd and 3d, the Michigan State Teachers’ Association held its 59th annual meeting in Detroit. This was at once the largest and most successful meeting in the history of the Association. There were over 8,000 teachers in attendance. In fact, pedagogs were so thick about headquarters and on the streets that one could scarcely move without bumping into a wielder of the birch. The programs offered were most excellent and reflected great credit upon the officers. The following officers were elected for the ensuing year:

President—E. E. Ferguson, Bay City.
First Vice President—Prof. E. A. Lyman, Ypsilanti.
Second Vice President—Miss Anna Barnard, Mount Pleasant.
Third Vice President—W. R. Wright, Benton Harbor.
Treasurer—L. A. Butler, Boyne City.
Executive Committee—Miss Cornelia Hulse, Grand Rapids; J. F. Thomas, Detroit.

Change of Address—Notification of change of address should contain both old and new addresses. Until such notification is given the publishers will not be responsible for failure to receive the magazine.

Communications—All communications intended for publication should be addressed to the editor. Correspondence relative to advertising, subscriptions, etc., should be sent to the manager.

Advertising Rates will be made known upon application.
A glance at the above names will show that Michigan, conservative though she is, is beginning to be susceptible to the same influences that have brought woman into her own in Washington, Colorado and California. The ladies are now represented in the vice-presidency and the executive committee. Doubtless this is but the shadow of a coming event. It requires no stretch of the imagination and no heartburnings on our part, to foresee the day, not far distant, when a sister pedagog shall grace the executive chair itself.

In its present form Detroit seems to be the only city large enough to house the Association comfortably. Even here there was some crowding. The attendance at the meetings increases year by year and it begins to look as if the time had almost come to take some steps to relieve the congestion arising from such large crowds. One man had the temerity to propose a resolution calling for a division of the Association into two parts, but the time did not seem to be propitious to advocate the divorce and so he was ruled out of order.

One great problem is to secure halls large enough for the crowds. In Detroit duplicate programs were rendered in two large auditoriums, and these were crowded to their capacity and beyond. Many of those who did finally crowd in, were unable to hear a syllable spoken so remote were they from the stage. The writer had impressed upon him more forcibly than ever before the fact that many teachers are lacking in the courtesy that should be extended to speakers and interested auditors. Teachers are supposed to be exemplars to others in regard to almost everything. Certainly they should not fail in politeness. Still many of them came far short of this. There was much disorder in the halls and incessant walking to and fro. So great was the noise, in fact, that outside of a relatively small favorable zone near the speaker nothing could be heard. Part of this was, of course, due to the extreme congestion, but by far the most of it was the result of the carelessness of restless individuals who would not keep still. On Friday it was necessary to bar the doors during the speaking, thus securing a degree of quiet.

PRACTICAL WORK.

So frequently one is asked, especially at times of registration, what course or courses would be particularly helpful to a grade teacher or practically applicable to some specific grade. This is in no sense a simple inquiry that comes from the naive mind of the uninitiated. It is, in truth, only a modified form of the one great question that the human race has been asking itself through the countless ages of history, “What shall I do to be saved?” The answer depends not so much upon the diagnosis of particular cases as upon the philosophic wisdom and moral judgment of those to whom it is addressed. Every age and every institution has its conventional dogmatism that delights in prescribed courses of treatment for all behavior and with religious obstinacy believes in the efficacy of its treatment. But with all the results of empirical psychology and scientific pedagogy, it is not yet clear to the independent thinker just what the soul is or how it grows. One thing, however, it seems we have learned even if it is not always practiced, the tolerance, if not liberality, is a sign of superior wisdom.

Now, from the position the writer holds as member of the registration committee, it becomes very necessary for him to answer this question many times each year. Not laying claim to any superior wisdom along the line of theore tic pedagogy, he is forced to answer it in very much the same manner as the passing years have taught him to answer the same question for himself. Whatever will help the teacher grow, give him a wider outlook, a finer appreciation, a richer emotional response will be preeminently practical in any grade in any school. The creation of a suggestive atmosphere is the first purpose of any school, an atmosphere rich in its varied appeal to the growing mind, an atmosphere in which the hungry soul can find the nourishment it craves. The most effective teaching is always the imparting of life, as Carlyle would have it “the teaching of spirit with spirit.” Too much, I fear, even in these later days we are concerned with adapting subject-matter to method and both to pupil, too often persuading ourselves that the pseudo-scientific gymnastics of the pedagogue
are truly synonymous with teaching. The true teacher's first concern is ever his own culture and growth. His life should be rich, and the unfolding of its riches creates the atmosphere upon which others thrive.

What, then, shall the teacher do to develop a larger, stronger self? What and how shall he study? This each one must know for himself. At times, it seems, the more timid believe they have answered this question when they have answered another not necessarily in any way related to it, What must I do to get a certificate? Is it true, or is it only the fancy of a dreamer, that the human soul is conscious of its own growth, conscious of increasing power in ever widening fields? If there is anything in pragmatic philosophy, this doctrine is doubly recommended, for it is reasonable, and it works. Every sincere student knows and is able to recognize the atmosphere that means a richer life for him; he knows the lives and books that touch the heart of his own life, the spirit with which his spirit can commune, the soul that can interpret the meaning of life in terms that he can understand and appropriate. This immediate consciousness of growth is the only safe guide for the student; it points the way to the only life whose free unfolding will create a nourishing atmosphere for others. Perhaps, after all, absolute character and absolute life are only figments, and conventional dogmatism that would fashion us all alike may fail most in that it seems to succeed. The old adage is more than a half truth and takes on a pleasing freshness when set in a strange philosophy, "To thine own self be true, and it will follow as the night the day, thou canst not then be false to any man."

GEO. SPRAU.

The following faithful reproduction of one of Miss Forncrook's stories, written by a fifth-grade pupil attests the close interest and attention of the audience of children:

**THE JELLY-FISH.**

A dragon king once lived in the sea. He was a very lonely king and wanted someone to live with him. So he went off and returned with a very beautiful dragon princess. They had been married only a short time when the young queen grew very ill and the best doctors in the kingdom could not cure her.

One day she called the king to her and said, "I know what will cure me; I want some medicine made of a live monkey's liver." "I don't know where to find a monkey," said the king. "You don't love me any more or you would do it and I am going back to my mamma and papa," sighed the queen. So the king went out and called his trusted servant, the jelly-fish, and said, "I want you to go to the shore where the monkeys live, get a monkey to get on your back and tell him that you will take him to a beautiful land that he has never seen before." So the jelly-fish went off, and pretty soon he came to the shore where the monkeys lived and there in the very tip top of a chestnut tree sat a monkey. "Hello, friend jelly-fish," said the monkey, "and why are you over here?" "I am here," said the jelly-fish, "to tell you of a very beautiful land and I will take you to it if you will get on my back." "Very well," said the monkey, "I will go with you." So he got on the jelly-fish's back and the jelly-fish swam away. But when they got out into the sea the monkey began to suspect something and he said, "But why do you want to take me to that land?" "Oh, I am taking you there to serve my master," said the jelly-fish. "But what does your master want me for?" asked the monkey. "Oh, he wants to cut your liver out to make medicine for the queen, who is very ill," said the jelly-fish. The monkey thought awhile because he did not want to have his liver cut out, and at last he said, "I would be very glad to help your master but as it happens I left my liver hanging in that chestnut tree I was sitting in, and you will have to go back and get it." The jelly-fish turned around and went back to the land and when he got there the monkey gave a big jump and went right up in the top of a chestnut tree and said, "Ha, you foolish
DOROTHY WESTNEDGE.

JUDGE JEWELL'S ADDRESS TO THE PATRONS OF THE TRAINING SCHOOL.

The first Parents' Meeting of the year was held in the Training School Tuesday evening, October twenty-fourth. Judge Jewell, of Grand Rapids, gave a very interesting address on "The State as the Ultimate Parent."

In his capacity as Judge of the Juvenile Court, Judge Jewell is especially well qualified to speak with authority upon this subject. He defined the past and present place of the juvenile courts, their relation to the rest of the community, and their rightful position from an ideal viewpoint. His talk was made very vivid and convincing by reminiscences from his own rich experience. It was easy to read between the lines and see in Judge Jewell a very real and human personification of the state as an "ultimate parent."

He traces the progress of the juvenile court from the experimental stage when it was regarded with suspicion, to the established place of appreciation and esteem which it now holds.

Judge Jewell's conception of the proper function of the juvenile courts is a broad one, and places him in the van of modern students of sociological problems.

He defined this conception clearly. First he pointed out that the function of the juvenile court is not remedial in its nature, but rather diagnostic. The court seeks to determine the exact nature of the delinquent's offense against the law, and, more important still, to trace the cause, the flaw in environment, the ignorance, or other wrong influences, which caused the trouble. In this he sees a great need of all social forces joining hands in protect-

ing young people from present inimical conditions of environment. He hopes to see eventually, therefore, an entire absorption of the present function of the juvenile court by such social workers as truant, police, and probation officers, child-welfare workers, and Y. M. C. A., church, and school people. He cited, as being an exception to the general rule, the action of one church in opening its doors for a rest room, in hospitality and protection to strange young people in the city.

Having explained the diagnostic function of the courts, he showed that the next step in remedying present practice is entirely to change the old conception of sentences. They must come to be regarded as remedial—corrective—in their nature, and no longer as punitive. The state having failed to protect its prospective citizens from the evils of environment, is now bound to place them in such surroundings as will remedy these mistakes as far as possible. To this end sentences should be indefinite in length. "What judge, or law, is wise enough," he asked, "to fix the length of a sentence in advance, so as to reach this goal?" A sentence having been made indefinite by the courts, it then remains for its termination to be fixed by a board of expert criminologists and sociologists. It should be their duty to determine, in consultation with the judge, the time when a social or moral cure had been effected in the offender.

Judge Jewell believes that with such fairness of treatment youthful offenders would grow to manhood with increased respect for the law instead of contempt and fear. That this belief was founded upon actual experience and not upon theory he showed clearly in the accounts he gave of actual cases of young people who are now self-respecting citizens, though they had started early upon downward paths. They are, besides, law-respecting citizens in a high degree, as evidenced by their strong personal friendship for the judge, and by the very able assistance which they frequently afford in overseeing other smaller offenders.

Judge Jewell left his hearers convinced that humanitarianism "works," especially when practiced by a thoroughly sincere personality.

G. E. S.
GOVERNMENT REPORTS USED IN GRADE I.

INDIANS.

Shelter.
Ethnological Report for 1881-1882.
"Omaha Sociology"—Interesting article on life of tribe, houses, etc.—a few illustrations.
"Omaha Dwellings, Furniture and Implements."
A good article, few illustrations.
"Menominee Indians"—Contains interesting information and good illustrations.

Food.
Excellent Article — "Primitive Food."
"Menominee Indians." A good article.

Clothing.
Excellent illustrations of Indian Shirts.

Games, Dances, Songs, Myths and Picture Writing.
Ethnological Report 1881-1882.
"Omaha Sociology" (games and dances).
Tenth Report of Bureau of Ethnology (picture writing).
Excellent illustrations and an interesting article.
"Menominee Indians"—(ghost dances).
Words and music to song myths and folklore.
Myths of Cherokees.
Zuni Myths.

Pictures made by Hopi Indians.
(Interesting to show to children).

Pottery.
Smithsonian Report 1892.
"Prehistoric New Mexico Pottery."
(Good illustrations for teachers' use).
Twentieth Ethnological Report.
"Aboriginal Pottery of the Eastern United States."
Excellent illustrations and a good article on making of pottery and the design.

Industries.
Smithsonian Report 1900, Part 2.
"Anthropological Studies in California."
Illustrations of baskets and grinding corn—and an interesting article.
Ethnological Report 1881-1882.
"Omaha Sociology"—Good article for teachers.
Excellent illustrations.
"Menominee Indians"—A good article.

Eskimo.
Ethnological Report 1887-1888.
A good report on life and customs, a few illustrations.
Excellent illustrations.
Eskimos about Behring Strait.
Excellent illustration and an article which includes some folklore.

GRADE II.

HISTORY.

Primitive Shelter.
Smithsonian Report 1896.
"Pueblo Ruins Near Winslow, Arizona."
Good illustrations and interesting article.
Smithsonian Report 1895.
"Cliff Dwellers of the Red River Country."
Illustrations and article on life of Cliff Dwellers.
Eighth Report of Bureau of Ethnology, 1887.
"Pueblo Architecture"—Information for teacher and illustrations.
"Aboriginal Remains in Verde Valley."
A good article and a few good illustrations.
Excellent illustrations of Zuni and Pueblo dwellings.
Excellent illustrations of brush huts.
Illustrations of mat and bark huts.
Excellent illustrations of Pueblo ruins.

**Primitive Implements.**
"Flint Implements."
"Stone Implements"—good illustrations.
Excellent illustrations of stone implements and carved stone.

**Primitive Industries.**
Smithsonian Report 1900, Part 2.
"Anthropological Studies in California."
Illustrations of baskets and grinding corn.
Smithsonian Report 1895.
"Cliff Village of Red Rock Country."
Illustrations of Pottery.
National Museum Report 1901, Part 2
Excellent illustrations of pottery.

E. C. BARNUM.

**GOVERNMENT PUBLICATIONS**

Students attending the Normal School find themselves surrounded by an embarrassing wealth of subject matter and reference material of which they have neither time nor energy to avail themselves during their Normal course, and, as a consequence, often promise them-
selves the opportunity of examining and using it when engaged in actual teaching. Upon assuming a position, however, in the average school community, they are confronted with a dearth of such material and with a lack of funds for supplementing these meager resources.

While many people are familiar with the work of the government along agricultural lines, few are aware of the breadth of activity of the national and state governments as authors and publishers of educational matter. Those seeking material for classes in geography, nature study and primitive life frequently ignore these valuable contributions. There are few topics in these subjects not touched upon by some document and portions of the data therein given can not be obtained from any other source.

To promote the agricultural interests of the country, the Department of Agriculture is subdivided into several bureaus and specific problems are assigned each for investigation. The Bureau of Soils studies the soils of particular regions, determines the soils adapted to special crops, the means of eliminating objectionable characteristics and kindred problems. The work of the Entomology Bureau on the best means of control of insects injurious to plant, human and animal life results in an annual saving to the country of millions of dollars. The Bureau of Plant Industry deals with a wide range of topics such as the eradication of weeds, improvement in methods of production of each crop, the perfection of seeds, and the products which can and cannot be successfully grown in each agricultural belt. The numerous Experiment Stations, scattered over the country, supervised by this department, not only discover new principles of agriculture, but furnish models to the farmers of the district of improved ways of cultivation. Each station is especially concerned with the problems peculiar to its surrounding region. One aim of the Weather Bureau in issuing daily weather maps is to enable the farmer to regulate the processes of cultivation with respect to expected turns of weather. The Geological Survey is mapping in detail the topographic features of the United States and has already completed maps for many areas. Exhaustive studies are made of all the mineral deposits and their formation, mining, and production are described. Among the problems of the Department of Commerce and Labor is the investigation of the production and consumption of the important agricultural crops and the conditions determining them. Monthly and daily summaries are prepared of conditions at home and abroad in all lines of industries.

The findings of these and other bureaus are published in book, map and circular form, frequently illustrated, and distributed free of charge or at a price which covers merely the cost of paper, presswork and binding. Many of those, for which prices are listed, may be procured free when application for them is made through a congressman or it is designated that they are to become the property of a school.

The following list indicates the character of the material thus made available and the department to which application should be made for them.

**MAPS.**

- Map of United States and our insular possessions showing acquisitions of territory; and military, naval, Indian and forest reservations. Backed with cloth, mounted on rollers, five feet by seven feet, $1. Supt. of Documents (August Donath).
- Map of Philippines—War Dept. Free.
- Map of Mississippi River—Miss. River Commission, St. Louis, Mo.
- Principal Transportation Routes of the World, with descriptive pamphlet, 25c. Supt. of Documents.
- Chart of Equivalent Weights and Measures. (For teaching of metric system.) Free. Bureau of Standards.
ARTICLES.
For weather observations in grades.
Circular F. Reading of Barometers.
Circular 250. Instructions for Voluntary Observers.
For Biological Nature Study Classes.
Farmers' bulletins—new series.
No. 11—Gypsy Moth in America, 5c.
275—Gypsy Moth and How to Control it, 5c.
78. Economic Loss to People of the United States through Insects that carry Diseases, 10c.
88. Preventive and Remedial Work against Mosquitoes, 5c.
59. Beekeeping, 5c.
54. Common Birds in Relation to Agriculture, 5c.
28. Weeds and How to Kill Them, 5c.
165. Silkworm Culture, 5c.
253. Home Vegetable Garden, 5c.
218. School Garden, 5c.
358. Primer of Forestry, Parts I and II, 5c.

FOR GEOGRAPHY CLASSES.
Cost and Methods of Transporting Meat Animals.
Agricultural Year Book, 1908, pp. 227-244, Handling of Fruit for transportation.
Agricultural Year Book, 1905, pp. 349-362, Development of Transportation in the United States.
Agricultural Year Book, 1899, pp. 643-663, ('The year books are published regularly in the United States.
Individual articles appear also as separate leaflets, ranging from 5c to 40c.
Packing Goods for Export—Manufacturers' Bureau.

SMITHSONIAN INSTITUTE REPORTS.
(Splendidly illustrated. Procured by application through a congressman).
Economic Conquest of Africa by Railroads, 1904, pp. 721-735.
The Nile Valley, 1908.

NATIONAL GEOLOGICAL SURVEY.
Mineral Resources of the United States. Published annually.
223. Gypsum Deposits in the United States.
Folio 62. Maps and Description of Menominee District, 25c.
155. Maps and Description of Ann Arbor District, 25c.

NATIONAL CONSERVATION COMMISSION REPORTS.
These deal with water resources, forests, mineral resources and their conservation. Procured through a congressman.
By application to August Donath, the Superintendent of Documents, price lists, including details of subjects treated, may be procured free of charge and from them selection of pamphlets be made.
Some of the price lists already available are:
No. 21. Fishes.
No. 22. Bird Life.
No. 25. Transportation.
No. 27. Ethnology.
No. 30. Natural Wonders and Antiquities.
No. 35. Geography.
No. 41. Entomology Bureau.
No. 43. Forest Service.
No. 44. Plant Industry Bureau.
No. 46. Soils Bureau.
No. 48. Weather Bureau.
A monthly catalogue of newly published Public Documents is issued by the Superintendent of Documents and will be sent regularly to those requesting it. The State Agricultural Department sends out monthly crop reports. The Railroad Commission distributes an excellent Michigan map free to schools. Soil, sur-
face and mineral maps are issued by the State Geological Survey and may be had for the asking.

LUCIA HARRISON.

Miss Koch of the Rural Department contributes additional guides especially suited to teachers of agriculture.

There is issued a Farmers' Bulletin subject. Indexed by Jos. A. Arnold, Division of Publications. The subjects are listed in alphabetical order so that it is an easy matter to find information on a particular topic; to illustrate:

- Home, farm—a 317.
- Honey bee keeping—59.
- Hop culture—115, etc.

Publications adapted to the teaching of Agriculture are classified as follows:

I. Educational.
   1. School Courses.
   2. School Extension Work.

II. Plant Production.
   1. Agronomy (including soils, fertilizers, field-crops and crops).
   2. Horticulture.
   3. Forestry.

III. Animal Production.
   1. Farm Animals.
   2. Poultry.

IV. Agricultural Technology.
   1. Dairying.
   2. Miscellaneous.

V. Agricultural Engineering.
   1. Farm Buildings.
   2. Farm Mechanics.
   3. Road Improvement.
   4. Drainage.
   5. Irrigation.

VI. Agricultural Economics.
   1. Marketing of Farm Produce.
   2. Forest Planting and Farm Management. 228.
   3. Production of Seed Corn. 229.

There is also an alphabetical list of "Publications for sale" which is circular No. 3, by the Division of Publications in charge of Jos. A. Arnold.

TRAINING SCHOOL ASSEMBLIES

The assembly programs are now in charge of a committee made up of three members of the Training School faculty and two children from each grade. The children are elected to serve on this committee by the other children in their grades. The children meet each week with the chairman of the committee and suggest what their grades can contribute and also make many other suggestions for the weekly programs.

Among other things the committee has planned for this term is a school paper to be read at a later date at one of the assemblies. Each grade is to select a reporter to gather news, and material from his grade. His contributions are to go to the editors, selected from the children of the upper grades. The paper will then be made up and the best readers in the school selected to read it.

The programs for this month have been heartily enjoyed by the children. Miss Densmore brought to them some of Edward Lear's nonsense rhymes and pictures. This was the first time that such a program had been given in the Training School, and it was a great success. It is hoped that this type of program may find a permanent place in the assemblies. An honest tribute was paid to Miss Forncrook's ability as a story-teller in the children's breathless interest in each of her stories. The usual keen enjoyment was displayed in the children's attitude in listening to the kindergarten children's program, and there was no doubt of their appreciation of Miss Seekell's story.

The following programs were given during the month:

Oct. 12—Edward Lear—Miss Densmore.
Reading—The Owl and the Pussy Cat—Second grade.
Story of Our Aquarium—Fourth grade.
Stories—Miss Forncrook.
Dramatization—The Ant and the Grasshopper—First grade.
Oct. 26—Game of Greeting—How We Made Grape Jelly.
Lullaby.
Skipping.
Story—The Dog with the Green Tail.
How the Horses Go—(a rhythm game).
Program in charge of the kindergarten.
Nov. 2—Story—Miss Seekell.
Planning for the School paper.
The football season is now fairly on and as yet we have not had a chance to get up on our rear pedals and exercise our voices to any great extent. Coach Spaulding has had a most difficult piece of work cut out for him this fall. To begin with, he has had to build up an entirely new back field, including quarterback. In addition to this herculean task he has had to stop numerous big gaps in the line, due to the absence of some of the stalwarts of last year. There can be no blinking the fact that the absence of Damoth, Sooy and Berger back of the line has made an awful hole in our offense and defense. Then, too, the development of the team has had as usual to go on anybody's old lot and without the assistance of an efficient second team.

To cap the climax, old Nemesis has been camping on our trail to such good purpose that sprained ankles, sprung knees, battered ribs and shoulders sprung awry have been so frequent as to be commonplace. It is no wonder that "Bill's" hair is turning gray; that his cheerful smile is somewhat cracked and that his spitter is in more active ebullition than usual. He has a tough job these days, but here is hoping that there is light ahead. We will have an athletic field of our own one of these bright mornings and then what we will do to our enemies will be something to boast of.

Four games have been played to date, the first three being on the debit side of the ledger, while the last one was a victory, giving us our first credit slip of the season. The three games lost were played with Hillsdale College, Albion College and Culver Military Academy. The loss of these games should after all not be taken too seriously, for the teams really should be outside our class. They all have the advantage of having their players together for four consecutive years, while we have ours for but two. It is a poor coach who can't whip four year material into shape so as to have a winning combination.

THE GAMES.

Hillsdale, 14; Western Normal, 6.

This game was played at Hillsdale, and is the first victory ever won by the Baptists from us in football. We had them 6—0 at the end of the first half, but they came back strong in the second lap and won out by a comfortable lead. The teams lined up as follows:

Hillsdale.

Beals l. e. Vande Walker
Legland l. t. Tuttle
Williams l. g. Warren
Stuart r. t. Monteith
Huffaker r. e. Kanley
Gillette q. Martin
Myers r. h. Dewey
Harwood l. h. McKay
Beck f. Mayer (capt.)

Western Normal

Albion, 12; Western Normal, 5.

The Albion game was played at home and to the writer it seems that we should have at least had a tie. The score was 12—5 against us. During the first quarter, when Albion did all her scoring, our tackling was very poor. They managed
to pull off two long runs during which we had plenty of chances to tackle and this put them right down on our 5 yard line. It took three downs to get the ball over, but they made it. Immediately after an Albion player got a forward pass right in his hands and romped across for a second touchdown. This all happened in the first seven minutes of play. After that Albion never even threatened our goal. We had several good chances to score, but our football Billiken must have been away playing ping pong and so we failed to count. In the last second of play a blocked punt and a 40-yard run gave us our lone score.

The line up was as follows:

Albion. Western Normal
Hudnutt 1. e. Vande Walker
Beach 1. t. Tuttle
Reed 1. g. Warren
Henderson c Carpenter
Dyer r. g. Monteith
Shattuck r. t. Bramwell
Marlatt r. e. Roper
Dickey q Martin, McGuire
Bertrand r. h. Dewey
Funk 1. h. McKay
Jelesch f. Mayer (capt.)

Culver, 27; Western Normal, 3.

The Culver game was a hard one. This team is of real college grade. The players are athletes and are drilled to the second. It is a hard trip, too, from here and our team went on the field with that handicap. The score was 27-3 and Culver annexed all her tallies save three in the second quarter. No one seems to have any clear idea of how it all happened, but in some occult way the soldiers chased four touchdowns over the chalk line in that fateful session. Our team suffered the loss of Monteith in this game. His shoulder received a wrench severe enough to keep him out of the game the balance of the season.

The line up was as follows:

Culver. Western Normal
Huston 1. e. Vande Walker
Hubble, S. 1. t. Tuttle
Hubble, G. 1. g. Warren
Hiller c Carpenter
Moore r. g. Rowe
Kane r. t. Bramwell
Dooley r. e. Roper
Boardman q McGuire

Patterson r. h. Dewey
Lee l. h. McKay
Reed f. Mayer (capt.)

Western Normal, 34; Hope College, 0.

The result of the Culver game seemed to do the football team a great deal of good, for when they hit the Hope team they continued to play the same article of ball that they showed during the second half of the Culver game when they scored 3 points to the Soldiers' 0.

Capt. Mayer won the toss and chose to defend the west goal. McGuire was downed after running the kickoff back 20 yards. A series of bucks off tackle put the ball on the Lowlanders' 5 yard line, where they held for three downs. After two futile attempts to advance the ball by rushing, Verhook kicked from behind his goal line. McGuire caught the ball on the bound and was tackled on the local's 40 yard line.

On the very first play Vande Walker received a well-executed forward pass on a fake end run, and raced 25 yards for a touchdown, when Roper blocked the defensive fullback, the only opponent not fooled by the play. McGuire heeled the punt out but McKay missed the goal. During the remainder of the first two periods the Normals threatened to score several times, but the Dike men fought as of old and held.

The opening of the third period saw a great change in the play of the Pedagogues, when they displayed some real football. The Hollanders' defense was completely baffled by the rapid succession of shift plays and forward passes pulled off by the Normalites.

McKay featured in some beautiful end runs behind splendid interference. Capt. Mayer's line bucking was the best seen on the local grounds for some time, and his fake cross bucks off the weak side resulted in three touchdowns.

Roper followed the ball with unerring accuracy and once recovered an outside kick for a touchdown.

The line charged hard and blocked their men in well on end runs and made wide holes for line smashes.

The defense was almost perfect as only two first downs were made by the Dike men. Verhook, Hope's great line bucker, was unable to make more than a
yard on each attempt, and was often thrown back.

Houlouse did some great open field tackling and Van Streen was a tower on defense for Hope.

Hope. Western Normal.
Van Strien l. e. Vande Walker
Yutema l. t. Tuttle
Dietero l. g. Warren

Pyl c Carpenter
Stegeman r. g. Rowe
Straight r. t. Bramwell
Vander Meer r. e. Roper
Houlouse q McGuire
Steketee r. h. Dewey
Ver Hoek l. h. McKay
Holleman f. Mayer (capt.)

THE ALUMNI BANQUET.
The students and alumni of Western State Normal rallied in large numbers at the State Teachers' Association meeting in Detroit, so that the banquet held Thursday, November 2, in the parlors of the Simpson M. E. Church was a very pleasant reunion of new and old friends, students and alumni of the Normal and some invited guests.

The menu was especially appetizing, and all present did justice to the good fare provided by the ladies on the committee.

President Waldo proved an able toastmaster, fully equal to the occasion, and introduced the different speakers with many witty allusions. The following responded to toasts:

1. “Loyalty in the Student Body”... Prof. T. Paul Hickey
2. “How Its Alumni Regard the Normal” Miss Almeda Bacon, Grand Rapids
4. “Our Normal Record”... Dr. Wm. McCracken
5. “The True Meaning of Loyalty”... Dr. Henry Suzzallo

Columbia University.

Among the visitors present were noted:
Dr. Henry Suzzallo, Teachers’ College, Columbia University; Superintendent J. M. Frost, Muskegon; Superintendent W. B. Sheehan, Fennville; Commissioner C. L. Goodrich, Allegan; F. D. Miller, Calhoun; Mr. H. D. Nutt, American Book Company; Superintendent W. G. Coburn, Battle Creek, and former Commissioner James Swain, Coldwater. In the following list will be found the names of the alumni present:

Frederika Bell C. F. Reebs
Esther McVea G. I. Leavengood
Hattie Knowlton J. B. Mott
Ralph McVeag Wm. H. Jellema
W. B. Sheehan Clarence De Vries
C. L. Goodrich Charles Appleton
Edna M. Link Volney Stuck
Florence Marsh J. A. Wiggers
Alice L. Marsh F. W. Emerson
Gertrude Hellingharth Floyd Hazel
Mae Fields Hazel Brown
Blanche Batey Irma M. Richards
B. W. Storer Helen Cook
Ralph Windoes Lulu M. Johnson
Arthur Mason Maude Tyler
Dwight Paxton Lela Culver
Karl Knauss Ida Fullerton
Gilman Lane Margie Russell
Dale Malby C. F. Otto
Fred Johnson Bessie Arnold
George S. Waite Jette F. Pierce
James Swain Veda M. York
Blanche Pepple Margia Haugh
Norman Limeke May Longman
Emma Roberts Aura Cathcart
Ora Dowd Sarah Hare
Velma Brown Rev. H. A. Field
Ada Seabury Margaret Vail Field
Robt. M. Reinhold Isabelle Lane
Addie M. Clark Mrs. Mabel Vroman
Myrtle M. Cherry Nina Bobb
May Cornell Lilian Grable
Mary Kline Ella Grable
E. E. Harrington Alta Shimmel
Rowena Monfort Gail Koster
Mrs. H. F. Kobler Ruth Sprague
Hazel Hutchins Minnie Harman
Zoe C. Shaw Melvin Myers
Mary Hatton Ida Shaffer
Bessie B. Goodrich Hazel Thayer
Elva M. Fornicook Fern Messinger
Katherine Newton Harry D. Nutt
Edith L. Shotwell Maude Parsons
Mary F. Richards Florence Barnard
Viva Osborn Mary F. Powers
Jane Wakehan Virginia Forrest

Meda Bacon
Irving G. Benton       D. B. Waldo
Bernice Jordan        Mrs. W. McCracken
Bertha Colles        Dr. Henry Suzzallo
J. B. Faught           Dr. Wm. McCracken
Mary Ensfield         J. M. Frost
Eva Brown            Mrs. C. W. Case
Beryl VanAntwerp      Ernest Burnham
Margaret Parker       Matie Lee Jones
Hazel Croskery       T. P. Hickey
Edith Shepherd       Cornelia Brinkerhoff
Lydia Dennis          Nita L. Butler
Ida M. Densmore      Nellie Neuman
Florence Pray         C. A. Lefevre
Ruby Cronk             Bertha Bean
Edith M. Edwards      Myrtle Bean
L. W. Fast            W. G. Coburn
F. D. Miller         L. H. Harvey
Dorathea Brinkerhoff

THE SENIOR-JUNIOR PARTY.

On the evening of Thursday, Oct. 26, the Seniors were hosts to the Juniors in a most delightful party. This annual event is always eagerly anticipated by the newcomers and it serves in a most enjoyable manner to introduce the Juniors to each other and their fellow upper classmen. This year the committees in charge under the able leadership of Miss Amelia Upjohn and Mr. Walter Dewey, lived fully up to the traditions of the function. The decorations which were unique, were of an autumnal character with a distinct leaning toward a Hallow'een effect. Hundreds of imitation tissue paper leaves, hung from strings, gave a restful forest effect. On a medial line, but back from each end some thirty feet, stood two huge shocks of corn around which the merry couples danced in honor of the Harvest time. In commemoration of Hallow'een, the lights all about the side walls were covered with imitation pumpkins, thus giving the mild and mellow light of true Indian summer.

The guests were received by Walter Dewey, Miss Amelia Upjohn, President Waldo, Miss Ruth Foote, Ralph Windoes, Dr. and Mrs. McCracken and Mr. and Mrs. B. L. Jones.

Fischer's orchestra furnished the music, and it therefore is needless to say that from grand march to good night every number was thoroughly enjoyed.

During the dancing the throats of the thirsty participants were cooled and their thirst assuaged by draughts of delicious sweet cider. During the intermission, the guests did full justice to ice cream and cake served in the rotunda.

The success of the party was due to the following members of the class who were in direct charge of the arrangement:

Executive Committee—Miss Amelia Upjohn and Mr. Walter Dewey.

Invitations—Herbert Waldo, Ruth Furnell, Ruth Campbell and Bert Ford.

Refreshments—Fanny Young, Lucile Watts and Ralph Windoes.

Decorations—Ruby Shepherd, Marie Wilkins, Florence Smith and Messrs. Hill, Coburn, McCall and Grant.

These parties are distinctly worth while and contribute much to the pleasure of school life. The one of Oct. 26 was thoroughly enjoyed by all present and reflected much credit on the class of 1912.

ASSEMBLIES

Dr. Blanch Epler made an admirable address to the students on Tuesday, October 10, choosing as her subject, "Clean Milk," and gave in a very graphic fashion the results not only of her own personal investigation of the subject, but also what is being done elsewhere in the United States. Dr. Epler places the blame for impure and unclean milk upon the farmer, the dairyman, the transporter and the housewife, with the emphasis upon the farmer. President Waldo supplemented the address with some fitting deductions and expressed the hope that some time in the near future the rural department of the Normal would be equipped to give illustrated lectures on such points of hygiene and right living as are becoming vital to the community.

Friday, October 13, brought as a guest to the institution Mr. E. A. Anderson, who has succeeded Mr. Riddle as head of the Lake Farm Home for Boys. Mr. Anderson gave a most interesting account of the history and working plan of the George Junior Republic at Freeville, New York. His remarks were interspersed with many amusing incidents, told in a droll fashion, which shows intimate knowledge of boy nature.
Music for the occasion was rendered by Miss Ruby Shepard, who played admirably "Marz-Wind" — MacDowell, (American Composer), giving as an encore: "Humoreske," Dvorak, (the Hungarian composer).

The address at the succeeding assembly on Tuesday, October 17, was on a kindred theme to that chosen by Mr. Anderson. Mr. Clarence Perry, of New York City, who lectured in Kalamazoo the evening before, gave in detail the necessity for organized movement in creating public playgrounds throughout the country, choosing his illustrations mainly from what is being done in New York City.

Dean Stetson of Kalamazoo College, was a welcome guest on Friday, Oct. 19, during the assembly period. His address was filled with sound, sensible advice, his theme being, "Education as a Factor in Character Building." The latter part of the hour was given up to a rousing mass meeting to prepare for the football game with Albion. Speeches by members of the faculty, songs, and "yells" made up the program of the meeting, which was ably presided over by Mr. Hickey.

Dr. Henry L. Gelston captured his audience, as he always does, and held them from start to finish on Friday, October 27, with an eloquent address on "Growth," which he defined as something which is, in large measure, a matter of self-determination, being made up of assimilation from without and development from within.

Mr. George L. Borough added greatly to the pleasure of the morning with two vocal solos, "Auf Wiedersehen" and the encore, "My Little Love," by Hawley.

Tuesday, October 31, brought as a visitor to the institution Mr. George Phoenix, vice principal of Hampton Institute, who is on tour through the Middle West. Mr. Phoenix gave an admirable exposition of the scope of the work at Hampton, both for young men and women.

Dr. Boys gave the address of the morning on "Some Remedies for School-Room Emergencies," a talk filled with sensible suggestions which cannot fail to bear fruit with the embryo teachers composing the audience.

Mr. Carl G. Kleinstuck, one of the best authorities in the country on peat, its development and manufacture, spoke on this theme on Tuesday, November 7, giving a witty, interesting talk on what would, in the hands of most speakers, have proven a very dry subject.

PREPARATORY DEPARTMENT.

On Friday, November 10, from three to five, the young women of the sophomore, junior and senior years met with Miss Alice Marsh for a "Christmas Bee" to prepare for the Christmas party on Saturday, Dec. 9. Afternoon tea was served and a thoroughly good time enjoyed by all.

One of the most enjoyable assemblies ever held at the Normal was that tendered the Preparatory Department by the Rural Seniors and Juniors, who proved admirable hosts on the evening of Thursday, November 9. The Assembly room was very tastefully decorated in "Brown and Gold," oak branches and bands of color carrying out the scheme, and games and dancing amused the guests until all said, "Goodnight," at the closing hour, eleven o'clock.

All students interested should examine the fine exhibit of the process of color printing, on the bulletin in the library. It is the gift to the school of Roy Healy, who spoke recently on the development of color-printing before the Erosophian Society.

A large and enthusiastic meeting of the Erosophian Society was held on Thursday, October 26, at 9:50, in the music room. The program included:

(a) Address by the President.
Piano Solo......Edna Matthews
"The Art of Color Printing.... Roy Healy

The Preparatory Department has begun the term with a larger enrollment than usual, and the prospects of a prosperous year. The membership shows fifty-five young men and thirty-nine young women on its rolls, a total of ninety-four.

The following is the program of the Erosophian Society for the fall term:

I. Thursday, Oct. 12..............Election of Officers

II. Thursday, Oct. 26..............(a) Piano Solo.Edna Matthews
(b) "Development of Color Printing.... Roy Healy

III. Thursday, Nov. 2..............(Postponed—State Teachers' Association).

IV. Thursday, Nov. 16..............(a) Piano Solo..Howard Fuller
(b) "The Art of Paper-making and its Relation to Kalamazoo"..............Bailey Ayers Wright

V. Wednesday, November 29..............(a) Vocal Solo..............Esther Goodenow
(b) Address, "What is worth While?"..............Pres. D. B. Waldo

VI. Thursday, Dec. 14..............(a) Piano Solo.Bertha Bauerle
(b) Address: "Two Years in Uncle Sam's Navy"..............Wm. Stafford

AMPHICTYON SOCIETY.

The Amphictyon Society is beginning the year with a large body of new members and has arranged a program in the form of a series of discussions, criticisms, and readings from Mark Twain. The program of the last meeting included discussions and readings from "Innocents Abroad," and "Tom Sawyer," and proved to be very entertaining. An interesting biography of Clemens' life containing much of his fine humor was also read and enjoyed.

One person was heard to remark that the Senior-Junior party was perfectly shocking.

Activities in the Y. W. C. A. of the Normal have centered during the past month in a membership contest which closed with a "spread" in the assembly room Thursday evening, Nov. 23. Leaders in the contest were the Misses Harriet Riksen and Lucille Simmonds and the result was a substantial increase in the association membership.

Plans for the annual football supper are in charge of the social committee, of which Miss Spindler, of the Training School Faculty, is chairman. The date of this fall event which marks the close of the football season each year, has been set for Friday, Nov. 24. It will include all of the young men in the school who wish to attend.

The Choral Union will present for its annual concert on April 8 Mendelsohn's glorious oratorio, "Elijah." Work has already begun on this masterpiece which will be sung by a chorus of about 80 voices, with special soloists.

With an increased membership over last year, the Choral Union of the Normal has organized for the year. There are about 80 members and rehearsals are held each Monday evening under the direction of Miss Marsh of the music faculty. Officers have been elected as follows:

President—Neil Verberg.
Vice President—Bert Ford.
Secty-Treas.—Miss Ruby Shepard.
Directors—Lee Boroughs, Seth Baker, Bert Ford, Ruth Foote, Rose Netzorg.

Afternoon tea was served in the music room Friday afternoon, Nov. 10, by the students of the music and art departments. Miss Mabel Patterson presided at the tea table, and the Misses Josephine Cook and Marjorie Fritchard assisted in serving. The afternoon was spent in sewing and crocheting. Miss Fritchard favored the company with a cornet solo, Miss Patterson with a reading and Miss Joseph with a voice number, "Seligkeit," by Mayer.
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The Chaminade Club, an organization made up of special music students, held its annual election recently and the following officers were chosen: Miss Hilda Joseph, leader; Miss Mabel Patterson, secretary and treasurer; Miss Marie Wilkins, manager, and Miss Florence Marsh, director. The club will make its first appearance with a program for the children of the training school.

The largest class in the history of Western Normal will soon be organized as juniors. Nearly 300 students are eligible to membership in this class, which will hold a meeting for the election of officers in the near future.

The annual Thanksgiving recess will begin the day before Thanksgiving—Wednesday, Nov. 29, and will continue until the following Monday. Christmas vacation for the Normal will begin Friday, Dec. 15, and continue until after New Year's Day.

Notwithstanding the dim religious light that illuminated the Senior-Junior party, those who enjoy tete a tetes were disappointed. They claimed there were so many ears around that even the faintest whisper could be heard.

At a meeting of the members of the senior class held recently the matter of a class pin was discussed. Finally, the adoption of the design used last year and made by the art department, was decided upon. It is a small pin in dull gold bearing a design suggestive of the Normal buildings and has a classic appearance.

Miss Elva Fornocrook, head of the Department of Expression, will contribute to the enjoyment of the little people of the Children's Home from time to time on Sunday afternoons with a story-telling hour. Other institutions in Kalamazoo will also be favored with Miss Fornocrook's services during the year.

Officers for the Erosophian Society, the organization of the high school department in the Normal, are as follows for the term: President, Louis McGuire; Vice President, Ross Tuttle; Secretary-Treasurer, Harriet Bush.
A series of faculty parties will be held this year under the direction of the general social committee of which Miss Lavina Spindler, of the training school faculty, is chairman. These occasions in the past have been most enjoyable ones, bringing together socially the 50 members of the faculty one evening each month.

A meeting of the executive committee of the Michigan Corn Improvement Association, which will hold its annual meeting in the Normal in January, was held in Room 13 Friday morning, Nov. 10. The purpose of the committee meeting was to make the premium list for the annual meeting. L. L. Lawrence, of Decatur, and L. J. Bradley, of Augusta, were present.

A hospitable feature of the Western Normal gathering at the State Teachers’ Association in Detroit early in November was the opening of Normal headquarters. A room in the Hotel Cadillac was engaged for the purpose of receiving former students and friends of Western Normal, and nearly 100 took the opportunity of renewing acquaintances. Members of the faculty were in charge of the headquarters, where generous boxes of candy added to the sociability.

The Rev. James Chapman, principal of the Southlands Training College, London, England, and member of the consultative committee of the Board of Education of England, was a visitor at the Normal Thursday, November 9. This school was the only one of its character visited by Dr. Chapman, who is in the United States on an inspection tour of educational institutions. Michigan was especially favored on this occasion, the University having been selected as representative of American universities and the Western Normal as representative of Normal schools in the country. Dr. Chapman was guest at luncheon of members of the faculty. Superintendent Co-burn, of Battle Creek, was also a guest at the school on the occasion of Dr. Chapman’s visit and was a guest at the informal luncheon.

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We know of no series of English classics so well edited and so well bound for the same price. Low cost and durability make a combination that is welcome to the high school teacher of English, whose work calls for many texts especially if he succeeds in getting his classes interested in a generous amount of reading. The introduction of this particular volume is brief and to the point. All notes on the text are sensibly put at the foot of the page concerned.

It arouses interest immediately to see in the advanced notices of a text in Civil Government that the author “has laid stress—especial stress—upon the activities and methods of political parties, party conventions, primaries, the conduct of political campaigns, the regulation of campaign methods, and the like.” This means of necessity that the girls in our schools must needs become more familiar with a set of facts that they are woefully uninformed on. Garver’s Government in the United States (American Book Co.) supplements a clear text with intelligent and leading questions at the ends of the chapters, many of which ask, “What is your opinion?” All this is significant of progress in text book making.
T. P. H.

ELEMENTARY ENGLISH.
By Lillian G. Kimball.
American Book Company, N. Y.
This new arrival on our book shelves is in two volumes, covering work from grades four to eight, inclusive. It is well in line with the present strong tendency in English texts to place the emphasis on what is practical and allied to everyday problems that the student has to meet. It should lead the child to a development of initiative and self-reliance and prove a valuable aid to the teacher of English in the grades.

A. S. M.
An innovation in the school’s social calendar was the girl’s tea held in the rotunda of the training school Saturday afternoon, Nov. 18. All of the young women in the school were invited and most of them were present for this delightfully informal event. Attractive decorations were in charge of the following committee: Harriet Bush, Bertha Bauerle, Isabelle McLaughlin, Blanche Betts, Una Barnes, Miss Wakeman and Miss Harrison. Other committees were as follows: Refreshment—Alice Mack, Louise Fullerton, Nellie Mason, Beulah Van Vranken, Edith Beckley, Pearl Hoag, Miss Adele Jones and Miss Alice Marsh. Entertainment—Rose Netzorg, Marie Wilkins, Fannie Young and Miss Hootman. General Arrangement—Amelia Upjohn, Ruth Foote, Nina Winn and Miss Spindler.

“Lighting of the School Room” was the subject of a most interesting address by the Rev. Caroline Bartlett Crane for Normal assembly Tuesday morning, Nov. 14.
In the list of distinguished visitors to recently visit the Normal school was a member of the Bureau of Education of Washington, D. C.—Dr. Harlan Updegraff. Dr. Updegraff spent several hours in consultation with President Waldo and other members of the faculty on Thursday, Nov. 9.

One session of the Michigan State Grange Convention will be held at the Normal December 12, and extensive preparations are being made by Prof. Ernest Burnham and other members of the faculty for an interesting meeting. The evening session will be held in the gymnasium at 7:30, with President D. B. Waldo as chairman. The following program has been arranged:

Music.
Invocation.
Address of Welcome to Normal and Introduction of Mayor C. H. Farrell.
Address of Welcome to the City.
Address of Welcome to the City.
Response for the Grange.
State Master N. P. Hull.
Music.
Address—"The Relation of State Normal Schools to Rural Education."
Hon. L. L. Wright.
State Superintendent of Public Instruction.
Announcements.
Physical Training Class Exercise.
Directed by Miss Matie Lee Jones.
Inspection of Buildings, exhibits of work, music.
Reception in rotunda of Training School. Fischer's Orchestra.

Western Normal was selected by George P. Phenix, vice principal of Hampton Institute, West Virginia, as a representative institution for certain work, and on Tuesday, Oct. 31, Mr. Phenix visited this school, spending the entire day in investigations of various de-

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partments. He was entertained by men of the faculty at an informal luncheon at the American House and made a brief address in assembly that morning.

The lunch room which was established in the basement of the training school building about a year ago has proved a success far beyond the expectations of those who planned the project. Each day at the noon hour from 100 to 400 students and faculty members are served to a dainty and wholesome luncheon. Miss Grace E. Moore remains in charge of the lunch room, and is assisted by young women in the school. At most moderate cost a good luncheon is provided here and its success is proof of its merits.

The Western Normal was represented at the State Teachers' Association which met in Detroit, Nov. 2, 3, 4, by Pres. Dwight B. Waldo, Miss Lucy Gage, Miss Ida Densmore, Miss Alice Marsh, Miss Florence Marsh, Mr. Paul Hickey, Dr. and Mrs. McCracken, Dr. Faught, Dr. Harvey, Miss Bessie Goodrich, Miss Maude Parsons, Miss Matie Lee Jones, Mr. Ernest Burnham, Miss Adele Jones, Miss Katherine Newton, Miss Forn-crook.

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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,
Kalamazoo, Michigan.