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In our Steel Vaults
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SCHOOL LIFE ELSEWHERE.

The State Normal at Oshkosh, Wisconsin, last June prepared and presented a historical pageant showing the history of the St. Lawrence and Fox River Valleys. It was given in seven episodes and included over two hundred characters in costume. The entire school, faculty and students assisted in the work.

Beginning in February all the Normal schools of Wisconsin will offer courses paralleling the first two years of college work. The hope is that by bringing higher education closer to the homes of the state many young people who do not avail themselves of the opportunities offered by the State University and the colleges and who do not care for purely Normal courses will be brought into attendance. The plan itself has been inspired directly by the University authorities and is in the nature of an experiment, nothing like it having thus far been done anywhere in the United States. Its working will be watched with interest, both in its effect upon the Normals and University and upon the general educational situation in the state. With the high schools in close affiliation with the university on a most sane and liberal basis, eight normal schools paralleling, in addition to their own special work, the first two years of the university and with the university itself enrolling not only thousands of students actually in residence, but more than five thousand in extension courses, Wisconsin seems in a fair way to have grasped the true significance not only of universal education and of higher education, but of universal higher education.

R. M. REINHOLD.

A SMILE OR TWO

It was in the primary class of a graded school in a Western city and the day was the twenty-second of February.

"Now, who can tell me whose birthday this is?" asked the teacher.

A little girl arose timidly.

"Mine," was the unexpected reply.

GETTING A REACTION.

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Student—Leather.
Teacher—Of what is leather an oxide?
Student—Leather is an oxide of beef.
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Real Estate

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PHONE, 1421

Postmaster General Hitchcock was lunching at the Metropolitan Club when he saw one of his society friends sitting nearby and looking gloomy and disconsolate.

"What's the matter, Sam?" called out Hitchcock.

"Nothing much," sighed the saddened Sam. "Only, I took too much to drink yesterday. I lost a pair of glasses, a cane, a raincoat and a reputation."

A Southern Senator was alone in his office one morning not long ago when a middle-aged woman entered, bringing with her a wild gleam in her eye.

"Can you lend me twenty dollars?" she asked, calling the Senator by name.

"I'm sorry," replied the lawmaker, "but I'm afraid I can't this morning. I'm pretty hard up."

The visitor fidgeted in the chair which she had taken without invitation. "I need twenty dollars very badly," she con- her. "I just got out yesterday," she tinued. "In fact, I've just escaped from a lunatic asylum." The gleam in her eye got wilder, and she began to wave her handbag in long swinging motion before said.

"That being the case," concluded the Senator somewhat hastily, "here's the twenty."

A traveling salesman out of Chicago was in Lexington, Kentucky, recently and had to talk over the telephone to one of his customers in a neighboring town. When he had completed the conversation he asked the demure little operator how much the charges were, and she replied, "Thirty cents." At this the C. T. S. irately declared that in Chicago one could talk to hell and back for thirty cents.

The operator quietly replied: 'Yes, but this is a long-distance call.'
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You heard of that chap who complained to Representative Ruppert that he couldn’t get any work at his trade, and when Ruppert asked him what his trade was he said he was a lineman for a wireless telegraph company?” asked Representative Sullivan. “Well, I got one this morning to beat that. A big hobo struck me for a quarter.

“What’s the matter with working?” I asked him.

“Can’t get anything to do at my trade,” said the hobo.

“What’s your trade?” I wanted to know.

“I’m foreman of a radium factory.”

“And it was up to me to produce.”

Some years ago, Mark Twain was a guest of honor at an opera box-party given by a prominent member of New York society. The hostess had been particularly talkative all during the performance—to Mr. Clemens’s increasing irritation.

Toward the end of the opera, she turned to him and said gushingly:

“Oh, my dear Mr. Clemens, I do so want you to be with us next Friday evening. I’m certain you will like it—the opera will be ‘Tosca.’ ”

“Charmed, I’m sure,” replied Clemens.

“I’ve never heard you in that.”

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We can sometimes be the rage,
And departing leave behind us
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H. de P. H.

Wot is it?”

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ERNEST McLEAN, Mgr.
PLAY, A NATIONAL FORCE

The editor of the magazine has asked me to write an article on the general subject of Play, which, being quite as universal and necessary as work, gives me the greatest freedom to wander in a pleasant field. Yet, to state the matter in a definite way, and to give it some value in concrete content, I have chosen to write briefly on the subject, PLAY, A NATIONAL FORCE.

I used the word play instead of playground, advisedly, for already the organization which fosters the play spirit has changed its name to "The Playground and Recreation Association of America," indicating the broadening activities of the Association as it attempts to carry out its original purpose of "promoting normal, wholesome play."

Already, we have passed the first decade of the new century. Enough years have passed to make it no longer new but customary. Its spirit is already largely determined and we have started on the way, the direction of which we will continue to take for perhaps a hundred years. The last century was one of discovery, invention, transition, and, above all, hard work. Its gospel at least for America, was the gospel of work and gain. The present century is to be one of social and moral regeneration and of great emphasis on the things of the spirit. It will be great in discoveries, also, but the discoveries will be in the inner world. Its gospel will be the gospel of greater life, of play and relaxation. In this century, America is really to find herself, and, from present indications, the renewal of the spirit of play in the hearts of all, old and young, will play no small part in the finding of, and the ability to contain "a more abundant life." Play has already become a national force and we must recognize it and immediately set about to properly use and direct it, else through its perversion and abuse, we will be like the man whose last condition was worse than his first.

But six years ago, "The Playground Association of America" was organized to direct this national feeling and give it proper expression. In so short a time nearly five hundred cities have established playgrounds. Millions of dollars have been and are being spent by cities of all sizes and indeed, also, by rural centers, to give the people a chance to play. Yes, just to play. To play, what is it to play? Here, we come to the heart of the thing and in its answer we may catch a glimpse of its far reaching, many sided effects and modes and moods, for play, like work, is but the normal
functioning of the life through its triune nature of body, mind and spirit.

We strive for self government and self control, for self development and self expression, and these, we have learned, are attained, not as was one time thought, through repression, subordination, or the twisting out of shape of any one of the three natures, but through freedom, spontaneity, happiness. Play is dual. It is monarchical and democratic. There is the making, contriving, willing, dominating side, and what absolute monarchs little children are. There comes, too, the cooperating, the yielding and getting, the giving and taking, the helping to build or win, and so the little sovereigns grow into democrats, and what is more thrilling than to see and feel the play of an individual who has found the social consciousness?

So play is a necessary force in the growth of the race, in the evolution of the perfect man. Some necessary forces and causes are tiresome and deadening, but here is a force both necessary and delightful.

In this age of the gospel of relaxation and recreation, of the pursuit of the life that is free and spontaneous, where will we be led by the movement that is itself not forced, but spontaneous, and wherein lies the danger, not of too slow development, but of too rapid growth? Is it not true that having been suppressed so long, the loosed spirit of play may carry us to an extreme of careless recreation in which doubtful amusements may gain the support of a kind of public sanction?

Consider the people in whom this force is at work. There is the original stock that we call American—venturesome, alert, fearless, guardian of personal liberty with the fine old Puritan teachings of righteousness and self-denial bred in the bone. Then there is the great gathering of a heterogeneous population from all parts of the world. As if some Pied Piper had piped through the old world and gathered the children whose hearts beat for freedom and marched with them, not to the mountain, but to the sea, and embarking, came to a new land, hereafter to be their home. They have left old ways, old forms, old homes; they have left tyranny and oppression, political, social and industrial, to come to the land of opportunity and promise, to establish new homes and accustom themselves to new ways and in a patriotism, the best they know, to be faithful to our principles and institutions. Here then, we the children of the Pilgrim and Puritan Forefathers, and we the children of the old world's best must work out our destiny. In the one, play has been suppressed, in the other it has been expressed in primitive, meager forms. There is therefor the danger that with a loosed spirit of recreation we shall grow toward a more chaotic and not a more ordered state. But seeing the danger helps us to avoid it and surely supervised play for the children of our land, on well equipped, accessible playgrounds, will go a long way in solving not only the immediate problem of normal play, but will also forefend the coming generation against a disintegration into racial parties and selfish colonies. For in play, the child of the foreigner and the child of the native will meet in the best possible way and in individual competition develop one another's powers or in co-operative team work, learn the great value of working together. Thus, properly directed, play will become a mighty factor in the solution of one of our great national problems, "the assimilation of the immigrant." This is now going on in many of our large cities. In New York, the Evening Play Centers open from eight to ten o'clock, give wholesome exercise and amusement to thousands of boys and girls from fourteen to twenty years of age. Think of a thousand boys gathered in a large playground, the basement of a large school building, most of them foreign and all passionately American, playing all kinds of games, divided in clubs, debating all kinds of questions, literary, social and political. Likewise, girls. Hear what Mrs. Humphrey Ward said on her visit to one of these play centers in 1908:

"There were five hundred girls gathered debating 'whether you should retain the Philippine Islands' with a vigor, a fluency, a command of patriotic language and feeling which struck one with amazement. Here were girls, some of whom could only have arrived in your country a year or two ago and all of them the children of aliens, appealing to your Anglo-Saxon forefath-
ers, and talking of your Revolutionary War and the Monroe Doctrine, of liberty and self-government, with an intensity of personal appropriation such as no mere school-teaching could have produced. The parents of these children have been entombed and imprisoned for generations. But they are free, they are in sunshine."

When a person fails to find any delight, any joy in life, that person is in a ready way to become dependent. For such a one there seems to be little to live for, little to aspire to, life is a deadening grind. Are there not many who are thus losing their lives and some even dead though the breath still remains in the body? Restore to these through happy fellowship in play, the cheer of life and you verily save them, and quite as much save them, if not more, than by getting them to accept some formal statement of faith. Thus, dependency will be reduced by giving people more for which to live.

Perverted play will produce crime and our whole system of handling delinquents indicates the necessity of establishing ways for the wholesome and natural outlet of youthful energy. When we learn to provide play places for boys who otherwise frequent questionable places of amusement, then we will have created the substitute for courts and jails. Healthful play is the best enemy to juvenile delinquency. Notice what Jane Addams says in her book on "The Spirit of Youth and the City Streets"—

"Fifteen thousand young people under the age of twenty were arrested last year in Chicago because they had failed to keep even the common law of the land. Most of these young people had broken the law in their blundering efforts to find adventure and in response to the old impulse for self-expression. It is said that practically the whole machinery of the grand jury and of the criminal court is maintained and operated for the benefit of youths between the ages of thirteen and twenty-five. Possibly these fifteen thousand youths were brought to grief because the adult population was deaf to the appeal of these young creatures, who were claiming their share of the joy of life, flinging out into the city their desires and aspirations for unknown realities, their unutterable longings for companionship and pleasure. Their very demand for excitement is a protest against the dullness of life to which we ourselves respond."

The playground insures to the future citizen a good physique and an alert mind. It builds up a resistance that is ten times more valuable than any medicine in combating disease. Instead of waiting until tuberculosis gets hold and then living out of doors, why not have plenty of sunshine and outdoor air from childhood up and thus not only save millions of dollars in economic value, but have what no money can buy, sound minds in sound bodies. "A playground before is cheaper than a tuberculosis sanitarium afterwards."

There are thousands upon thousands of adolescent workers in factories in this country. Most factory work requires limited muscular activity. When work is mentally and physically monotonous and one-sided, fatigue is greatly increased, joy and fun are taken out of work. We must bring them back. Play will do it and allow also the all round development of the body so necessary to efficient work. There are many companies in this country that are providing some means of play for their employees. Some even giving time in work hours for gymnasium drills thus practically demonstrating their belief that play makes for efficient service.

Furthermore, good citizenship is promoted by forming habits of co-operation in play. People who play together will find it easier to live together. Family unity is secured when members of the family will play together in leisure hours. The highest forms of spiritual life are possible only when there has been developed a strong play spirit. Social progress depends upon the extent to which a people possess the play spirit.

Where will this play spirit take us? It is all pervasive. All forms of pleasure, of activities in leisure hours, of the pursuit of happiness, are expressions of the play spirit. Our theaters, motion picture shows, music halls, art halls, social centers, athletics, public pageants, public games, are forms of recreation for the people. Many of these forms are highly
commercialized and regard not other than the pocket-book. It is therefore necessary that definite standards of efficiency be established in the field of recreation, "that the recreation program become a part of a larger city plan, that play-grounds, public baths, evening recreation centers, the regulation of street play, the regulation of motion picture theaters and of public dance halls, the celebration of national holidays like the Fourth of July, the arrangements for civic pageants, all become parts of one unified recreation program in any city where recreation work is organized on the most efficient basis."

To conserve all values in recreation, it will no doubt be necessary to develop municipal centers for general social purposes and specific recreational purposes. Instead of smaller societies and organizations developing properties for the use of a limited membership, there will be the play centers with gymnasiums for men and women, boys and girls, with baths and swimming pools, indoor and outdoor games, reading rooms, refectories, lecture rooms, and a general audience room in each center to become to some degree a free lecture platform, open to any person or group who wish to present a matter of general interest. The school houses may thus be used. These facilities to be supported by all the people and open to all the people, and which will develop by their use a greater patriotism, a finer morality, a more homogeneous society, with newer and higher ideals of peace.

REV. WALTER B. DICKINSON,
First Congregational Church, Kalamazoo

A VISIT IN CHICAGO

Chicago, Ill., Dec. 12, 1911.

Measured by events, a month’s visit in our western metropolis, Chicago, seems an age,—and yet strange to say, the days pass on wings of wind. The great business center is rapidly becoming a Mecca for art students and the Art Institute is a veritable beehive of workers with nearly 4000 students enrolled this year. The fine exhibition galleries filled during this November and December with an unusually fine exhibit of American art, are thronged with visitors early and late, while the room containing the fine collection of "Inness" landscapes, the gift of Mr. Edward Butler, a wealthy business man of Chicago, who is seriously studying art as an avocation, is still commanding the attention of the art world. A dozen fine examples of this great American artist’s work are well arranged in a room most artistically deco-
and store an unusual display of beautiful things, besides alas, unfortunately, many things that are anything but beautiful. The ability to choose wisely in selecting your purchases, discriminating between the really good and the fair or poor product, in constructive design, in ornamentation or color, is part of the work of every teacher in giving her students the most practical of art lessons. The world has never known a period when art products were made in such abundance as the present time, and the consumer is given a wide field of choice. Let us make it our business to become the most intelligent consumer as well as a producer in some phase of the world's work. One feels very hopeful over the future of American art when one visits the many gardens where human plants are being evolved and sees the interest taken in these educational institutions to enhance the power of conscious expression along the line of human activities.

It has been my privilege to study our problem from many viewpoints during a month's visit in the city. In the grade schools, high schools, normal and special schools the activities are becoming more and more humanized and rationalized. The students have a freedom of expression and a corresponding power of initiative that must be a constant surprise and delight to their teachers and parents. The day preceding Thanksgiving, on my way to the Chicago Normal College, I met two little girls, perhaps eleven or twelve years of age, belonging from all appearances, to the poorer class. I inquired the way to the school, as they were hurrying past me, and with great interest they directed me and further advised me to go up at once to the Assembly Hall, and take a seat in the balcony for the children would present a Thanksgiving program presently, and I must not miss it. And the children did present it in a charmingly simple manner in which the teacher was seemingly absent. The stage was decorated by window boxes filled with plants and bulbs planted by the children, the boxes being also their own handiwork. In the afternoon the students from the high school gave a program with original Thanksgiving features, including a beautiful original poem and speeches from the students, giving the reasons why people in different walks of life should give thanks. The presiding officer and choir leader were chosen from the student body.

The problems presented to the great city to solve are frequently difficult ones, and not the least among them is to conduct wisely the great school system. Let us rejoice that a person occupies the position of director of this system who has a mind with the keen intelligence ascribed to the masculine but with intuitions and sympathies belonging to woman.

It was with great pleasure we listened to this leader among educators, who has spent her life in the schools of Chicago, speak on the subject, "Some Educational Problems," at the Lincoln Center last Sunday morning. In appearance, in manner, in spoken word, Mrs. Ella Flagg Young is the soul of simplicity. She is working out problems in this maelstrom of human life when men's souls are tried daily in the fires of temptation. May she ever be filled with the spirit of democracy to guide her co-workers along the lines of higher consciousness in this city. Where clean leadership is so much needed. May we all be fired with equal enthusiasm to give ourselves in like manner unreservedly to the cause of education. With best wishes for the New Year to the many readers of the Normal Record who are on the firing line or still in camp in training, I remain,

Fraternally, your friend on a furlough,

EMELIA M. GOLDSWORTHY.

Enroute to California.

TO OUR ALMA MATER.

Here's a toast to the Western Normal,
To our Alma Mater dear,
In future years we'll think of thee,
With many a smile and tear.

For the hours we spend in thy halls, dear school,
Are the brightest hours of life,
And the lessons learned in attendance here,
Will lighten life's care and strife.

So here's to the Western Normal,
Our Alma Mater true,
The grand old school upon the hill,
The best of all are you.

A. P. H. '13.
CONSTRUCTIVE HANDWORK FOR THE LOWER GRADES

Whether as class work, as recreative work during school hours, or as a means of properly utilizing a part of the long or stormy noon hour, some kind of attractive and interesting handwork fills a very important place in the school life of every small boy or girl. Too often the change from the kindergarten to the grades is too abrupt for the child who has been active in doing. It is a fact to be regretted that fine needle work too often takes the place of coarse and somewhat crude construction which the child is able to master and from which he derives the greatest pleasure. The eyes and tiny fingers cannot adjust themselves to problems requiring great accuracy, and such work should not be expected at first. Short, attractive problems, requiring coarse materials, offer the best results up to the fourth or fifth year of school.

Aside from the encouragement given the child, a certain skill in the use of the fingers is developed which will later show to great advantage in the finer lines of handwork. For those who may have charge of providing constructive work for the children in the lower grades, a few suggestions and some very simple problems may prove helpful.

Among the materials best suited to constructive work, a bit of cord or string is one of the most attractive to the young child. String from wrappings may be saved; soft, white, tubular shoe laces may be secured at a small cost and colored in some simple dye, if desired, to render them more effective. Colored string or, better still, macramé cord of various colors may be purchased at any department store for a few cents a ball. Innumerable articles may be made from these which will delight the children and give them confidence in the use of their hands. Knotting is best adapted to these materials, though braiding and chain stitching may be used to form the simplest articles. Whips, horse-reins, various kinds of bags, portières for the doll house and hammocks are a few of the things which may be easily made. The knotted bag will be a source of great joy to a third or fourth grade child who is given a choice of colors and is allowed to make such use of it as he may desire.

No material lends itself more easily to construction than raffia. It has become so generally used in the schools that perhaps there is little need of mentioning its merits. We are all familiar with the simple wrapping over cardboard to form picture frames, napkin rings and whisk broom holders. An ordinary wire coat hanger may be carefully wrapped, and softened by a bow of colored ribbon at the top, making a very dainty and useful gift for someone at home. Braided raffia may be sewed together and shaped to form the most attractive doll’s hat which may be trimmed with a bit of colored raffia, or it may be made into a round mat for the doll house. Weaving and knotting are possibly the most effective ways of using this material, in the latter case the use of color forming a wide range of possibilities. Directions for a circular raffia bag are given below, in which the weaving of various harmonious colors may give a very pleasing effect. Aside from the rug weaving ordinarily done in the grades, small articles may be woven on cardboard looms from odds and ends of yarn brought from home. Such looms are readily made by the children by cutting notches at equal intervals across the ends, into which the warp threads are caught as they pass from one end to another. Imagine a child’s delight in a self-made loom on which, by means of a blunt needle and a piece of yarn, a real fabric may be woven which may take the shape of a doll’s neck scarf, or by an additional seam and a little thought may be fashioned into a muff or bonnet. The tam, woven on a circular loom and with a tassel formed at the top, is always a favorite problem. Yarn might be even more extensively used in crocheting. This is by no means too difficult for the average girl. Even the boy may find much enjoyment in making the crocheted bag in which he may keep his marbles or
valued treasures. A fifth grade girl shows with much pride a soft, warm cap she has crocheted for herself, having learned on some simple article in the fourth grade.

While searching for available materials for constructive work, nature's vast store which is always at hand must not be forgotten. The red haws, berries, dried seeds and coarse grasses may be used for very charming chains with which the school room is decorated for some festival. Coarse grasses or corn husks are very suitable materials for sewed mats and baskets; while the willow or the slender tops of corn stalks, if cut and pinned together, form almost any piece of furniture necessary for making the doll house homelike and attractive. These are only a few of the many materials which might be utilized by the ingenious teacher in planning interesting problems in constructive handiwork. Just as soon as the teacher and pupils discover the possibilities of a few of these materials, interest will increase, the field will broaden, and each will find himself adding to the store of ideas to be used by others. Directions for a few simple articles are given below:

**KNOTTED BAG.**

Materials—Cardboard, 4 in. square, 12 pieces of string, macrame cord or raffia 20 inches.

Draw a line across the top a half inch from the edge of the cardboard. At either end of the line cut a small notch. Fold one length of cord at the center, place the fold in one notch and carry the ends around over the line, tying in a temporary bow at the opposite notch. Fold a second length, place over the same line and tie, making this bow come opposite the first one. These two strings will serve to draw up the bag at the top and are used as a foundation upon which the bag is constructed. The other ten lengths are fastened to these draw-strings by means of the fringe knot. Five are placed on each side of the cardboard. The spacing is so arranged that the outermost knots on each side are the distance of only a half space from the edges. This makes the distance from the knot at one edge to the one just over the edge on the other side of the cardboard equal to the full spaces through the center. The fringe knot is formed by folding the cord at the center, slipping this loop up under the draw strings and bringing both ends of the cord through the loop, thus binding it just tight enough to allow the strings to draw easily. The ten pairs of cords now hang from the draw strings and are ready to be knotted together. A cord in each pair is tied to one in each succeeding pair with the overhand knot beginning one inch below the top. To make this knot bring the two cords together at the place they are to be tied. Throw the two lengths around in a circle either to the right or to the left and draw the two ends through the circle thus formed. At the edges a cord from one side will be tied with one from the other side, thus completing a circle of knots around the cardboard. Again, one inch below the first row of knots, each cord is tied to one of a succeeding pair. This is repeated for four or five rows until the card is covered with an open mesh. Now loosen the bows of the draw strings and slip the bag off the card. Tie the draw strings again near the ends either with an overhand knot or a bow. Finish the bottom by bringing all the loose ends together, and wrapping with a split cord, then cut the ends even to form a tassel.

**HANDKERCHIEF BAG OF RAFFIA**

Materials—Raffia—Cardboard, 6 in. square. Tapestry needle, No. 20; 2 small brass rings.

A little strong thread. Draw a circle about four or five inches in diameter on one side of the cardboard. Upon about four-fifths of this circumference point off half-inch spaces, and pierce small holes at these points. This will form the outer edge of the bag. On each side of the cardboard at the center of the circle place a small brass ring. Tack them on firmly with coarse thread, but at the top only, thus allowing them to swing freely at the bottom where the warp threads are to be attached. To set up the warp, tie one end of a strong but slender piece of raffia (strong linen thread might be used here) to one of the rings, pass through the first hole at one side of the cardboard, up through the second hole and up through the first ring.
again. Continue in this manner until the entire three-fifths of the circle is strung on each side of the cardboard. Now with very finely-split raffia start at the ring on one side and weave over one, under one, back and forth from side to side, until the weaving reaches the outer edge of the bag, always turning on the end warp threads. Weave the other side in the same way, and when finished unfasten the rings and carefully break away the cardboard. A circular woven pocket will be formed which will probably need a few more rows of weaving at the outer edge where the cardboard was torn away. Raffia, braided or twisted, is attached to the two upper corners to form the handle. A very artistic effect may be obtained by arranging the weaving in stripes of harmonious colors.

**DOLL’S MUFF.**

Materials—Cardboard the size of the muff. Yarn, 4 ply Germantown. Tapestry needle, No. 20.

At opposite ends of the cardboard draw lines one-eighth of an inch from the edges. Mark off one-fourth inch spaces on these lines and make notches reaching the lines, thus forming small tooth-like points along the two ends. Using yarn for the warp, fasten at one corner, pass across to the opposite end, catch around the first point, then, returning to the first end, catch the yarn around a point and continue in like manner until one side is strung. Carry the warp over to the other side of the cardboard and repeat the process. Since the warp is now fastened from end to end entirely around the cardboard, the weaving is done round and round, over one, under one, picking up the yarn as closely as possible with the point of the needle. When finished break away the cardboard. Where the warp threads turned around the points the ends now fall apart and form the openings. A piece of yarn, folded and twisted, may be attached to the muff with small tassels to give a more finished appearance.

ADELE M. JONES.

**“THE SPINELESS MAN.”**

He roams the world with hunted look,
With wandering step and action;
Is neutral when he’s brought to book—
Takes sides with neither faction.

He quite agrees the day is fine,
Or, should you suggest the breeze
Bespeaks the touch of arctic clime,
He readily agrees.

He’s just too late, when from his door
Reluctant to depart,
“Opportunity,” with gifts galore
Seeks out a stouter heart.

He sadly needs a jolt, or shock
From an electric buzzer.
He fears he may be a “has—been,”
But in truth he’s a “never—wasser.”

HARRY De P. HOLT.
Subscriptions to the Record are due now. The price is fifty cents per year. Please send remittances to Miss Katherine Newton.

LITERARY SOCIETIES.

People go to school to prepare themselves for life, to equip themselves for service. All of the power to be derived cannot be found between the lids of any book or obtained from the lips of any teacher no matter how skilled the writer or how erudite the speaker. Real education—the kind that gives one power—is the result of the thoughtful selection of material and its equally careful mental digestion and assimilation. If this be all, however, the person, highly educated though he may be, falls far short of being fully equipped to serve his fellows. To be of service, he must be able to impart, to give of his stores to others. The power of expression, then, must be added to his equipment, else his energy must, to a large extent, remain latent and therefore unused and in truth unusable.

Now in the Normal school there are societies of a literary character the aim of which is to confer upon their members the gift of tongues, the marvelous power of making one's self understood by others. One often hears it said in these days that over the career of the orator is now inscribed the motto Ichabod—"the glory has departed." And if by this is meant that the flamboyant, fiery, grandiloquent speech of the orator of yesterday is no longer effective, the judgment is undoubtedly correct. But if, on the contrary, there is meant by this to convey the idea that the logical, literary, eloquent and even impassioned statement of fact no longer makes a powerful appeal, it is all wrong. Never was there a time when the man who has something to say and a convincing manner of saying it, had a greater opportunity to impress his views upon his countrymen. And never was there a time when clear logical thinking needed more to be adorned with a pleasing and convincing address.

In view of this undoubted fact and also of the fact that every student aims at leadership, it seems very strange indeed that our literary societies are in such a debilitated, if not in fact moribund, condition. Truly they have fallen upon evil days. It is deplorable that students fail to realize the great opportunity that is waiting for them here and that they continue to turn to books or teachers for that which they can have for the asking.
in such organizations. When students have to be taken by the scruff of their mental necks and be forcibly projected into such centers of self culture, it shows a most alarming condition of intellectual myopia. Getting students into literary societies in this fashion is like leading a horse to water—you may get him there and even hold his nose under the water, but you can’t make the stubborn brute drink. Students who have to be coaxed and cajoled into joining literary societies are usually very silent partners and contribute little but the light of their countenances, and often not much of that, to the exercises.

The writer believes that a good many of our students don’t know what a good thing these societies are, but he has the strong and abiding faith that once they have the matter fairly put before them, they will not fail to recognize their opportunity. The members of the faculty are deeply concerned over the present somnolent condition of these literary societies. They know, many of them, from actual experience, that they can be made a great power for good in the education of the students of the Normal. They believe that what one gets of experience in a good live society will be a very large asset to him if he aspires to lead. They one and all hope that there will be a deep and lasting revival of literary interest among the students.

Think it over and make up your mind to join a society, if not already a member, and if a member, to put more life and vim into the dry bones of your present organization. Such a course will pay big dividends of power later.

Miss Florence Marsh, whose resignation from the faculty took effect at the close of last term, had just completed seven full years of service as director of the department of music. When Miss Marsh began her work at the opening of the winter term of the first year of this school she entered with untiring energy into the whole life of the institution. Her devotion to the general welfare of the students and her fidelity to her ideals in her own work are matters of record in the lives of the students and of the members of the faculty who have labored with her.

Stop, look and listen. These words bring before us a mental picture of the danger sign at the railroad crossing. Unless we stop, look and listen, danger may come to us. Did it ever occur to us as students that there are times at the Western State Normal School when to avoid danger it would be well for us to stop, look and listen? Let us think over the times when we have attended chapel exercises. Different people have addressed the students and each speaker has presented a different subject to us. As it is true that the sermon a minister preaches may not appeal to one person as it does to another, so it is true that an address at the Normal may be uninteresting to one person but very interesting to another. No person is compelled to attend the chapel exercises, but if we do attend, and an address is being given which does not interest us, ought we not to remember that perhaps our neighbor does enjoy the address? Should we not at least be courteous enough to refrain from laughing or whispering? In other words, would it not be well for us to escape the danger of losing our self respect by really stopping, looking and listening to this quotation from the sermon on the Mount,

“Therefore all things whatsoever ye would that men should do to you, do you even so to them.”

MERCEDES A. BACON.

The serving of lunches in the training room building is a great convenience for students of the Normal. In stormy and inclement weather instead of being compelled to go down town or to one’s boarding place for lunch, a very tasty and substantial one may be purchased in the basement of the training school building. The dining room has a seating capacity
of over one hundred, and nearly every day the tables are filled during the noon hour. Before this, many who have no eleven-twenty classes come for their lunches. The menu is changed from day to day, and there is enough variety so that usually even the very fastidious in taste may be suited. The object of this is not primarily to make money, but to be an accommodation to the students. The prices are very reasonable, and as small or great amount may be purchased as desired. Many students bring lunches to the dining room, and get only a cup of warm cocoa or soup. No one need hesitate in getting lunch for fear the food has not been prepared in a clean and neat manner, for the kitchen is a model of neatness and order. Everything is ordered and prepared under the supervision of Miss Grace Moore, who has twelve of the Normal girls to assist her during the lunch hour. The thoughtfulness of those who planned this accommodation is appreciated by the many who avail themselves of its privilege.

MINNA HUNZIKER.

TRAINING SCHOOL

TRAINING SCHOOL RECORD.
The children’s assembly committee of the Training School voted to enter the journalistic field and publish a paper which would rival even the Normal Record. The installation of a printing press in the basement of the new building aroused their editorial ambitions and they widely advertised their new venture before they learned that the small size of the printing outfit and the lack of skilled labor would make it impossible for them to print “The Training School Record,” which the new paper was christened. The idea of a school paper where the talent of the embryo authors, poets, novelists, humorists, etc., could be exploited was too fascinating a project to be dropped because of lack of printing facilities, however, so they decided to edit a journal which could be read at an occasional Thursday morning assembly. Each critic in the four upper grades was asked to submit some names on which the whole school could vote to elect the editorial staff. A leading editor, two associates, an athletic editor and a joke editor were chosen. In addition a room reporter for each grade was appointed to confer with the editors. A contribution box soliciting good stories, poems, articles, etc., was placed in a conspicuous spot under the general bulletin board and the editors began their labors. The room reporters were industrious and at the second general committee meeting several of them came heavily laden with sets of compositions and group exercises. Then followed star chamber sessions at which the editorial board culled the choicest stories, poems, articles, etc., for their first issue. They invited the seventh and eighth grade pupils to submit cover designs made in their art period. Cornelius Mulder’s design was chosen and thus appropriately garbed, the paper made its debut at the general assembly Thursday, January the eleventh. The editorial staff was as follows: Editor, Donald Sooy; associate editor, Edna Bannister, Carlton Wells, athletics, Donald Brownell; jokes, Dale Ogden; room reporters, 8th grade, Bertha Roskam; 7th grade, Nora Hope; 6th grade, Harold Vrougndewey; 5th grade, Elizabeth Nicholson; 4th grade, Alberta Hyman; 3rd grade, Morton Stearns; 1st and 2nd grades, Irwin Hinga.

Five good readers were appointed to read the paper. The table of contents is as follows:

Editorial Staff.
Poem—The Moon, Grade III.
Story—Toto Kills the Wolf, Grade II. (This story was dictated by the group to the teacher).
The Moon—By Maxwell Eaton.
(Criticised by Grade III).
Athletic Notes.
The Lost Lamb—Grade III.
(A description of the Shepherd dance worked out by Grade III for the Thanksgiving Festival).
The Story of a Christmas Tree—Dorothy Westnedge, Grade V.
The Wintering of Ants—Paul Osborn, Grade V.
Old Creaky—A Story—Dale Ogden.
Jimmy's Christmas—Carlton Wells.

A Letter from the Netherlands—Tena Kling, Grade VI.

Jokes and Grinds.

The audience appeared thoroughly to enjoy listening to the writings of their playmates in the other grades. To write compositions worthy of appearing in the next school paper, will undoubtedly prove a new and strong incentive for work in this line.

The efforts of the young editors and contributors are so worthy, and so well reflect some phases of their school life, that the editors of the Normal Record have decided to offer a helping hand to their young rivals in their publishing difficulty and print some of the worthier contributions.

The following letter was written to the children of the sixth grade by one of their classmates. Tena Kling, who is visiting friends in The Netherlands:

2nd Exloerment,
December 6, 1911.

My Dear Miss Mulry.

In my last letter I omitted telling you about the end of our journey. I think I left off where we were going to the boat. We were not seasick though we did not feel very good. At first when we got on the boat it was very much fun to run around, but when we got farther out to sea the boat began to rock. We had very bad weather. Sometimes the waves dashed overboard and we all thought we would get drowned. It was very lonesome to ride in the boat so long without seeing anything but water. The seventh day out we saw four of the American warships. We were just on the sea ten days. The ninth day we passed into the English Channel. We saw many boats then. The seventh day out we saw four of the American warships. We were just on the sea ten days. The seventh day we passed into the English Channel. We saw many boats then.

In the houses we have no upstairs. The funny thing about these villages is that there aren't any wooden houses, only brick houses without any cellars, but a small room where they put their eatables and they haven't any beds like we have, but they have beds in the wall like cupboards. You have to stand on a chair to get into them. They also have their barns fastened to their houses so you walk from the kitchen right into the barn.

The people here dress just as they do in Kalamazoo. Not with little white caps and a handkerchief around their necks nor the men with large wooden shoes and wide pants like the people in the picture we wrote about last fall. Every one is dressed as in America. When you walk along the streets of the city of Groningen you will once in a while pass a lady with a hobble skirt. Most people wear wooden shoes for everyday especially the farmers and children. They have shoes here, too, to wear on Sundays and when you go visiting. I wear wooden shoes too. You can buy very pretty ones, black, white and brown. I would rather wear them than shoes because they are so much warmer.

The money differs here, too. They have half-pennies one of which I will send you. If you have one dollar of American money you can get two and one-half dollars here.

Instead of fences around the land they have ditches which I think not so good as fences. Because the land is so low and flat you can see far and wide. You can see many villages round about you. There are also very many canals. We always have to take the boat to the city, which is seven bridges away. By every bridge is a village. The bridges are a half hour to one hour apart by the boat and one to two hours apart walking.

I miss school and I will be very much pleased if you will send word back and I send you my address. As soon as I get a letter from you I will write again as I have a lot to tell.

Yours truly,
TENA KLING,
Wittewierum Gr.,
Nederland, Europe.

THE MOON.

Two monkeys sat in a tree one night. They were having a quarrel about the moon. One said it was an orange, and the other said it was a pumpkin.

Just then the wise old owl came whirring along. He heard their mad chatter.
Then he laughed a laugh. He stopped and told them what the moon really is.

MAXWELL EATON.
Criticised by Grade III.

WHO SAW THE MOON?
Who saw the moon last night?
I saw the moon last night.
It shone so bright in the silent night, I saw the moon last night.
Group Effort, Grade III.

THE LOST LAMB.
We are shepherds. One of our lambs is lost. We must find it. Perhaps a wolf is devouring it. Come, let us search for it on the mountain side.

It is very hard to climb over these rocks. Listen! I think I hear my dear lamb crying. He says, "Ba! Ba!" Make haste and follow the sound.

Our dogs now smell his tracks. They sniff. Look! They stop at yonder pit. They bark and bark. Joy! Joy! It is the lamb.

Reach down your crooks. Lift him carefully. Up he comes. Warm him. Feed him, carry him in your bosom. Let us take him to his fold. Rejoice! Rejoice! We have found our lamb.
Grade III.

JIMMY'S CHRISTMAS.
It was a cold, blustering, snowy day. The streets of Chicago were crowded with shoppers, business men, and yelling newsboys. The twenty-fourth day of December had dawned, revealing a world of white glistening snow. A cold whistling wind swept through the streets carrying clouds of snow and an occasional hat.

On one of the main thoroughfares struggled a newsboy wearing clothing worn and patched. He had sold all except a few papers and these seemed unsalable.

"Paper, lady?" he questioned looking up at a figure enveloped in furs.

"Why, yes, I guess so," she answered, opening her purse and handing him a quarter.

"I can't change it, ma'am," said Jimmy, wishing he had twenty-four pennies instead of twelve.

"All right, never mind it," replied the lady.

"Whew!" thought Jimmy, "wish everybody was like her." It had been a long time since anybody had given him anything extra. Now he might, with the other money he had saved, buy Mrs. Bently a much-needed waist, Johnny's horn, and Betty her much desired doll which she had seen in a beautiful showcase.

"Aren't you cold?" she asked, noticing Jimmy's mittenless hands and ragged suit.

"No, not very cold," answered Jimmy, trying to get his cold hands deeper into his pockets.

"You look cold; what is your name?" she said, tucking a bundle under her arm.

"Jimmy Bently," said Jimmy, wondering why she asked.

"Well, good bye, I hope you have a merry Christmas," said the lady moving away.

"Good-bye," echoed Jimmy, watching the lady disappear in the crowd.

Soon the pile of papers under his arm dwindled until none were left. He purchased the presents and started home, looking with awe in the brilliant showcases.

As he ascended the dark staircase to his room, he hid the presents under his coat. When he entered the room he laid his coat behind the stove and ate a small dinner. He managed in the meantime to hide the presents elsewhere.

That night he came home cold and tired. Before the family went to bed that night Mrs. Bently told them to hang up their stockings. He was surprised but he obeyed her, wondering if his mother had knit him a pair of mittens on the sly.

When everybody had retired Jimmy lay awake so as to put the presents in their places.

"Must be almost time for morning," thought Jimmy getting impatient.

Jimmy soon arose and deposited his presents in the stockings. Almost as soon as Jimmy touched his bed he went to sleep. In a little while Mrs. Bently arose and went quietly to the cupboard and soon reappeared with her arms filled with presents. After depositing them in their places she went back to bed. Mrs.
Bently had not seen Jimmy get up and she had not noticed anything in the stockings when she was there.

When he awoke in the morning he heard a noise issuing from horns, mouth organs, and other things. Soon Jimmy was emptying his overloaded stocking. First came a knife, next a large pair of fur mittens, then a number of other things that he had wanted. At the very toe was a box, and as Jimmy brought it up he found it was quite heavy. When he opened the box there was the best thing of all, a watch. And where did all these gifts come from? On a card accompanying them these words were written, “from one of Jimmy’s customers.”

The Training School Assembly program, November twenty-third, was in charge of the pupils of the fifth grade. Several weeks beforehand it was decided to arrange some kind of an entertainment from their study of Greek history, and so the planning for “A Trip to Ancient Greece” became the center of interest in their work thenceforward. They had been much interested in the stories of ancient Greek gods and heroes, in the descriptions of the country Greece, and in the daily life of the people, and thought that a program consisting of a map-talk, and a scene representing Greek home life including work, stories, and play, would probably interest the children of the other grades.

Upon actually attempting trial performances, however, they found that their knowledge was too indefinite to be workable, and that they needed much further study in order to know just what to do and say. This they were very eager to do. Unused texts were called into service, books were found in the home libraries, and histories were studied during out-of-school hours for the first time. Copies of Blumner’s Greek Home Life, Mahaffy’s Old Greek Life, and Gulick’s Life of the Ancient Greeks were greatly in demand, full as they are of pictures and concrete descriptions of the daily life of the people, a phase of history which especially interests children.

One class prepared the map-talk. They had studied the physical map of Greece, noted the mountainous character of the country, the deeply indented shoreline, and the encircling sea dotted with islands; and discussed the resultant effects upon the life and occupations of the Greek people. In preparing the talk, however, they seemed to feel the crudity of their own use of language. As one child expressed his trouble, “I know what I want to say, but I can’t seem to say it.” They were then interested in studying descriptions in the texts of the country and its people, and improving their own language thereby. Portions of the text were frankly memorized. The whole subject was divided into topics and each of five children mastered his one of the series.

In arranging a simple dialogue that might have taken place in a Greek home the idea was to call the attention of the audience to the occupations of the people in and out of the home. This was a fruitful topic for study of texts and pictures, and led to not a little ingenuity in the production of necessary properties for the scene, such as a spindle, a loom, a fountain and a sun-dial. And for completing the setting,—a Greek court,—several households were searched for statues, stools, curved chairs, and other articles of furniture suggestive of those pictured in the vase-paintings. Several art-periods had been devoted to the study of Greek design. A Greek border seemed well adapted for use as a frieze to decorate the stage-room, so another period was used for the making of enlarged Greek borders in black, red and gray, which were quite satisfying when fastened upon the burlap screens.

Greek school life as pictured upon the Greek vase-paintings proved interesting, and suggested the use of living pictures to show the subjects of Greek school study,—music, reading and numbers.

The boys and girls learned how to drape and fasten simple cheese-cloth “cloaks” and “tunics” from text and picture study. Each one in the grade except the two “stage hands” appeared thus as one of the ancient Greeks.

The home-life scene when completed consisted in a simple conversation between a mother and her daughters about the industries she was teaching them in the home; the entrance of the “pedagogé” or slave with the boys from school who tell their mother of the
stories, music, and writing, of their day in school; followed by the entrance of the father who joins them at the evening meal. He talks of his life in the shops and markets. Some of the customs were shown in the passing of the bowl of wine after the meal, the pouring of a libation to Zeus, the chanting of grace, and the passing of garlands to wear. As the good times followed the meal, a story was told, and then followed the playing by all of the group of two Greek games one of which, "How many fingers," was learned in the Arithmetic class, and the other, "Brazen-Fly" or Blind Man's Buff, was enjoyed also at one or two physical periods.

Report of Training School Assembly, December 7, 1911.
The exercises of the Training School Assembly for Thursday, December seventh, were in charge of the pupils of Grade VII. They gave a program on the life and works of Rudyard Kipling. An introduction was given by Margaret Sims followed by a sketch of Kipling's life by Marien Kreuger. Some of the "Just-So" stories were read and told; among the selections were "The Painted Jaguar," read by Gladys Kochler, and "How the Rhinoceros Got the Holes in His Skin," told by Edna Bannister. Alice Chamberlain recited the poem, "The Overland Mail," and Howard Hinga gave a piano solo. The program was effectively concluded by the whole class singing, "On the Road to Mandalay."

BERNICE SCOTT, English 101 A.

The Training School Assembly for November twenty-third consisted of a delightfully rendered program representing the life of the ancient Greeks, given by the pupils of the Fifth grade. The stage setting was typically Greek and the children all appeared in Greek costumes. A few historical facts concerning the Greeks, given by Mary Faught, furnished a pleasing introduction. This was followed by an interesting map talk by the following children: Paul Osborne, Charles Monroe, Elizabeth Nicholson, Robert Upjohn, and Helen Jones. Then followed the play showing how a day in a Greek home was spent and ending in several games. The cast of characters was as follows: Mother, Marjorie Loveland; father, Willie Johnson; Pedagogue, Floyd Arnold; children, Mary Cutting, Elizabeth McQuigg, Richard Light, Helen McManis, Fanny Van Urk, Paul Osborne, Robert Upjohn.

SARAH HENDERSON, English 101 A.

Practically every boy in school who possesses any basket ball ability, natural or otherwise, is getting into the game, and the majority of the students feel that the inter-class series is a more satisfactory plan than to attempt to put out the customary school team.
The various teams possess a greater knowledge of the game than was the case a year ago when the series was started for the first time in the school. Many of the teams have several old men back, around which a well organized team can be developed, thus giving them an advantage over some of their rival teams which depend upon individual brilliancy for success.

The seniors have practically the same team that represented the Juniors a year ago in Waldo, Bender, Shivel and Vande Walker. These men, with H. Grant and Warren, make a formidable aggregation.

Although the Junior team at present lacks team play to a great extent, there is every evidence that this essential element will be acquired as the season advances. The team is composed of new men, exclusively, but every man has played on some high school team. Snyder, Charlotte; Bramwell, and Rowe, Kalamazoo; Grant, Battle Creek; Stack, Gobles; Erickson, Hancock and Roper, Ann Arbor, are the candidates trying for the team.

The Preps have all their 1911 men and although not having many individual stars among them, seem to be well organized and naturally are looked upon as leaders of the league, especially during the first month while their opponents are polishing their plays and "getting their signals" in working order.

The Rurals are handicapped by the lack of material from which to choose a team, but many are predicting that Captain Snow's aggregation will prove a dark horse and be near the top when the season closes. This is evidenced by the fact that they made the Juniors play several minutes overtime to get the verdict in a recent contest. Snow, Mapes, Bair, Newton, Keyes, Newman and Gillespie are the most likely candidates for the team.

Following are the results of games played up to the time the Record goes to press:

Jan. 5—Seniors 14, Juniors 4.
Jan. 10—Preps 25, Seniors 15.

NEWS ARTICLES

The largest reception ever given at the Normal was that tendered to the officers and members of the Michigan State Grange on the evening of December 12, 1911. The audience first assembled in the gymnasium, where a welcome to the Normal was extended by President D. B. Waldo. He in turn introduced Mayor C. H. Farrell, who welcomed the visitors to the city. Having thus been thoroughly welcomed, N. P. Hull, master of the Grange, responded for his organization in a witty and eloquent speech. In his talk he took occasion to call attention to the dignity of the farmer's calling and made it his patriotic duty to feed the people of the country in the very best possible manner.

Superintendent of Public Instruction L. L. Wright closed this part of the exercises by an address on Rural Schools, in which he contended that these schools were far below par in their equipment and teaching force and strongly advocated the bettering of these conditions so as to render these important institutions more efficient.

Following the addresses came an exhibition of physical exercise work by young ladies under the direction of Miss Matie Lee Jones. This exhibition was an eye-opener to most of the audience and proved very entertaining to them.

On being dismissed the people found their way to the Training School, where the reception was to be held. Some forty or more officers of the Grange with their wives, headed by the Master, his wife, and President Waldo, were in line and for two hours or more were kept busy shaking hands with the people who pressed down upon them in a steady stream. After greeting the people in the line, the guests descended to the basement, where at tables presided over by Mesdames Faught, McCraken, Jones, Hickey, they were served to ice cream, cake and coffee by young lady students. As upwards of 1500 people were served these bearers of refreshments had a strenuous time of it. They worked so faithfully and well, however, that everyone had been taken care of by 11:30.

The whole affair was handled in admir-
able fashion. Professor Burnham was generalissimo in charge. Miss Spindler took care of the arrangements in regard to the reception proper and so well was this work done that there was scarcely any crowding and everything went off like clockwork—no small feat when the size of the crowd is considered. The edibles were presided over by Miss Pray.

For the edification of the visitors there was a stereopticon show in the Assembly room and exhibitions of various kinds in the corridors of the main building. Manual training products were shown on the first floor, while the domestic and regular art creations had places of honor on the second floor. These were particularly fine exhibits and attracted much attention.

Altogether this was quite an event. The visitors were much pleased with it and many declared it was the best of its kind that they had ever had extended to them.

THE CHRISTMAS CELEBRATION.

This year the celebration took the form of a festival in which the whole school, faculty, students and training school pupils took part. The performance was given on Friday morning, Dec. 15, in the gymnasium. School really closed on the evening of the 14th for the holiday recess, but the majority of the students remained for the festival, and with the friends who came to view, filled the big auditorium to overflowing. The program, which was a composite, represented largely the work of Misses Forncrook and Spindler, and Mr. B. L. Jones. They in turn received much help from the departments of music, art and physical training. Everything about the performance reflected great credit upon those responsible for it. Things moved off promptly and smoothly and the work of each one was well done. The costumes were excellent and the actors letter perfect. From the Prologue to the time when some of the grave and reverend members of the faculty attempted to skip nimbly about the Christmas Tree, there was plenty of action all the time. Space forbids individual mention, but in "Baronial Hall" the Burnhams certainly lived up to the best traditions of any of the histrionic married pairs, past or present. As to the rest, the Prologue was well pronounced, the Yule Loggers worthy of eulogy, the Carolers excellent cantatores and cantatrices, the Mummers magnificent, and the dancers dainty.

The St. George Play is worthy a special paragraph. These students of the English department showed real dramatic ability and good stage presence. They were well drilled and their part was by no means the least pleasing of a most enjoyable entertainment.

Altogether the Festival was a great success and worth the labor spent on it. It brought the whole school together as no other performance has ever done, and was a source of real pleasure to performers as well as spectators. A general description of the program with a special article on the St. George Play follows. —Editor

THE CHRISTMAS FESTIVAL.

The educational value alone of festivals makes them well worth while. We get from these times of merry-making not only many facts and customs of a people, but a more accurate conception of growth in morals and civilization than we can from any other source. This is especially true of the Christmas festivities, for no other festival season is so rich in beautiful customs and at no other season were the people so free in their abandon-ment to merry-making. But of more worth to us than any fact we can learn from these festivals is the spirit which characterized them—a spirit of conviviality, of universal fellowship and hospitality which we might well emulate at our own Christmas season.

It was because of this democratic spirit that we chose the presentation of old Christmas festivities as our program this year, for we wished to bring together all departments of the school from faculty to kindergarten. From the festivals of many nations we chose one of England, for "Merrie England was the soil in which Merrie Christmas took its firmest root," and we chose one of the time of Queen Elizabeth for it was during the reign of "Good Queen Bess" that Christmas reveling was at its height.

It could not be practically so planned
that all students take part but it was possible to use directly a hundred students and interest indirectly by research work at least the majority of the remaining student body. In order that there might be a natural setting for the presentation of various customs, it was decided to have a country gentleman of the old time holding open house as was the custom at Christmas and around him would be assembled his family and guests.

This would give a chance for introducing some of the home observances and here the mummers, carolers and maskers could troop in, sing their carols, present their mad revelings and pass on presumably to other hearths as was customary.

The characters were: Mr. and Mrs. Ernest Burnham, Lyle Storer, Nina Winn, Grace Blakeslee, Ruth Turnbull, Amelia Upjohn, Winifred Eaton, Alice Vander Horst, Ralph Chappell, Ida Wiles and Master Woodbury Ransom.

The program was as follows:

Music by Normal Orchestra.

Prologue.

Scene in a Country House in Time of “Good Queen Bess.”

Yule-Log Custom.

Carolimg.

Mummers.

St. George Play.

Morris Dancers.

Epilogue.

General Dancing around the Tree.

The orchestral music was original and based on music of “Henry VIII.” The prologue was an original production purposing to bring the audience into sympathy with what was to follow. The custom of bringing in the Yule log from the forest and lighting it mid loud “Halloas” and song of “Welcome Yule,” was well presented.

A child of the group told us that the holly is the favorite Christmas green because, of all the trees which blossomed and bore fruit the night that Christ was born, it alone remembers to bear fruit at this sacred time. It was very fitting at the close of this beautiful myth that children’s voices should be heard caroling:

“God rest ye, merry gentlemen, let nothing you dismay.

For Jesus Christ, our Saviour, was born on Christmas day.”

The carolers, some thirty boys chosen from the sixth, seventh and eighth grades, brought to us very beautifully this glad message of Christmas.

The program reached its climax when with song and music of horn and bells, came the Mummers, Players and Morris dancers. The fantastic dance of the mummers and the weird dance of the Morris men, which was accompanied by jingling of bells and flaunting of kerchiefs, were excellently given and the applause which they received showed that the audience appreciated the fact that the dances were novel and difficult in execution. The St. George Play, enlarged, so as to include a special English class, showed such originality and was given in a spirit so true to Elizabethan time, that unusual credit belongs to performers and the one in charge.

After the giant of the play, abandoned by the others as dead, had slowly risen and departed, there was just time for the rollicking dance of Sir Roger de Coverly before the midnight bell of the watchman was heard and the call:

“The tune of midnight waits is done,

With A Merry Christmas, gentlemen,

And a Happy New Year—Past Twelve O’clock, and a frosty morning!”

The curtain then descended for at twelve o’clock all was supposed to be quiet and even the oxen were thought to kneel in the stable and all nature be silent in commemoration of the Saviour’s birth.

The epilogue brought out the beauty in the message of the carols we had heard, and admonished us to remember that the true spirit of Christmas is the spirit of universal love.

It is the yearly custom of the school to dance about the Christmas tree and after the Elizabethan program was completed, chairs were removed and a gayly decorated tree placed in the center of the gymnasium. Then young and old joined in skipping about the tree, the gay and quaint costumes of the players mingled with the dancers, added to the picturesqueness and there was such merriment that it seemed all were carrying out the sentiment printed on the program.

“Without let sorrow lye,

And, if for cold it has to die,

We’ll bury it in a Christmas pie

And evermore be merrie.”

E. F.
ST. GEORGE PLAY.

That portion of the recent Christmas festival noted on the program as “The St. George Play,” was presented by a group of students who were taking a course in Old English. The curious may be interested in the procedure of adapting the play for presentation by a particular group of students. As to the adaptation. The text used enumerates eleven characters, ten male and one female part, beside the Morris-men. The group of students who were to present the play consisted of eight men and thirteen women.

How to use the whole group and keep the text as well as the spirit of the original, was the question. The beginning of the text reads as follows:

* “Oxfordshire St. George Play,” in Manly, Specimens of the Pre-Shakespearean Drama, Boston, 1897, Vol. 1, 289 ff.

DRAMATIS PERSONAE.

Old Father Christmas.
King Alfred.
King Alfred’s Queen.
King William.
Old King Cole (with a wooden leg).
Giant Blunderbore.
Old Dr. Ball.
Little Jack.
The Old Dragon.
The Merry Andrew.
Morris-men.

The situation was met by adding a female part corresponding to each of the male parts, those of St. George and of the Dragon excepted; and by increasing the one Merry Andrew to five, these five characters being represented by women. The Turk was added from another version of the play, and two additional men were called in from outside the class.

The matters of additional “lines,” and of “stage business,” were comparatively easily disposed of. The women who took the added parts either composed their own lines, or they interpolated suitable speeches from the “Lutterworth Christmas Play,” another folk-version of the same play. The matter of “stage business” was largely one of the insertion of historically-correct folk-music. This was well taken care of by Miss Florence Marsh. The cast of characters, after the foregoing adaptation was accomplished, included the following:

Old Father Christmas... Mr. Neil Verberg
St. George of England... Mr. Carl Card
King Alfred........... Mr. Carl Cooper
King William......... Mr. Ira J. Arehart
Old King Cole... Mr. Orra Rhinesmith
Giant Blunderbore... Mr. Claude Jones
Old Dr. Ball.......... Mr. Bert Ford
Little Jack........... Mr. Seth Baker
The Old Dragon...... Mr. C. E. Brown
The Turk........... Mr. David Van Buskirk
Mother Christmas.... Miss Pearl Elsey
Alfred’s Queen... Miss Maude Baughman
Queen Cole......... Miss Maude Baughman
Mrs. Blunderbore.... Miss Dorothy Tolle
Mr. Dr. Ball........ Mrs. Blunderbore.... Miss Hazel Payne
Mrs. Dr. Ball....... Miss Ruth Snow
Little Jack’s Sister... Miss Diana Young
Five Merry Andrews...... Misses Matrau, White, Zellner, Pratt,
and Hyde.

The recent political disturbances in Mexico give special interest to a pamphlet entitled “Mexico,” lately issued by the Pan American Union. Government, products, industries, commerce and transportation facilities are described and illustrated by picture, map and diagram. Other useful publications by this same organization are the following reports:

No. 72. General Descriptive Data, prepared in June, 1910.
(a) Argentina, 27 pages, 4 illustrations.
(c) Brazil, 34 pages, 2 illustrations.
(d) Chili, 25 pages, 2 illustrations.
(g) Peru, 20 pages, 1 illustration.
No. 76. The Great Nitrate Fields of Chili. 19 pages, 22 illustrations.
No. 84. Products of Latin America.
(a) Cacao, 12 pages, 12 illustrations.
(b) Coffee, 12 pages, 11 illustrations.
(c) Cotton, 15 pages, 12 illustrations.
(d) Rubber and its Relatives, 21 pages, 20 illustrations.
(e) Tobacco, 21 pages, 18 illustrations.
All of the above may be procured free by application to John Barrett, Director General of the Pan American Union, Washington, D. C., provided the request is made through, or with the approval of, a United States Senator or Member of Congress.

Among the new publications by other governmental bureaus, which may be obtained from the Superintendent of Documents, are

- Salmon Fisheries of the Pacific Coast. (Fisheries Bureau document 751), 15c.
- Educational System of China as Recently Reconstructed. (Education Bureau), 10 cents.
- Declaration of Independence, 1776. (Department of State), 5 cents.

A literal print of the original copy which has now become so faded as to be illegible.

**ASSEMBLIES.**

*Friday, Nov. 24.*

A series of short history sketches was given in a very interesting fashion by special students in the department. Miss Ruth Snow treated "The Jameson Raid," and gave a very lucid account of one of the most exciting, though brief, episodes in the relations between the English and the Boer colonists.

"A Roman Triumph," by Miss Anna Sonke, was admirably presented. It was followed by "Eugenie, Wife of Napoleon III," a character once prominent in political affairs in Europe, now fading away in retirement on an estate in England.

Miss Madeline McCrodan gave a careful review of the factors entering into the "Dreyfus Case," while Miss Maud Baughman took "Chinese Gordon" as her theme. Mr. David Van Buskirk gave the remaining number, "Regulus," one of the heroes on history's pages.

The exercises called forth much favorable comment, all agreeing that those taking part showed unusual poise, command of subject-matter and ability to interest an audience. It is hoped this may be the forerunner of other assemblies of the same kind.

The Choral Union made its second appearance at this assembly, presenting two old favorites,—"Way Down on the Suwanee River" and "Believe Me, if All Those Endearing Young Charms."

*Tuesday, Nov. 28.*

Rev. W. A. Brown, of Chicago, and Rev. Arba Martin, of this city, were visitors at assembly, the former speaking on the "Men and Religion Forward Movement. He gave a very earnest, enthusiastic account of the extent and scope of the organization, and what it hopes to accomplish in moral and spiritual uplift.

*Wednesday, Nov. 29.*

The Normal had a large group of distinguished visitors, delegates from the country at large and from the city, representing the "Governors' Special" on tour from the Western states. Governor Eberhardt proved a great favorite with all who heard him, his straightforward simplicity and genial good humor, breaking into genuine wit, capturing them from the start. He spoke on the improvements being inaugurated in his state (Minnesota) along the line of industrial education in the curriculum of rural and Normal schools.

Miss McIntyre rendered a piano solo in brilliant style.

Governor Hawley of Idaho, followed, speaking on the exhibit given by the "Special," showing its value as an educational factor in making general a knowledge of the country's resources.

The meeting closed with a spirited rendition of a new setting of "Michigan, My Michigan," by a double octette of men and women students.

*Tuesday, Dec. 5.*

"Religion as a Preserving Force" was the theme of the address given by the Rev. Garret Hondelink. He spoke of the many uplifting forces at work in the world, giving religion the highest place.

Howard Fuller rendered very pleasingly two piano solos,

(a) "Good Night" Nevin
(b) "Venetian Love Song" Nevin

*Tuesday, Dec. 12.*

The Normal had the pleasure of listening to an address by the Hon. N. P. Hull, Master of the State Grange, who spoke on "Agriculture and the Grange." He brought graphically before his audience the relation of consumption to production, and the necessity for a consist-
ent and organized "back to the farm" movement.

Two numbers were rendered by the Chaminade Club.

(a) "Birthday of the King". Neidlinger
(b) "Angel" ............... Rubenstein
A. S. M.

NEWS NOTES

Beginning with this winter term the Normal began to run on a new time schedule. All classes begin on the even hour and run for fifty minutes. The morning schedule is from 8 to 12 and the afternoon from 1 to 5. There is a ten minute interval between classes and students having a recitation the last hour in the morning are not scheduled for the first class in the afternoon. Assembly exercises come but once a week on Tuesday at 9, and last a full hour. On Tuesdays, therefore, the 9:00 o'clock classes do not recite. The Training School Assemblies come on Thursday of each week at 10, and on that day accordingly the classes reciting at that hour do not meet. So far the new schedule seems to give good satisfaction. It is the product of Dr. Faught's mathematical brain.

MANUAL TRAINING NOTES.

A meeting of the Executive Committee of the Western Michigan Industrial Arts and Science Association was held at the manual training building Saturday, Jan. 13, to arrange programs for the yearly meetings. The committee consists of President Zuppan and Secretary Shillinger of Grand Rapids, and Messrs. Waite, Huff and Rice of Kalamazoo.

During the Christmas holidays among the many graduates of the Manual Training department of the Western State Normal that were in town were, Clifford Tagg, Rock Island, Ill.; Peter Pell, Baltimore, Md.; Pierre Osborn, La Villa, Ill., School for Boys; George Barnum, Albia, Ia.; Howard Russell, Ft. Wayne, Mich.; Dale Maltby, Midland, Mich.; Harry Whitney, Painesdale, Mich., and Clarence Maloney, Fairmont, W. Va. The boys all report that they are pleased with their positions, and they show that prosperity agrees with them. Mr. Waite, Director of the Manual Training Department, would like to have the graduates engaged in teaching write some articles telling about the cities in which they are located and especially about some of the industries of their localities, for future publication in the Record.

Students from the Manual Training Department are located in some thirty-five places in the State of Michigan and in some eighteen states.

Many things have been received during the holidays from former students. Miss Ida Fenwick, of Hampton Institute, sent a number of pictures and considerable printed matter telling about the courses of study and work at Hampton Institute.

Berry Bros. Varnish Co. has sent a splendid set of specimens containing various kinds of gum from which varnish and stains are made. These have been placed in the manual training room for the benefit of the students. Several graduates that are teaching in the south have sent specimens of cotton. Fred Sowle, of Mannington, W. Va., has sent specimens of oil from the oil fields near his school.

Melbourne Kirkland started Jan. 1 the manual training work at Big Rapids, Mich.

Walter Dewey is teaching manual training work one day a week at Mattawan, Mich.

Harold Grant is teaching manual training work one day a week at Galesburg, Mich.

Ralph Windoes is teaching manual training Thursday and Friday of each week at South Haven, Mich. The people of South Haven have voted money to erect a new high school that will be well equipped for Domestic Science and Art and Manual Training rooms.

The Board of Education of Kalamazoo public schools will soon start to tear down the old manual training building, in use so many years. The drawing rooms have been moved to the Training school. The other rooms will be moved to the Vine street and High School build-
ing, and a temporary building one story high will be built in a few weeks in the rear of the high school in which will be placed the machinery equipment.

It is hoped that the new Manual Training building will have the shops ready so that they can be used in October, the rest of the building will probably take twelve or eighteen months. At the same time the Manual Training building is being erected, a gymnasium for boys and girls will be built on Dutton street. These two buildings and equipment will represent over three hundred thousand dollars expenditure.

G. S. WAITE.

The first Y. W. C. A. cabinet meeting of the winter term was held Thursday evening, January 4. Two new members were added to the cabinet and some important business was transacted. The regular meetings are to be held at four o'clock on Wednesday afternoons, and every girl in the school is cordially invited to attend. Our leaders are good and we expect to have some very good times. A mission study class has been organized to meet on Thursday afternoons at three o'clock. Miss Koch has charge, and the subject for the term's work is "Western Women in Eastern Lands." This Mission Study class is to take the place of the Bible Study class, which will be discontinued until the spring term.

The opening of the new year marks two important changes in the Normal faculty, Dr. J. C. Hockenberry of Westfield, Mass., having taken charge of the department of education and Miss Hildegard Hanson the department of music. Dr. Hockenberry has taken an important part in the educational matters of the country and has been identified with several institutions and national educational organizations. He is a graduate of the State Normal College of California, Pa., and of the scientific course of the West Chester, Pa., Normal School. He received his bachelor of arts degree from the University of Indiana and his doctorate from the University of Pennsylvania, where for one year he was in charge of the department of pedagogy. He has taught in summer schools at the University of Pittsburgh, Drake University, University of Maine and in the Normal at Hyannis, Mass. Dr. Hockenberry has spent considerable time in the Universities of Jena, Berlin and Paris.

Miss Hanson comes to the Normal from Chicago, where she has taught music in the public schools for four years, besides having been associated with the Bush Temple of Music and the Sherwood Conservatory as a member of the faculty. She is also a graduate of a number of schools, among them the Bush Temple of Music. As a violinist Miss Hanson has won a name for herself in concert work and she possesses a voice of unusual quality.

Miss Goldsworthy of the art faculty who is away this year on leave of absence, is now in California, having reached there late in December. En route west Miss Goldsworthy spent several days in Arkansas, where she addressed the State Teachers' Association. She will be in Pomona, California, for some time.

A staff has been named for the "Brown and Gold," the annual publication of the school, Ralph Windoes is editor-in-chief and the other members of the staff are as follows:

Business Manager—Robert Chitten-den, Allegan.
Advertising Manager—Herbert S. Waldo, Kalamazoo.
Literary Editor—Miss Marie Bishop, Kalamazoo.
Athletic Editor—Glenn S. Mayer, Lansing.
Art Editors—Miss Rose Netzorg, Battle Creek; Clarence Van Kammen, Grand Rapids.
Faculty Advisers—President Waldo, Mr. Hickey, Mr. Phelan, Dr. McCracken, Miss Balch, Miss Goodrich.
Junior Representative—Miss Ethel Foster, Battle Creek.
High School Representative—Miss Devona Montgomery, Kalamazoo.
Rural Representative—Frank Ayers, Lacota.

The winter weather of the past few weeks has augmented the business of the
Normal lunch room and each day finds from two to four hundred students and instructors taking advantage of the privilege of a noonday lunch on the hill. Miss Moore handles the crowds with ability always being able to supply the demand.

Plans are being organized for a series of monthly concerts to be given at the Normal by members of the faculty, students in the Normal and outside talent. There are a number of accomplished musicians in the school and the plan seems quite practicable.

Mrs. G. Hondelink, a returned missionary to India, spoke at the Y. W. C. A. meeting in the association room Wednesday afternoon, Jan. 10. Her subject was "India" on which the speaker was able to present many interesting points.

The first faculty party of the year was enjoyed by members of the faculty and their wives Friday evening, Jan. 12. The training school rotunda was attractive with its decorations and the lunch room where a six o'clock dinner was served was prettily decorated for this occasion. In charge of the party was the following committee, of which Miss Parsons was chairman: Miss Parsons, Miss French, Miss Moore, Mr. and Mrs. Hickey, Mr. and Mrs. Sprau and Miss Gage. After the dinner the company attended the Preparatory-Rural party in the gymnasium.

Preparations are being made for the presentation of the mid-year play given annually by students in the Normal. Miss Forncrook, head of the department of expression, has this dramatic work in charge and has selected Shakespeare's "Taming of the Shrew." The cast has not been definitely decided upon, but will be announced in the near future when work will begin on the play.

Organization of the junior class took place at the first meeting of the year Tuesday afternoon, Jan. 9, in the assembly room. Lynn Snyder of Charlotte, presided and over 100 members of the class were present. After discussing several class matters officers as follows were elected:

President—Lynn Snyder, Charlotte.
Vice President—Miss Ruth Sharpsteen, Battle Creek.
Secretary—Miss Ruth Snow, Paw Paw.
Treasurer—Max Grant, Battle Creek.
The class has over 250 members, the largest junior number in the school's history.

Coasting and ski-ing on the Normal Hill have never reached quite the proportions they have this year. Children from the training school and from various parts of the city have enjoyed the opportunities offered by the unusual amount of snow on the hill.

President Waldo visited the Hastings High School Friday, Jan. 19, and addressed the Woman's Club of that city. On Jan. 24 and 26 he conducted institutes in Bay City and Hastings, respectively.

School opened for the winter term, Tuesday, Jan. 4, and besides the return of practically all of the fall term students, several new names have been added to the enrollment. The attendance figures of 620 will doubtless be exceeded by a substantial number this term.

The Erosophian society held a business meeting the first week of the term and elected the following officers for the quarter:
President—Howard Taft.
Vice President—Newman Russell.
Secretary-Treasurer — Miss Ruth Wheeler.

Prof. Ernest Burnham of the rural department, has been engaged to deliver two addresses on rural topics before the Wisconsin State Teachers' meeting next November.

Prof. and Mrs. L. H. Wood, who have been spending the past three months in Chicago, Mr. Wood working toward his doctorate at the University of Chicago, will leave in February for a several months' trip abroad.

Among the recent alumni visitors to the Normal are the following: Peter Tazelaar, who is attending the University
Miss Elizabeth Zimmerman of the faculty, who is away on leave of absence this year, is studying at the University of Tübingen, Germany.

An extra party has been added to the year's social calendar, a general student party now being scheduled for March 16. Fischer's orchestra has been engaged for this event.

The annual reception of the juniors to the seniors in the Normal was held Saturday evening, Jan. 27, in the gymnasium. The chairmen of committees in charge of this event were as follows: Invitation and programs—Miss Hazel DeWater; Music—Miss Mary Weiland; Decoration—Miss Vesta Grimes, and Refreshments—Miss Stella Fuller. A detailed account will be given in the February issue of the Record.

One of the most enjoyable of the year's social events was the party given Friday evening, Jan. 12, by the students of the high school department to those in the rural department. Members of the faculty and a few others outside of the two classes were guests. The gymnasium was beautifully decorated with Christmas greens, snow effects and other suggestions of winter. Christmas trees were used in abundance to furnish the most attractive decorations. Fischer's orchestra played a delightful program during the evening. Roy Healy was general chairman of the event; Frank Carpenter was chairman of the invitation committee; Ross Tuttle of the program committee, and Neil Verberg of the decoration committee. There were over 200 people present.

RURAL DEPARTMENT.

The first meeting of the Rural Sociological Seminar for the winter term was held in the rotunda of the Training school Thursday evening, January 4. A general discussion of the welfare of the Seminar, together with specific suggestions for the improvement of the regular programs, was held under the leadership of the president-elect, Wilma Peck. The regular meetings are to be held on each alternate Friday afternoon at 3 o'clock. The programs will consist of papers, talks, orations, debates and readings. One of the regular programs will be the oratorical contest of the Seminar preliminary to the choice of a representative in the school contest. Once each month a special evening meeting will be held chiefly for purposes of informal acquaintance, conversation and other recreation. The members of the Junior Seminar will be guests on these occasions.

The programs of the Rural Seminar have been unusually interesting of late. The following one was enjoyed by all:

Music..................Miss Laughlin Debate—Resolved that the increased service obtained from good roads equals the increased cost of building them. Affirmative—Ora Wiltenberg, Freda Bale. Negative—Hazel Elsey, Ray Snow. Talk—Good Roads.......W. M. Bryant Business meeting.

The debate, which was a spirited one, was decided by the judges in favor of the affirmative.

Mr. Bryant, who has been actively interested in the “Good Roads” question for some time, gave a very interesting talk on that subject. He said in part that good roads and good schools were both closely related to the social and commercial development of a country, and made clear by references to the past and present that all truly great nations have had excellent highways. Thus the supremacy of Rome was due as much to the wonderful roads she built as to the valor of her legions or the sagacity of her generals. So substantially were these roads constructed that even after the lapse of 2200 years, some of them are still in good repair. The progressive nations of Europe, England, France, Germany, all have fine roads, while such backward nations as Russia and China have miserable thoroughfares.

On the average, Mr. Bryant said, the roads in the United States are poor and the transportation tax therefore a heavy one, 25 cents per ton-mile here while in Germany it is but 8 1-2 cents. The aver-
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January and February

Clearance time for Winter Wearables and Merchandise of every sort,—
and early showing of attractive things for the Spring Season, the latter being made immediately after February first.

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age haul being 9 miles here, this makes an extra expense of $300,000,000.00 it costs the farmer to get his goods to market, which bill the consumer pays in the end. This extra tax forms no inconsiderable item in the increased cost of living.

Good roads increase the price of real estate and make farms more salable. They advance civilization, save time, beautify the country, make intercommunication easy, transportation cheap and enrich the social life of the country.

Poor roads are a nuisance, an inconvenience to all classes and greatly increase the cost of living to city people. They also cut down the farmers' income because he is unable to get his products to market. From every point of view Mr. Bryant thinks that a government is justified in building good roads.

The following officers were elected for the winter term at the meeting of the Rural Seminar on Friday, Dec. 9: President, Wilma Peck; vice president, Alice Mack; secretary and treasurer, Mr. Burnham; program committee, Ora Wiltenberg, Aura Copper, Freda Bale, Mr. Phelan. A very enjoyable program preceded the election.

Debate—Resolved that the social feature is the most valuable part of farmer's organizations.
Affirmative—Edna Miller, Florence Greer.
Negative—Beulah Van Vranken, Mildred Wride.
Music.......................Miss De Ja Paper—Farmer's Clubs....Nellie Camp
The Creamery Business....Mr. Skinner

So evenly balanced were the debating teams that the judges were constrained to declare the debate a tie.

Officers have been elected as follows to represent the Senior Class of the Rural Department: President, Frank Ayers; vice president, Una Barnes; secretary and treasurer, Aura Copper; recorder, Wilma Peck.

STUDENT PARTY.

Saturday evening, December 9, the gymnasium was filled with true holiday spirit, it being the occasion of the Christmas party, in charge of the Senior and
Junior High school students. Decorations appropriate to the season were in the holiday colors, red and green, and were carried out in Christmas greens, and red bells. A large decorated Christmas tree, lit by tiny incandescent bulbs, occupied the center of the stage.

The following paragraph is taken from the official report of the State Grange meeting held in Kalamazoo in December, in the Dec. 23 issue of the Michigan Farmer: "We most heartily commend the work of the Department of Agricultural Education at the Michigan Agricultural College, the county normal training schools and the most excellent work of the rural school department of the Western State Normal School, to which we owe much for inspiration and suggestion at this session."

Further reference is made in the account of the Grange session held at the Normal, complimentary to the school and its entertainment of the guests.

Hon. C. S. Carey, State Superintendent of Public Instruction, visited the Normal Thursday, January 11, spending several hours with President Waldo and members of the faculty.

The series of "teas" given during the year by Miss Alice Marsh for the young women of the preparatory department, will include the following speakers:

January—Mrs. Wm. A. Stone—"The Relation of Mother and Daughter, from Both Points of View."

February—Mrs. C. O. Frankish—"The Art of Gentle Manners."

March—Miss Maude White—"Rambles in Spain."

April—Miss Harriet Marsh—"The True Meaning of Self-control."

May—Miss Gertrude Hellenthal, of Battle Creek—"Alaskan Experiences."

BOOK SHELF

NEW ECLECTIC CLASSICS.
cloth, 16mo.

First of all, this little book is convenient in size and in price. It is substantially bound in cloth and attractive. In content it is adapted well to the student for whom it is primarily intended, the high-school student. The footnotes are where they should be, at the foot of the page. The introduction first briefly treats of the author under the heads: The birthplace of Shakespeare; the life of Shakespeare; the age of Shakespeare; the theatre of Shakespeare's time, and the growth of Shakespeare's art. It next discusses the text of the play and concludes with critical comments on the characters. Following the text itself are brief sensible suggestions for study as to how the student should read the play, and as to its setting, plot and characters. It is an ideal book at the price quoted.

B. L. J.

White Patch, translated by Angelo Patri. American Book Co. (For supplementary reading in the fourth and fifth years of school).

An interesting addition to our children's book shelves comes to our notice this month in "White Patch," a translation from the Italian, by Angelo Patri. It is the tale of a little boy who dreams that his wish to be changed into an ant comes true, and who finds, in living with the ants, that work is not thus to be avoided, since it is the law of life. He passes from the egg to the adult stage, through the natural metamorphoses, and becomes a part of the wonderful social organization of a typical ant tribe. He takes part in their work, play, and battles with their enemies, and as a wanderer, visits and becomes acquainted with such other social insects as the bees and the wasps, and with other neighbors—the caterpillars, water- striiders and grubs.

Nature material not commonly made available to children is thus presented in a fascinating manner. The story is told in a simple, dignified way. There is no false sentiment present, although the tiny characters are made to work, play, admonish, and wax indignant like real people. It would thus seem then, that whatever "nature faking" the little book might be charged with, ought to do more good than harm; or, ought to be entirely outweighed by the story and nature interest so strongly presented.

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BOOK NOTICES.


The object of this little volume is to lead children of the second and third grades into the habit of speaking and writing the English language correctly. To accomplish this, the author has prepared a drill book which emphasizes the reproduction of any of the short stories current in our literature, and also introduces practice exercises to familiarize the pupils with correct forms. The author has written from the standpoint of the child, and in language that the child can readily comprehend.


In this book the editor retells in modern German of an easy grade the stories of ten great German epics. Each division is prefaced by a short history of the poem, and accompanied by very full footnotes. Extensive exercises for conversational work, based on each epic, follow the text, which is provided with a complete vocabulary.


The plays included are, for the most part, based upon the popular nursery tales known to every child, such as Little Red Riding Hood, The Three Bears, Cinderella, Hansel and Gretel, The Gingerbread Man, etc. They are written in a style which will make them attractive to children, whether they are to be acted or merely used for the purpose of supplementary reading. The numerous illustrations show the actors and actions of the plays, and add to the interest of the book.

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ALUMNI NOTES.

Miss Cleo Hoyt, 1907 class, is teaching in the public schools at Minneapolis, Minn., this year.
Melbourne Kirkland, who has attended the Normal, taking work in manual training, has recently accepted a position as director of manual training in Big Rapids, Michigan.
Miss Jessie Stout, 1907, is spending the year at her home in Marshall.
A wedding of interest to Normal people was that of Miss Mildred Patterson, of the 1910 class, to Oscar Harrington, 1911, Christmas day at the home of the bride's parents in Martin. Mr. and Mrs. Harrington are at Bellaire, where the former is an instructor in the high school. Both were popular in the Normal.

Miss Florence Barrett, 1908, is teaching in Lawrence, Miss Harriet Barrett in Flint and Miss Florine Barrett in Allegan.
Miss Lela Spaulding, '08, was married in June to Dr. Russell E. Simpson, of Pasadena, California, where they are residing.
Miss Mary Anderson, 1909, is teaching in the second grade at Albuquerque, New Mexico.
Miss Cleo Hill, of the 1910 kindergarten class, was married June 27 to Albert A. Johnson, of Plainwell. They reside in Plainwell.
Miss Marguerite La Tourette, kindergarten 1910, is teaching in the primary grade at Albion.
Miss Helen De Merell, '10, is engaged in teaching in the grades of the Minneapolis schools this year.
Howard Cramer, 1910, is attending the International Business College at Ft. Wayne, Ind.
ALUMNI NOTES.

L. L. Deal, 1907, is in charge of the commercial work and athletics at Casselton, North Dakota.
Deane S. Griffiths is teaching in the Lakeview high school.
George Fast, '11, is principal of the high school at Covert.
Miss Ora Hallenbeck, '11, is teaching in the Normal at Morrisburg, Tennessee.
Miss Anna Christianson, 1908, taught in Racine, Wisconsin, last year and is this year at her home in Muskegon.
J. W. C. Brown, a graduate of the Normal, is at Irvington, Mobile Co., Alabama.
Miss Jessie Henderson, of the class of 1907, is teaching at Waukegon, Illinois.
C. Arthur Cross, '11, is teaching in the Vine street school, Kalamazoo.
Miss Annie Bailor, rural '10, is at work near Luther, Michigan.
Miss Edith Trattles, '10, is teaching in the high school at Shawnee, Oklahoma, this year.

Trevor S. Muffit is still a member of the high school faculty at Howe, Indiana.
R. Dwight Paxton, '10, has returned to Bay City as head of the work in manual training.
Fred Sowle, manual training '10, is in his second year at Mannington, West Virginia. His marriage to Miss Irene Lewis, a former Normal student, took place July 31 at the bride's home in Lansing.

Miss Laura Thompson, '10, is teaching in Otsego this year.
Miss Mildred Brody, graded '09, is teaching in the schools at Shake, Oregon.
Miss Vivien Cruse, 1911, is teaching at her home in Allegan.
John Damoth, manual training '11, has charge of this work in the Hastings schools and also directs the athletic work. His marriage to Miss Edith Ayers of Wayland, a former student in the Normal, took place in September.

Miss Mary Flannery, a graduate in the rural department in 1911 class, is teaching in Argyle this year.
Miss S. Jane Daugherty, kindergarten '11, has a position in the Battle Creek schools this year.

Miss Lois Decker, '11, is teaching at her home in Canostota, New York.
Mrs. Grace Decker, '11, is engaged in the grades at Battle Creek.
Miss Helen De Graff, '11, is teaching in the Traverse City schools.
Miss Rachel Everett, domestic science '11, is teaching in this department at Cumberland, Maryland.
Miss Laura De Vinney, '11, is teaching at Gary, Indiana.
Miss Glenna Dowd, '11, has a position at Hartford.
Oscar Drake, '11, is principal of a ward school in Ann Arbor, Michigan.
Leo. L. Eddy, '11, is taking work at the University of Michigan this year and will remain for his degree.
Miss Etta Dunning, '11, has a position in the Portland, Michigan, schools.
Miss Ruth Elwell, '11, is in charge of a rural school at Portage.
Miss Emma Fuller, '11, has charge of the work in music and art at Athens.
Miss Alleyne Gilbert, kindergarten '11, is teaching at her home in Dowagiac.
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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.

The school offers a two years' Life Certificate course for high school graduates, an advanced Rural School course, and review courses. There are also special two years' courses in Public School Art, Kindergarten, Domestic Science, Domestic Art, Manual Training and Public School Music, leading to the Life Certificate.

Students may enter at the opening of any term. The Winter Term opens Jan. 2, 1912. The year book will be mailed on application.

DWIGHT B. WALDO, President,
Kalamazoo, Michigan.