WESTERN NORMAL SCHOOL
SUMMER BULLETIN

ONE OF THE SUMMER BULLETIN DESIGNS
Vol. 2 CONTENTS FOR FEBRUARY No. 5

A SMILE OR TWO .......................................................... 163, 167

ALUMNI NOTES .............................................................. 165, 166

EDUCATIONAL .................................................................
  Waste in Education .................................................... Ida M. Densmore 169
  Surgical Emergencies of the School Room ......................... Chas. E. Boys, M. D. 172

LITERARY .................................................................
  A California Composition .............................................. Emelia M. Goldsworthy 175
  South Park Playground System of Chicago ....................... Hilda Joseph 176
  Misery, An Economic Problem ....................................... Bert Ford 178

EDITORIAL .................................................................
  The Value of Travel .................................................. D. B. Waldo 181
  Literary Societies .................................................... Geo Sprau 182
  Use of the Library .................................................... Hazel Henry 184

TRAINING SCHOOL ........................................................

ATHLETICS .................................................................
  The Basket Ball Series ................................................ Frank Martin 185

NEWS ARTICLES ............................................................
  The Society Contest .................................................. Grace M. Blakeslee 187
  Normal Literary Society ............................................. Earl Smith 188
  Assemblies .............................................................. Miss Caroline Wakeman 189

NEWS NOTES ................................................................
  .................................................................................. 191, 192, 194, 195
  Book Shelf ........................................................................ 197, 198, 199
  School Life Elsewhere .................................................. R. M. Reinhold 200

ILLUSTRATIONS ..............................................................
  Design for Summer Bulletin ........................................... Marie Wilkins, Frontispiece
  Design for Summer Bulletin ........................................... Genevieve Parker 180

For the Editorial and Business Advertisement of the Kalamazoo Normal Record see page 58
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Subscriptions to the Record are due now. The price is fifty cents per year. Please send remittances to Miss Katherine Newton.

IN LANGUAGE HE KNEW.

Stanley Jordan, the well-known Episcopal minister, having cause to be anxious about his son’s college examinations, told him to telegraph the result. The boy sent the following message to his parent: “Hymn 342, fifth verse, last two lines.”

Looking it up the father found the words: “Sorrow vanquished, labor ended, Jordan passed.”

The professor was playing that psychological game wherein the mind of an individual is supposed to be revealed by his answer to some mental suggestion. The word propounded to the class was truth. “What did you see, Mr. R? ” “I saw my roommate,” said R. “Who is your roommate?” “He does not attend the Normal, professor.”
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Little Willie, being a city boy, had never seen a cow. While on a visit to his grandmother he walked out across the fields with his cousin John. A cow was grazing there, and Willie's curiosity was greatly excited.

"Oh, Cousin John, what is that?" he asked.

"Why, that is only a cow," John replied.

"And what are those things on her head?"

"Horns," answered John.

Before they had gone far the cow mooed long and loud.

Willie was astounded. Looking back, he demanded, in a very fever of interest:

"Which horn did she blow?"

Some of our students travel in state. An instructor in history asked the members of his class to explain in writing any absence incurred during the term. He received the following reply from one of his students: "Excused to leave for home on special train before Thanksgiving."

A MYSTERIOUS LEAK.

The steamer Acapulco, of the Pacific Mail Line, picked up at Amapala the Honorable Robert F. Broussard and a friend of his named Carlisle. They had made the trip overland through Honduras and were on their way to San Francisco.

A night or two later Broussard and Carlisle were seated on the after promenade deck on the starboard side. The steamer was going along easily through a calm sea, and just below where they sat a pipe was discharging into the sea in a good-sized stream the water from the condenser.

Carlisle and Broussard watched the outboard delivery of the water from the condenser. Then Carlisle said: "Bob, they have been pumping water out of this steamer ever since we left Amapala. Had you noticed that?"

"Yes," replied Broussard, "I had observed that.

"Well, what do you suppose it is?"

"I don't know," Broussard answered. "It does not seem possible that any steamer should leak like that!"
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ALUMNI NOTES.

Miss Shirley Eberstein of the class of 1910, is teaching in the high school at New Buffalo for the second year.

Three Normal graduates are teaching in the public schools at Bellevue. Miss Ethel Raab, '07, has high school work. Miss Miltina Lawton, '09, primary and Miss Carrie Minar, Graded '11, grade work.

Miss Dana Sleeman, 1911, has recently accepted a teaching position in the Richland High School, having charge of work in Latin and German.

Miss Lois Bishop, '06, is still teaching in the manual training department of the Grand Rapids schools. She spent last summer in the west where she met several former students and graduates of Western Normal.

Miss Alecha Hinckle, of the class of 1906, taught in Montana for some time and was recently married to Mr. Wright. She now resides in Belpre, Kansas.

Miss Fern Abrams, of the class of 1909, was married last September to Walter D. Price and resides on a ranch near Pilot Rock, Oregon.

Lewis Fee, of the first class to graduate from the Normal, is at the head of the science department in Everett, Washington, High School, which boasts of the championship football team in the state. Mr. and Mrs. Fee are planning to spend next summer in Michigan.

Miss Gladys Cramer, 1910, is at home this year on account of ill health.

Miss Nora Colburn, '09, is principal of the high school at Clearwater, Minnesota.

D. N. Simons, '09, is principal of the Winona school this year, succeeding Howard Doolittle, also a graduate of the Normal.

Mrs. Jeannette Cauffman, music and art '09, has taught in Romeo, Michigan, the past two years, but is this year at home in Three Rivers.
After an illness of several months Miss Kathryn Napp, a graduate of the Normal in 1910, died at the residence of her parents on Vine street, Wednesday, February 14. Miss Napp was a graduate of the Central High School, Kalamazoo, and spent two years at the Normal, completing the general life certificate course in August, 1910. Following her graduation she was a regular teacher in the Kalamazoo schools until ill health compelled her to give up her teaching work. Since that time she has been confined to her home until the end came February 14. Miss Napp won many friends by her attractive manner and among the students in the Normal was a favorite. By the instructors she was held in high regard and general sorrow over her death is felt in the school.

Miss Jennie Lane, who has attended the Normal nearly two years, is in Coalville, Utah, this year.

William J. Sanford, president of the class of 1910, is employed in his brother’s flour mill at Reed City.

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A SMILE OR TWO
APT.

At an introduction of a bishop to his
see, somebody noticed a Dublin graduate
wearing an Oxford hood. He pointed it
out to the bishop, and said that the per-
son stood there with a lie on his back.
“Well,” replied his lordship, “you can
hardly call it a lie; but it is certainly a
falsehood.”

TEACHING THE YOUNG IDEA.

A public school teacher who had just
returned from a trip East, had been tell-
ing her friends some rather amusing
incidents given her by a Washington col-
league who had just completed final ex-
aminations in her grade.

One of the early questions she gave
out in her examination was this, “Name
the five races of man.” Judge of her
astonishment when she got this answer
to her question, “Automobile races, horse
races, foot races, and bicycle races.”

Another question was, “Name some of
the organs of man.” To this the reply
came back, “Mouth organ, hand organ,
pipe organ.”

The spinal cord was defined as “a
string running from the back of the head
to the base of the heels.”

“Ears,” said one, “are just as import-
ant as good clothes, and should be taken
care of just as well. Don’t let bugs crawl
into your ears; if one should get in, then
syringe your ear with soapsuds, and
afterward drop some molasses into it.”

“Poison,” wrote another, “should be
doctored at once, and not be allowed to
run on, as it is dangerous. Poison ought
to be kept in a little room under lock and
key in a small bottle and not let nobody
go in there.”

A class of pupils were asked to write
a short biography of Longfellow. The
youngest member of the class proudly
submitted the following:

“H. W. Longfellow was a grand man.
He wrote both poems and poetry. He
graduated at Bowdoin, and afterwards
taught the same school where he gradu-
ated. He didn’t like teaching, and
decided to learn some other trade; so his
school furnished him money to go to
Europe and learn to be a poet. He wrote
many beautiful poems for children. He
wrote ‘Billy the Blacksmith.’”
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ERNEST McLEAN, Mgr.
Interesting studies are now being made by some of the great universities on the question of waste in elementary education. A questionnaire received during the past year began with the pertinent question, "What do you consider the chief source of waste in elementary education?" This was an admission, without argument, of the fact that such waste exists. With the pressure of modern life, waste becomes daily a more serious problem, and waste in education means waste of human efficiency, a factor which the world is beginning to value as more precious than its natural resources. Much of this waste seems not to be under the control of the individual teacher, but some of the responsibility surely must be carried by each one of us, even though the heaviest burden rests upon the superintendents who outline the work.

Perhaps the greatest source of waste is to be found in the great machinery which at the same time secures so much that is valuable in our great public school systems. The tendency of the system is to yield a factory product. Individuality is and must be more or less lost sight of when one teacher handles forty to sixty children and the rate of progress of the individual must be retarded. Until society recognizes this immense waste the struggle is a desperate one for the teacher, and the aggregate loss to the pupils probably greater than we now appreciate.

The last few years have seen an immense gain over another waste, in many cases a direct outgrowth of the crowded rooms,—the retardation of pupils, either sub-normal children or those who fail "to get a start." Here the economic argument has been the powerful one, "the money cost of the repeater" having won the establishment of special rooms and special teachers for the care of these cases. It it can be proven in the future that it is in the long run cheaper to provide two teachers instead of one, the first named waste may be checked. Akin to this loss through retardation is the loss through failure to distinguish and especially train the unusually quick and talented. The "special promotion" is a slow method, and fails to accomplish the need in that it merely pushes ahead over material outlined for all, until arrested development often takes place, whereas the enriching and extending of subject matter for the child with great ability, and the curtailing to essentials for the slower mind, is the probable need.

In addition to these sources of waste are those found in the curriculum. This is a poor over-loaded vehicle, carrying
all it started with back in the time of our
great grandfathers and adding almost
daily some new burden. The problem
of elimination and substitution of mate-
rial is surely the problem of the future,
and none is more difficult. Nothing is
more retarded by tradition than educa-
tional matter and method. The static
tendency of the ideals of the community,
the training of teachers by those more in
touch with abstract ideas than concrete
life, and the tendency to regard elemen-
tary education as constantly preparatory
for more school life rather than real life,
the domination of the university over the
secondary school and the secondary over
the elementary, keep the curriculum
loaded with material now obsolete in
practical utility. Everywhere we are
confronted with these "vestigia." No
subject has retained more of them than
Arithmetic, the idol of the American pub-
lic. A careful sifting of the arithme-
tical experiences of the average man and
woman show the utility of the simplest
processes only in life outside of school,
yet the child spends in many schools a
high percentage of time throughout the
eight years of his school life on problems
never to be paralleled in his experience,
and no Arithmetic can be made "to sell"
unless it contains all the "cases" in inter-
est. Nations are conserving themselves
with "peace conferences," the abolition
of war is prayed for, yet our elementary
histories continue to emphasize warfare,
battles, campaigns, etc.,—rather than
those significant social results, especially
those reaching into the life of today.
When the emphasis in the study of our
Civil war, for instance, shall be trans-
ferred to the immense costs of the war,
not in money alone but in men, in crip-
pled industry, in depletion of the best
racial stock in both north and south, then
shall we develop in our children a shame
at the immense crude waste of war and
an intelligence on which peace policies
can be maintained, as well as the loyal
devotion to the cause of their country and
the patriotic thrill at the soldier's cour-
age. Our present histories cannot throw
off the inheritance of the detail handed
down to us from the period when the
events of the Civil War stood close to the
eyes of the nation. In perspective other
things assume importance.

In an article in the January Atlantic Dr.
David Snedden has given a conception
of liberal education worth the study of
every teacher in elementary and sec-
ondary schools. The conception of man as
a consumer as well as a producer is surely
a sane view of life. Dr. Snedden de-
mands that modern education proceed to
a "statement of the aims of liberal edu-
cation in terms of demonstrable utilities," and further insists that "modern educa-
tion should prove equal to the task of dis-
covering and formulating, as educational
ends, a large variety of interests, forms
of appreciation, and powers of utilization,
all having worth to the individual and
society." It is not alone in the secondary
schools, but in the elementary that this
charge holds good. We are suffering
from wastes here as well. First, as has
been stated, stands the inability to discard
those elements no longer useful. The
next consideration is the selection of the
subject matter to be used. How shall
this be done? How out of the immense
accumulation of the race shall wise selec-
tion be made and upon what basis? Obvi-
ously the place to begin our study is
with the life today and its needs. What
will fit the boy and girl to be the most
intelligent consumer and the most capable
producer possible? Everyone will prob-
ably agree that the center of the individ-
ual life is the home. The concerns of the
home are provision for the best living
possible with the means at hand. This
involves the feeding, clothing and hous-
ing of the family and in addition the furnis-
ishing material for intellectual and spiritual
growth, the ministering to the complete
growth of the members of the family.
We have only to enter the average home
for which the elementary school has fur-
nished the chief education, to get some
light on some of the needs not met by
this training. The selection of food,
clothing and house furnishing too often
shows no discrimination in values. One
of our local dealers explained that the
very limited supply of rugs of good de-
design was due to the fact that the call for
them was limited while the "good sellers"
were those of more gaudy patterns. Is
not the question of good quality, color
and design in a rug, in wall paper, in all
house furnishing, a more vital one to the
average consumer than the exact num-
ber of rolls of paper and yards of carpet required for his rooms, since he must perforce take the workman's estimates on quantity while allowed his own choice in quality?

The violation of the simplest rules of hygiene sends hundreds of children to their graves annually. Fruit stores and bakeries continue to expose their wares to dust and flies, and all the efforts of the intelligent minority seem at times futile because the community consciousness is dull on these points. The money of the home is poorly spent for necessities, and the lack of variety of interests and discrimination in the other values of life is only too manifest in the books and the amusements of the home. The needs of the community extend the needs of the home. Efficiency is the word of the day. What characterizes the efficient man or woman? Are not some of the qualities such as the following: ability to distinguish that which has real value from the artificial, adaptability to new and changing conditions of life, individual initiative, high ideals, a sound physical being, control of both mind and body, leadership, and mastery over the world of concrete things and ideas rather than abstract ideas? The school training which will develop these qualities will train for efficiency.

In choosing subject matter for our children then we must subject it to the test of utility. First of all it must be of use in life today. The world has moved on rapidly in the last century. Subject matter must not only have real value, but choice of subject matter will become a question of relative values, and much of that which we have taught must give way to that which is today of greater social significance.

Having chosen the subject matter wisely, we must then guard against waste in presenting it to the pupils. We are beginning to realize what an immense saving there is when the motive power for work is within the individual instead of without, in the pupil instead of the teacher. What weary hours are wasted in schools because the need, the interest, and the problem are not felt by the pupils; and what accumulations of activity and motive power lie there ready for use if we can touch them. The real utility must be apparent to the child in the satisfaction of his play interests, his joy in expression, his need for activity.

The individual teacher has especial concern with this elimination of waste in the matter and method of the elementary curriculum. It is true that we must bring about changes through the traditional lines of approach. We shall continue for many years to teach Reading, History, Mathematics, etc., as such instead of giving our time to the working out of projects and the incidental use of these subjects as experiments may prove to be good. But the teacher cannot allow the traditional curriculum to excuse her from answering these two questions. First, in this particular bit of subject matter, what is the part most vital to life today? Second, in what real form can this be worked out by the child? When each teacher thus analyzes the subject matter he or she presents, elimination of the unfit will gradually come about, and real centers of interest will be developed in the children.

To illustrate we may consider these questions as guiding the teaching of primitive life. The answer to the first will give certain fundamental processes in human life begun at this time,—control of fire, making of pottery, beginnings of textile work, domestication of animals, invention of simple tools, formation of institutions. The answer to the second will cause selection from this list of processes which can be carried out with satisfaction in his life today, in play and construction. To those who devote the hours of the young child's life to the evolution of the spear, and kindred weapons and traps, we direct these two questions.

Apply them further to history. What does life today demand chiefly from the study of history? Surely ideals which will serve in the situation of today, in the forming of character needed today; also the background necessary to the understanding of the conditions of today so that intelligent citizenship will result.

What a vast saving there would result to the pupils if at least the teacher saw clearly some relation of the school work to life. The teaching of music, then, might result in the knowledge and love of beautiful music, and the ability to dis-
tistinguish poor from good, and the community might force out from their cheap theatres the tawdry rag-time. Art, when taught with its foothold in its service to life and the uses it can be put to by the pupil, will bring increased beauty and taste into home and civic life. Grammar will be taught with the emphasis upon usage and abstract analysis will be neglected. Reading could be revolutionized in most schools were lines of interest determined and followed even in primary grades. The relative length of periods would gradually adjust so that those subjects most vital to life, would receive the greatest time emphasis.

No matter what the arbitrary demand of the curriculum, this thought process on the part of the teacher must vitalize the work. The selection of the elements to be emphasized on the basis of known utility to the pupil and to society will quicken the minds of both and slavish obedience to a text book and devotion to "learning for learning's sake" will disappear. The protest of intelligent teachers has done what little has been done to modify the curriculum. The grasp of children's interest on the part of good teachers has brought about the comprehension of the power of individual motive.

When the elementary school emphasizes as well the values of intelligent initiative and control over circumstance and material in the carrying out of projects, the fundamental needs in the education of men and women as producers will have been met. Our schools can no longer set aside the fact that ability to think out a problem, organize the material with which to carry it out, and "see it through" should be the goal aimed at, as well as acquisition of knowledge.

The teacher who gets this point of view will find that gradually her work will group around centers of activity and interest. The curriculum may stand as before but the teacher will have transformed it from a dead thing to a living one and children will leave the elementary school to make more intelligent use of further study or to become better citizens and more intelligent, if they leave to enter trades.

IDA M. DENSMORE.

SURGICAL EMERGENCIES OF THE SCHOOL ROOM

Surgical emergencies arise so frequently in the school room, and there are so few opportunities for the teacher to prepare herself to meet them intelligently, that this paper is offered, hoping at least to call attention to the importance of a few of the oft occurring but commonly misunderstood conditions. In all of these emergencies the teacher is looked to as one who should direct the actions of all concerned she is the general of the situation and should therefore first of all have full command of herself. If she has not proper poise, general confusion is likely to follow. She should have also a clear knowledge of a few general principles of surgery, especially those which deal with those accidents common to the schoolroom.

Injuries should be thought of as coming under two groups: first, those in which the skin has not been cut or opened in any way, and second, those in which the skin has been opened. This classification is made because in the first instance we have a "clean" wound, and in the second we have to deal with a "dirty" or infected wound—one into which bacteria have entered or may enter later. In the first class we have to treat the injury to the tissues only, while in the second we have to do this and in addition must combat infection. Wounds will not heal until the infection has been overcome, and this is accomplished by normal body processes and by means of dressings. Dressings serve the double purpose of protecting the wound from any further entrance of bacteria and to aid in the destruction of those already present. It will be our purpose therefore to discuss a few of the commonly occurring injuries, considering first the closed and later the open wounds.

Sprains consist of injury to the elastic tissues such as ligaments about the joints. They are slower to recover than are fractures and are more liable to
One must be very sure that a fracture is not present and this is often determined with difficulty. In caring for this condition it is first of all necessary to protect from further injury by means of splints or bandages. This accomplished, the injured part should be elevated higher than the rest of the body and cold applied. Cold is best applied by means of an ice bag, or snow wrapped in a towel. This should be kept up for twenty-four hours, after which time the parts should be gently massaged towards the body each day until recovery.

Bruises are injuries in which tissues are crushed. This crushing breaks open the blood vessels and allows the blood to permeate the surrounding tissues. Swelling then follows, and when clotting takes place, discoloration occurs. This bleeding into the tissues is best prevented by elevation of the parts as the blood pressure is thus reduced. Also the vessel is contracted by the application of cold and this lessens the amount of oozing. If heat were applied the vessels would expand and allow greater leakage and swelling. The cold also reduces the sensitiveness of the nerves which supply the part and lessens pain. After the clotting takes place, which occurs in from twelve to twenty-four hours, the bleeding is arrested, and the problem then is to remove the blood which has caused the swelling. This is best accomplished by massage and elevation of the part. Liniments, which are so frequently used, act as anaesthetics, counter-irritants, and sometimes as astringents. Many believe that the rubbing incident to the applying of the liniments has more virtue than the liniment itself. Talcum powder permits massage without any pain or injury to the skin.

Fractures can usually be detected by observing a false joint or feeling the ends of the bones grate upon each other when the part is handled. The surest means of diagnosis when the usual signs are not present, is the skigraph or X-Ray plate. This will usually determine a crack in the bone even if it is not completely broken.

In caring for fractures the first object is to prevent further injury by supporting the injured part with splints. These may be a board, an umbrella or rolls of blankets on broomsticks. If the bone has protruded through the skin at any place, this spot should at once be covered with the cleanest piece of cloth obtainable, and allowed to remain undisturbed until the surgeon comes. Do not wash or handle the wound. This only introduces infection which makes the danger much greater. Fractures should always be transported in the recumbent posture. They should never be treated by anyone but the most competent surgeon obtainable, as the results are often not up to our expectations even when cared for in the most skilful manner.

Open Wounds are at once recognized by the presence of blood in and about them. It is most important to remember that the seriousness of a wound depends upon two factors, namely, hemorrhage and the presence of bacteria. The latter is usually of the greater importance. Hemorrhage can usually be stopped by making pressure over the wound, having first placed there the cleanest piece of cloth obtainable which will prevent infection from the hand. A tight bandage can be applied to retain the pressure until aid is summoned. If the wound is of any consequence, this is all the treatment which the teacher should provide, but she should call a surgeon at once. If, however, the wound is trivial, and "home treatment" is determined upon, the following "dons" should be observed:

Don't wash the wound. This introduces more infection than it removes.

Don't use peroxide. This often forces the bacteria still farther into the tissues, and it has very slight if any antiseptic properties.

Don't cover the wound with fat pork, salves or dusting powders. These seal up the infection rather than to allow it to escape into the dressing.

What should be done is to bathe in and about the wound with equal parts of Tincture of Iodine and Alcohol, and then apply a dry dressing which is as clean as possible. The dressing should be left undisturbed then for two or three days at the end of which time it may be replaced by one of Balsam of Peru. This can be renewed every two or three days until healed. In the absence of Tincture of Iodine, one may use Spirits of Turpentine which is nearly as efficient
and can be applied in the same manner.

If a wound is free from bacteria, as those made in surgical operations, no drugs are needed. The only requirement here is a sterile (free from living bacteria) dressing of cotton or gauze. Clean or uninfected wounds heal entirely from within by means of body processes if bacteria are kept out. This is accomplished by means of gauze or cotton dressings since bacteria cannot get through these materials if they are dry. When more bacteria enter a wound than the white blood corpuscles aided by the opsonins in the blood, can overcome, we have an infected wound. In their endeavor to overcome the infection the white blood cells increase enormously and concentrate about the wound where they ingest from one or two to several bacteria and then die, forming pus. The ability to take up bacteria varies with what is called the “opsonic index” of the individual.

When pus is thus formed in a wound the healing is delayed until the bacterial activity which caused the pus is overcome. If, therefore, there is a reasonable suspicion of the presence of infection or foreign material in a wound, it should be considered as “infected” and treated as such. In this kind of wounds we must consider three phases to the treatment: 1. To arrest bleeding. 2. To combat infection and reduce swelling. 3. To stimulate granulation and epithelial growth to cover the wound. Bleeding is arrested as given above.

Infection and swelling are best combatted by means of wet dressings. Wet dressings which are both efficient and harmless are: 1. Saturated solution of boric acid, and 2. 3% solution of boric acid in glycerin. Apply with a large amount of cotton or gauze, and keep wet. Never use carbolic acid in any strength either as wet dressing or salve in any open wound. It frequently causes gangrene. Also never use ointments or dusting powders early in infected wounds as they seal up the infection, rather than allowing it to escape into the dressing. They may be used when the wound is nearly healed. When the infection has been overcome, there is still a raw surface to be covered over with epithelial cells. This is aided by the use of Balsam of Peru in full strength. In this paper only those drugs are given which are safe in the hands of any teacher.

Children in their play often get a punctured wound as from a nail in the foot. This is a very important accident in that lockjaw may result. Lockjaw or tetanus germs cannot live in the air, therefore they thrive well in this type of wound where the air is so well excluded on account of the small opening made and the ease with which it closes. To insue against lockjaw, therefore, all such wounds should be opened widely, cauterized and packed with gauze until they heal up from the bottom. Tetanus antitoxin should also be given in many of these cases. The antitoxin will prevent lockjaw but will not cure the well developed disease.

When burns occur the pain is best alleviated by using some oil or grease as these will keep the air from the exposed nerve endings. A mixture of limewater and linseed oil called “carron oil” is very efficient. If blisters occur as they often do, great care must be used not only to prevent infection from ordinary pus germs but also from lockjaw which may occur as well, especially in burns from explosives received by children while playing in the street dirt where tetanus abounds.

CHARLES E. BOYS, M. D.,
Local Surgeon to the Lake Shore Railroad.
Ganesha Park, Pomona, California,
January 7, 1912.

To all Normal School Friends:

I am thinking of "Michigan, my ice-bound Michigan" as I sit this glorious afternoon in this beautiful park surrounded by shrubs and vines in blossom overlooking the sun-smiling Pomona Valley, with its acres of orange and citrus orchards a couple of hundred feet below, completely surrounded by ranges of mountains that form an ever-changing panorama of loveliness. But even California with its endless summer received a shock from old Boreas when last week the thermometer dropped below freezing—and the fruit growers in a desperate effort to save their crops which are nearly ready to harvest tried smudging the orchards by burning crude oil, to keep Jack Frost at bay. It is not known as yet how much damage was done, but it was reported the coldest snap in several years.

As we were in the far south—San Diego—during holiday week we fortunately escaped the freezing and the smudging in the orange belt.

San Diego is most ideally located on the beautiful bay of San Diego, one of the finest harbors in the world, protected from the heavy seas by the long point of land called Point Loma on one side and Coronado island on the other. Christmas day we rode on the upper deck of a small craft to the "Point" and were all duly sun kissed with glowing color. A long walk over the hills, now bare, but after the rains banks of gorgeous colored wild flowers,—brought us to the commanding view of the Pacific,—the horizon broken only by the mountainous peak of the Coronado island, twenty-five miles distant.

Point Loma, some seven or eight miles in length and a mile or more in width, is the International Headquarters of the Universal Brotherhood and Theosophical Society, under the leadership of Katherine Tingley. Many hundred acres of land are owned upon which are erected a number of buildings of unique and attractive architectural design. There are several hundreds of children of all ages in their school, the Raja Yoga Academy. Some of them are cared for at the Society's expense, while others are the sons and daughters of wealthy parents. Many nationalities are represented. At their services held Sunday evenings at the Isis Theatre in San Diego, the large chorus of children's voices is an interesting feature. On Christmas night this society gave a dinner to more than 200 unemployed men and women.

San Diego people are vitally interested in the Panama Exposition which they are preparing to open in 1915 in their beautiful park. The plans have been made by the noted architect Frank Goodhue,—the administration building being now in course of erection.

The climate of San Diego is unrivalled in evenness of temperature—varying only a few degrees the year round. Many attractive ocean-side resorts are within easy reach. The far-famed Coronado Beach and Hotel is the greatest summer and winter resort on the Pacific coast. La Jolla—pronounced La Ho Ya, (The Gem of the Ocean), is a charming resort, where the two worlds, the turbulent ocean and the peaceful plains are set with a background of snow-capped mountain peaks in the distance. There are many attractions, some of which are the Caves, the Biological Station, where examples of all the sea life of these parts are kept on exhibition,—the bathing cave and many interesting physical features of the shore line. Two magnificent ocean liners, the "Yale" and the "Harvard," sister ships
built to ply the waters of the Atlantic from New York to Boston, but afterwards transferred to the Pacific making the run between San Diego and San Francisco, afford one a fine ocean trip of four hours from San Diego to San Pedro, the port for Los Angeles. These are the fastest passenger ships under the American flag.

New Years day was spent at the Rose Tournament in Pasadena, well named "Paradise Regained." Although the frosts of the previous week had made the gardens a little less gorgeous, no apparent loss of floral beauty was evident in the many and varied floats which passed in the three mile procession of unrivalled beauty. It was reported that 150,000 people gathered from the four corners of the earth to witness this wonderful fete of a flower carnival on New Years day. It was the twenty-third occasion of this unique tournament and all that bright sunshine, brilliant decorations, and western hospitality could do was lavished on the visiting throngs. Many of the decorators worked all night, preparing the various features of the pageant—for only natural flowers are allowed to be used and they were in all their freshness for the morning procession.

The King of the occasion was the monarch of the air Galbraith P. Rodgers, who glorified American history in his recent epoch making flight from New York to the Pacific coast. For a couple of hours previous to the tournament he circled above the city in his biplane, strewing flowers in his path, that fell at the feet of the sky gazing multitudes.

The tournament consisted of various civic, commercial and allegorical floats, private automobiles, with gayly dressed occupants, and G. A. R. veterans, in procession. Boy Scouts, Rough Riders and others, and a half dozen bands in bright uniforms completed the array.

"Alice in Wonderland" with the characters in appropriate costumes, presented by the High School under the direction of the Principal, Levy D. Ely, who has previously demonstrated that he has a special genius for pageants, was a most unique feature and took the first prize in the Pasadena contest.

The Los Angeles Chamber of Commerce was awarded the prize as having the most beautiful float from out of the city. It represented a ship of state in masses of red, white and blue flowers and was manned by the members of that council.

Chariot and horse races occupied the afternoon, and in the evening the "Komikal Knights, kut kute kapers with King Kidder and Kween Karmencita," reigning supreme.

Altogether it was a day long to be remembered and a holiday season only possible under southern skies, where nature co-operates with man in bringing to perfection the fruits of her fields. California, the Italy of America, enticing to the agriculturist, the horticulturist, the nature lover and the artist.

Sincerely yours,

EMELIA M. GOLDSWORTHY.

SOUTH PARK PLAYGROUND SYSTEM
OF CHICAGO

At the foot of a certain avenue in Chicago's south side was a large, very large, vacant lot. This section of Chicago, about eight miles from the downtown district, always looked at vacant lots with eyes of fear, because an empty tract of land was always a possibility for the building of large apartment houses. We, for I lived out at Hamilton Park, always talked of the time when horrid flats would be built there.

The spring of 1902 saw a change come in this big lot, that we children always had regarded as something supernatural. The young people in the city had all caught the spirit or fever of golf playing. They therefore formed a club and made this lot into golf links. This seemed to be the first step towards the improvement of this big lot.

The next year in the spring there was much excitement. The South Side was to have ten new parks that were to bring health, pleasure and instruction to both young and old. Now were we to have one near us, was the question. There
were two places considered, one some distance from our house and the other in this great big lot. After much talk we learned the big lot was to be transformed into a playground park.

If you have ever been in Chicago you will know that there is always a terrible rush there. Almost before we knew it the ground was graded, beds and paths laid out, trees planted, a field house built, a bathing pool, ball park, concert stand and many things under way. Almost all that summer work went steadily on and the park grew beautifully. If I remember rightly, in the early fall the field house was open to a lecturer and all the men were present. Here they could hear a lecture without taking the cars down town.

The winter set in cold with very little snow and the place where ball was played, probably one foot lower than the level land was flooded and oh! the splendid skating. The little folks could go because it was near home and there was no danger. Every afternoon the place was crowded with skaters. The ice was flooded each day so that it made ideal skating. Best of all, though, at night the pond was lighted and again the men who worked or the ladies could have a chance to overcome the nerve strain of the day’s work. A little later a toboggan slide was built that was particularly entrancing, because it had an extra curve in it, which the sleds struck with a bounce. It was fun and how much good it did physically, mentally and morally.

The following spring we left Chicago and I did not visit the park again until the summer of 1908. I want you to come with me for a whole day’s visit to Hamilton Park. There is a high iron fence around the grounds, but you really have to examine the great bushes around the edge to see it, for they almost hide the fence. The sun is shining brightly and all the faces approaching the park seem to reflect its brightness. There is no walking through the park but as we enter the main gate, which is guarded by a jovial looking policeman, it certainly is a joyous picture that meets one’s eye. There are trees, good big ones, and there are great tall bushes with smaller ones nestling against them and flower beds that are artistically planted. All this makes a beautiful place to find health in, but the city parks could furnish this so the playground park goes many steps further.

Walking a few steps onward one is almost made dizzy by the activity one beholds. On the right hand side is a large oval concrete basin with a sloping bottom. In the middle, plays a small fountain that keeps the basin ever full of fresh water. The water is dotted dark with bathing suits covering small bodies. There are guards all over the grounds to protect the children and here and there are expert swimmers. Beach sand is around the edge of the pool and here the little bathers indulge in the healthful sun bath.

On the left is a splendid outdoor gymnasium and at certain hours instruction is given and the children are again given a chance to develop straight and strong bodies.

Following the central path one is led to the field house. It is a large, well built concrete building with broad steps leading up to great open doors. Upon entering you will see a large rotunda and the general impression given is of airiness and sunlight. At one side light lunches and soft drinks are served. There are many potted plants in this room and one does not seem far removed from the grand outdoors. On either side of this rotunda are splendid indoor gymnasiums, one for men and one for women. These are furnished with instructors and, as before, here is a chance for good health.

Passing upstairs at one end is a large auditorium where lectures and talks are given on Sundays. The rest of the stairs is given over to a library and to several truly beautiful reading rooms. The whole building is delightfully light and airy.

There were, however, many more things to see so we passed out from the opposite side of the rotunda and there a large crowd led us to the right side of the field house where we found a running track and apparatus for hurdle races, pole vaulting, jumping, throwing, etc. We spent a couple of good hours watching all sorts of sports and as soon as this was over we went to watch a ball game in which the fathers of the neighborhood
played. Here, too, we found tennis games. The whole park was full of activity and there were no stiff, staid individuals who were troubled by it. Every one jumped when he wanted to and it was the best thing in the world for some of those stiff, dried up Chicago people.

It was now evening and so we left the park for supper, but returned immediately to enjoy a splendid band concert. On the Fourth of July, all the people of Hamilton Park met in their playground park and enjoyed themselves in a more sane way than was usual.

Thus you see this one park gives health to all classes at all seasons of the year; gives education and culture to all free of charge; and serves as a place for meeting on special holidays. There were ten other parks started at the same time on the south side and since then more money has been given to the system.

If all the parks furnish as much pleasure and do as much good as this one, and I believe they do even more, for Hamilton Park is located in a comparatively wealthy district, the money has been well and very wisely spent. Chicago has a just right to be very proud of her South Park playground system.

HILDA JOSEPH.

MISERY, AN ECONOMIC PROBLEM

The last century has been marked by the extreme growth of industrial combinations of capital. With the great amassing of wealth and the large amount of labor saving invention there has grown to be a new social condition which has indeed become a deep problem for the student of Economics and Sociology. Laws have been formulated with the idea of regulating tariffs in such way that combinations will neither be unfairly favored by a high import tax nor industry killed by under protection. Yet it is difficult, extremely difficult, to arrive at that very nicely adjusted midway point where the public will derive the utmost good from the growing industries and at the same time not be robbed of its share of the world's goods by an unfair combination. There still remains the only too apparent inequality of social position and every person who has yet attempted any well intended reform has only been baffled by its deep rooted tenacity.

According to a principle well established by science, man is a social animal whose advancement has been distinguished and made possible by a division of labor based upon the specialization of an individual upon one certain capability. As population has increased there has been an increased demand for those worldly goods which are necessary to sustain life comfortably. In order to obtain this wealth it is necessary to spend a certain amount of intelligently directed force. Then, theoretically, every man who performs his share of the total labor necessary to produce the world's wealth has his portion of the goods necessary to sustain life. Yet, that this is woefully untrue, is at once evident by one glimpse into our foreign slum district. There seems to be too much waste energy, energy that is mis-directed through ignorance, greed and deliberate carelessness in which alone lies the cause of the world's supply of misery.

There are, generally speaking, three causes of misery in which all cases may be placed, which, at least if removed, would give a very finely modeled world to live in, very comfortable and in most ways ideal for the man who is willing to work for his share of the world's wealth. These causes may be classed as: Out of health, Out of work, Ill surroundings. Almost any one of these conditions may be the cause of the other and each may stand as a separate cause for a condition of misery.

Probably the most important asset for a person in order to accomplish his portion of the world's labor is health. Every sick person since he cannot work and must be supported, is not only useless but a burden to his neighbors. The average sick person consumes five times the economic wealth that a healthy person does and in addition some other individual must do the sick person's share of labor as an extra portion. Though these facts are well known people still continue ignorantly, carelessly, greedily, contracting disease, giving it to others and visiting it upon generations of innocent de-
The crowded hospitals, the over-worked physicians of every city of the land, testify to the great neglect of the people to this very vital item toward economic progress. This form of misery does not formulate a question of the regulation of the trusts; no tariff law can help it; it is decided by each individual whether one-half of the misery of New York shall exist or whether he will give his help to put it down by clean sanitary living on his part.

Because of the fact that there is a certain amount of labor due from each person, because the tendency of civilization is toward a division of labor among the classes of people, each according to its respective training and ability, there has come to face every growing individual the question of what line of labor he shall prepare for in order to fulfill those obligations he owes to society, and to his own comfort and happiness. If the individual chooses badly or neglects to choose at all but simply drifts, then there is the energy of a whole life wasted by running in the wrong channel or simply running at random as the wild uncurbed stream. Out of this come the problems of labor and the misery of the unemployed. It is to the economic welfare of every nation that each individual labor only in that line toward which he is most perfectly adapted. It is still the question of the economic use of energy.

The immigrant filled with the glowing accounts of a land filled with riches, comes to this country with a European system filled with European habits, customs and ideas which he has for years been applying to a European environment. He struggles for a few years in a most desperate attempt to fit his European brain to American industrial conditions with the result that he generally utterly fails. He responds to the next natural impulse by hunting out his old country neighbors in the foreign quarter of the city and living there with them, companions in misery. This is without doubt part of the waste energy that causes the labor problems because of the people who use of the goods of the land and cannot give efficient assistance in producing them. Hence we have the high cost of foodstuffs through one cause at least that the tariff law would be entirely ineffectual in remedying, no matter how ingeniously it was constructed.

Another problem in the economic use of labor is the many people who have wonderful capacities, who are physically capable of filling a much needed place, yet lack one essential thing, honesty. Without this important quality they fail in what people owe to each other as social beings. In this phase of the economic use of labor there is a much needed movement for practical honesty, not so much because of the simple reason that it is morally right, as that it is needed economically.

One of the most helpless conditions to remedy is that of a person who is miserable and does not know it. He does not care for relief and hence must, whether he is willing or not, be helped to a better position. We refer to people who have been born and brought up in low surroundings,—educated in them, who have seen misery so long they would scarcely welcome anything else. This would not be so bad if it affected only those who are in that condition, but, like a disease, it leaves its mark on the whole people—dwarfing bodies, dulling intellects, retarding advancement, forbidding the economic use of energy which is so essential to supply the world with life sustaining articles. Therefore it becomes another problem to place every individual from the time he comes into the world till the time he leaves it, in as clean and wholesome surroundings as possible.

Can an improvement be made if people will acquire disease, will be dishonest, will be ignorant as to how to meet certain conditions of living, and will live in bad surroundings? Yet, as these conditions constitute the world’s misery, it is but legitimate to seek, even though it be in part futile, some method of relief. In general we may say that people are sick, dishonest or poor because they either don’t know or don’t care how to be anything else. If this is true then the question becomes one of education. But our present educational systems have evidently met the conditions very inadequately. In order to cope with the causes of misery, education ought at least to do three things. It should train individuals
to care for their physical bodies and the health of those they associate with; it should train the individual toward a line of work in which he can most efficiently use his energy to obtain his life subsistence without forcing him to drill upon a mass of so-called "courses for mental exercise" which have no connection in the least with the work he is preparing for, always remembering that an efficient life means also a free and happy life; it should give every individual a knowledge of what he owes to every other individual because of his relationship as a social animal,—in other words we should have sound moral education. When these three phases are met in a satisfactory manner it is evident that misery will have been reached in a manner at least surpassing the modern misspent charity and philanthropy. With the banishing of misery will come the increase of wealth since the economic riches of any people are increased only in proportion to the number of individuals who have learned to make their lives efficient in labor, healthy, and happy in the enjoyment of living for others.

BERT FORD, 1912.

HIS LAST GAME.

He made a run around the end
And was tackled from the rear.
The guard sat down upon his neck,
The full-back on his ear.

The center sat upon his legs,
Two ends upon his chest.
The quarter-back and half-back, then.
Sat down on him to rest.

The left-guard sat upon his head,
The tackle on his face.
The coroner was next called in
To sit upon his case.

—Selected.
Everyone recognizes the educational value of travel and most of us enjoy trips. We like to go north, east, south and west, by rail or boat, by auto or afoot. It is unnecessary nowadays to submit a brief that argues the benefits of first hand acquaintance with land and people other than those of home.

Unfortunately, however, while we appreciate the importance and value of definite plans for most of life's activities, few of us take the time or thought to plan a rational scheme of travel; consequently the trips we take cost too much, too frequently have no relationship one to the other and yield smaller fruitage than we ought to expect. Too largely we permit imaginary responsibility to our position or work to hold us closely confined to the town or section in which we ply our vocation, and when we do journey from home too frequently we fret away our money and time in travel trips that rest on no foundation of intelligent plan.

* * * *

If travel informs, stimulates, and broadens, if it lifts one out of the realm of petty gossip and narrow prejudice, if as we frequently observe it motivates and gives meaning to life, is it not the part of wisdom for us to lay out somewhat definitely a travel itinerary or series of such itineraries that shall look forward a score or two score or more of years. Suppose all of the seniors in a Michigan high school who expect to receive diplomas in June, 1912, shall during their study of American History become possessed of a desire to visit sometime in the future those three historic waterways on the Atlantic coast, the St. Lawrence, the Hudson, and the James. Now let this desire be translated into a definite plan or decision to know sometime the rivers just named. For such a group of students the probability is strong that within twenty-five years those that so plan will have seen the historic cities of Montreal and Quebec, will have enjoyed the daylight ride from Albany to New York, and will have visited Jamestown, Richmond, and a score of other historic places in the Old Dominion. Champlain, Henry Hudson and John Smith though still three centuries away in time will no longer be regarded as unknowable explorers but will have become relatively real and intimate acquaintances. They will have become stalwarts whose skill, determination and courage rest upon a background of terra cognita.

* * * *
Suppose a wide awake girl in a Michigan Normal School decides that she will look forward to a definite acquaintance with four great scenic wonders of this country,—Niagara Falls, the Yellowstone Park, Yosemite Valley and the Grand Canyon of the Colorado. Though she remain a school teacher the realization of her plan is more than a possibility; it becomes a probability. Or if a group of high school boys in Southwestern Michigan develop a real desire to know some of the historic waterways of the Old Northwest the chances are more than even that the Kalamazoo and the St. Joseph will feel the dip of their paddles. Their plans may go farther. Then there is a bright prospect that eventually they will follow out the longer trails of Marquette, LaSalle and the other French explorers. The Wisconsin, the Illinois, the Wabash and the Ohio very likely will take on the meaning that canoe or boat trip alone can reveal.

Let us suppose by way of farther illustration that a group of Western Normal students have by good fortune come under the spell of Charles Egbert Craddock, Thomas Nelson Page, John Fox, Jr., and James Lane Allen. If these fortunate students decide to know at first hand the Bluegrass of Kentucky, Cumberland Gap, and the Great Smoky Mountains there is no serious obstacle in the way of such knowledge. A clearly defined travel plan that looks forward to intimate acquaintance with the region described by these social historians of the south is above all other considerations the one thing necessary.

Again one finds in recent years an increasing number of people one of whose interests for a time has been the battle fields of the Civil War. In most cases these individuals have found it possible to visit a number of these historic fields. Bull Run, Antietam, Chancellorsville and Gettysburg, Shiloh, Stone River and Chickamauga are no longer meaningless names.

Having a plan of travel, a general life plan, does not involve a schedule of definite dates but it does involve series of journeys, big and little, that relate to one's tastes and interests. It means that the individual plans, looks ahead, saves his money for specific purposes, makes ready for a trip or group of related trips by reading, by reflection, and by conference with others already familiar with the ground to be traveled. A man who has thus looked ahead not only travels more but he sees and feels and in every way learns tenfold yes a hundredfold more than the casual visitor. Fortunately travel lends itself to every taste and every pocketbook. A student in Kalamazoo may without price see the manufacture of paper, stoves, carriages, automobiles, and engines. He may without price know the geography of the Celery City. The valleys of Portage Creek, the Arcadia and the Kalamazoo River are within easy walking distance, and yet it would seem to be entirely practicable and altogether wise for this same student to decide definitely that he will some day in the language of President Butler of Columbia University, "Stand upon what seem to me to be the three most sacred and inspiring spots in the world: The Summit of the Mount of Olives, the Acropolis at Athens, and the Capitoline Hill at Rome. From each and all of those three summits one looks down upon a wide expanse of territory; wide, and yet not a fraction of the size of many an American county. From each of those summits one beholds a territory on which deeds have taken place from which inspirations have gone forth that constitute the ideals of our modern belief and thought and action."

W.

LITERARY SOCIETIES.

If one were to collect all the definitions and the conscious or only half-conscious attempts at definition of the term education, he would have a volume by no means insignificant in content and size. He would have some serious expressions from the best minds of all ages, but these expressions would be as varied and apparently inconsistent as the widely differing sources from which they come and the manifold elements that enter into their composition. Greek and Roman, Hebrew and Buddhist, would have their say along with the savage of the stone age, the mediaeval ascetic, and the modern mystic and empirical skeptic, and, when all others had finished, the Ameri-
can teachers' college and normal school would claim the pre-eminent right to the final word of the last chapter. From this abundance of inharmonious and, to a considerable extent, indifferent expression the thoughtful student turns to kind old sympathetic nature who leaves him with the almost inevitable impression that, after all, education is really nothing more nor less than growing life, the soul's expression in a rich and suggestive atmosphere.

By a common-sense interpretation the school becomes less and less a statute hall whose walls are frescoed with "Thus far" and "Thou shalt" and more and more an open temple with an atmosphere pervaded by the winning incense of free self-expression that invites the longing spirit to the kindled altars of life. Teaching is not synonymous with commanding, but rather it is willing invitation that inspires desire to accept and respond. That school is always best, most efficient, most successful, where teachers and students carefully follow their various paths of individual growth and freely and willingly breathe what comes from the deep secret places of their souls into the common air, refining it with purity and truth, recommending it with open-minded sincerity and sympathetic tolerance. When we can read a book, think a thought, solve a difficult problem, or dream a beautiful dream and so define its impression on our lives and characters that we can give it true and forceful expression, we will have gone a long way toward mastering the art of teaching. even though we forget the admonition of the critics and are grossly ignorant of the latest pedagogical fads.

For the creation of a rich culture atmosphere classroom work is inadequate. A curriculum of well arranged courses directed toward definite ends will ever be the fundamental basis of every good school, but any school that stops with this must of necessity miss the finer tone of true education and can achieve at best but indifferent success. The classroom is narrow and even when most efficient cannot wholly free itself from formal imposition and stamped labels. Too frequently the courses are compulsory, and to this natural unwillingness or semi-unwillingness is added the uncongeniality of marked standings, and imperfect sympathies. The best in the student seldom, if ever, finds expression, for he does not take the initiative, but as best he can must ever respond to the unfeeling ego-tism of position and authority. So it happens that much of the richness of the student's life is never brought to the surface; the secret of his nature is never revealed; the mission of his individuality is never clearly defined nor justly interpreted. The classroom has its purpose, but it can never be the medium through which the student voluntarily unfolds his growing mind and freely gives to his fellow-students the best he has to give.

Student organizations have always been encouraged by every good school as a very desirable supplement to the more imposed activities. Of all student organizations literary societies with wide range of activities and loyal patronage of a large following of students seem to offer the richest opportunity for student expression and culture. Good, live literary societies should provide various avenues for the exercise and development of student talent. The regular program is a valuable source for enriching the intellectual atmosphere of the school. A book review, the live interpretation of a poem or novel, the intelligent discussion of some truth or problem in science, history, or mathematics, the reading of a story, the forceful presentation of an open question in debate,—all these bring out the best in those who participate, while they invite interest and stimulate desire in those who hear. Then, too, the social life of good literary societies helps to clear away much of the greener rubbish from the foreground of the student's life. This no one can do so well as the students themselves. Students should provide among themselves a social atmosphere of high culture tone at very moderate financial expense. They should cultivate the habit of giving their best selves freely, even at a sacrifice. At the beginning of terms when new students are coming, no train should enter town without being met by old students ready to welcome and help those coming on. It is not only the duty, it is the privilege of students who are here to give themselves freely to help others who need them. Argue how we will about the
strenuousness of school life, here, as in all phases of society, we cannot help feeling that we demand too little rather than too much from our fellowmen. Too often, I am persuaded, we are content with intellectual inanities and social slanders when we should demand something of sterling value. That man insults me who assumes that I can appreciate no subject of conversation but the weather and that I can be entertained in no way other than eating and clownish action. Some means should be provided through which we could freely and willingly give the best we have and demand the best from others in return. Such an atmosphere in school life can be created through literary societies more effectively than through any other agency.

GEO. SPRAU.

USE OF THE LIBRARY.
The students of the Western State Normal school enjoy the privilege of direct access to the book stacks. Other schools of this kind are not allowed this privilege, so it should not be abused. In this as in many other things, a few people are very inconsiderate of others. Some students take three or four books, on one subject, to the reading room while others just as anxious to get their lessons are unable to get any books. A student can read only one book at a time, so should take but one at a time from the shelves. Another way of abusing the library privilege is to get books and fail to return them as soon as the reader is through with them. Books which are in constant demand are often left on the tables in the reading rooms. This often delays some student by causing useless searching for a book not in use. Many times students are careless in placing books on the shelves, causing the librarian to spend several hours searching for a book misplaced by a careless student. Students often forget that the library is not the place to visit or discuss current topics, and often disturb many who are trying to work.

HAZEL HENRY.

TRAINING SCHOOL

On January tenth little Morton Stearns of the third grade of the Training school passed to the land beyond. He was greatly beloved by all who knew him. His sweet, manly ways and bright, active mind made him a great favorite with teachers and pupils. Our most tender sympathy is extended to his sorrowing family.

THE TRAINING SCHOOL ASSEMBLIES.

Under the new schedule of classes for the winter term, those in the Training School have been happy in having their many friends in the Normal share with them the pleasure of the Thursday Assemblies. And it is to some of these friends that they are indebted for most of the enjoyment of the January programs.

Miss Forncrook entertained the school again with some of her charming stories. All in her audience from kindergarten to Normal students were children together in their pleasure and eager desire for "just one more story."

After enjoying two delightful mornings with Mr. Hickey in Naples and the little island of Capri, the children could follow him through all of his experiences in Italy with enthusiasm. Perhaps they would ask him for still another talk if they did not fear he might use in reply the Italian phrase he has taught them,—"tropi cara!" (too much).

Music has been a large feature in all of these programs. Miss Hootman and the assembly committee realize that the children should be trained to listen intelligently no less than to sing well. Their close attention and evident enjoyment of the music thus provided, attests their growth in appreciation. That this was more than passive and momentary was shown by their expression of the spirit they had caught in their own singing of the fine old hymns which closed the programs. Genuine childish pleasure was shown in the enthusiastic
applause following Miss Hanson’s songs, Miss Shepard’s piano selections, and Carlton Wells’ solo.

The programs were as follows:

January Eleventh.

Songs..................School Chorus
Miss Hootman in charge.

January Eighteenth.

Piano solos..............Miss Shepard
Stories...................Miss Fornicrook
Song................Carlton Wells, Grade VIII.

January Twenty-fifth.

Seven songs from Art Cycles...Meissner
Miss Hanson.

A Visit to Capri........Mr. Hickey
February First.

A Story Hour...Training School pupils

1. The Wise and Foolish Builders...
   ...Raymond Strifling, Kindergarten
2. The Wonderful Tea Kettle......
   ..........Donna Boylen, Grade VIII.
3. Norse Lullaby................
   Elizabeth Williams, Herschel Carney,
   Duane Vroegindewey, Grade III.
4. The Crow and the Pitcher ....
   ..........Herman Strifling, Grade I.
5. How the Camel Got His Hump...
   ..........Christel VanderHorst, Grade V.
6. A Close Alliance ............
   ....... Alberta Hyman, Grade IV.
7. The Pine Tree Shillings ......
   .......Evelyn Van Haften, Grade VII.

E. J.

The interest in the inter-class basketball series continues unabated. The Preps and Juniors have alternated in holding the lead with the Seniors coming strong and the Ruralis jogging along easily in the rear. At present the three leaders are tied for the premier position. All the teams are playing at top speed and during the contests are cheered on by loyal bands of rooters. The scheme of playing inter-class instead of inter-school contests is an undoubted success. Naturally many more students get into the game than otherwise would. Accounts of the games follow:


This game as the score shows, was very exciting. At the end of the first half the Juniors led by a score of 11-10, a lead the Preps were unable to overcome.

The basket shooting of Cutting and Carpenter of the Preps was excellent, while the floor work and passing of Roper and goals by Bramwell and Erickson were features for the Juniors. The Preps were handicapped by the loss of Tuttle at guard. Summary:

Preps—Cutting, L. F.; Verberg, R. F.; Carpenter, C.; Layton, R. G.; Healey, L. G.

Juniors—Bramwell, R. F.; Erickson, L. F.; Stark, C.; Roper, L. G.; Grant, R. G.

Goals—Cutting (3), Carpenter (3), Verberg (1), Erickson (4), Bramwell (2), Roper (2), Stark (1). Fouls—Cutting (4), Carpenter (1), Bramwell (5).

Referee, Spaulding. Umpires, Snow and Read. Time, 20 minute halves.


Although the Preps ran up the enormous score of 51 to the Ruralis 14, the game was marked by some clever work by members of each team. Cutting, Ver-
ber and Tuttle starred for the winning team, while the work of Snow and Jillson for the Rurals was good. Summary:

Preps—Cutting, L. F.; Verberg, R. F.; Carpenter, C.; Healey, L. G.; Tuttle, R. G.

Rurals—Snow, L. F.; Mapes, R. F.; Bair, C.; Gillespie, L. G.; Peek, Jilison, R. G.

Goals—Verberg (8), Tuttle (7), Shivel (6), Carpenter (3), Snow (5), Mapes (1). Awarded points—Rurals (1).

Referee, Spaulding. Umpire, Grant. Time, 20 minute halves.


By a score of 27 to 9 the Juniors won a rather listless game from the Rurals. The features were the aggressive work of Stark and the making of a goal for the opponents by Jilison when the ball accidentally hit his head and bounded through the basket.

This was a very important game, for the Juniors as it put them in first place in the league race. Summary:

Juniors. Rurals.
Bramwell r. f. Mapes
Erickson l. f. Jilison
Stark c. Snow
Roper l. g. Sherwood
Grant r. g. Bair

Goals—Jilison (2), Erickson (4), Stark (3), Bramwell (3), Roper.

Fouls—Snow (2), Jilison (2), Mapes, Erickson (2).

Awarded points—Rurals 1.

Referee, Tuttle. Umpire, Martin.

Time—20 minute halves.

Jan. 26—Seniors 24, Preps 14.

In a very interesting and well played game the Seniors won from the Preps by the score of 24 to 14. The work of Grant and Fillinger, for the Seniors, was exceptional, the former making three baskets from the center of the floor. For the Preps, the work of Cutting and Tuttle was good. Summary:

Seniors. Preps.
H. Grant l. f. Cutting
Fillinger r. f. Verberg
Bender c. Carpenter
Warren l. g. Healy
Shivel r. g. Tuttle

Goals from field—Grant (4), Fillinger (3), Cutting (3), Bender (2). Shivel, Verberg, Carpenter.

Goals from foul line—Grant (4), Cutting (4).

Referee, Spaulding. Umpire, Grant.

Time, 20 minute halves.

Jan 22.—Seniors 22, Rurals 20.

In a game that proved to have the most exciting finish of any game played in the series thus far, the Seniors won from the Rurals in an overtime game by the score of 22 to 20.

At the end of the first half the Seniors led by the score of 12 to 4, but the Rurals came back strong in the last half and until Vande Walker made the final two points by a pretty basket, the result was very much in doubt. Summary:

Seniors. Rurals.
Grant l. f. Newton
Riddler r. f. Mapes
Van de Walker c. Snow
Shivel l. g. Jilison
Warren r. g. Sherwood

Field goals—Snow (5), Shivel (4), Grant (3), Van de Walker (3), Riddler.

Fouls—Newton, Snow, Jilison.

Referee, Spaulding. Umpire, Roper.

Time, 20 minute halves.

Feb. 12.

Seniors 21, Rurals 8.

Preps 20, Juniors 4.

On account of a postponed game, two games were played on this date. The Seniors won from the Rurals 21 to 8, and the Preps won from the Juniors 20 to 4. The work of Carpenter and H. Grant was especially good, each making several baskets from difficult positions.

The result of these games caused a tie, of three teams, for first place. The Seniors, Juniors and Preps each having a per cent of .666. Summary:

Seniors. Rurals.
Grant l. f. Jilison
Fillinger r. f. Snow
Van de Walker c. Newton
Shivel l. g. Mapes
Riddler r. g. Sherwood

Goals from field—Grant (4), Fillinger (2), Shivel (2), Newton (2), Jilison.

Van de Walker.

Fouls—Grant (3), Snow (2).
ATHLETICS

Preps. Cuttes 1. f. M. Grant
Verberg r. f. Erickson
Carpenter c. Rowen
Healy 1. g. Stark
Tuttle r. g. Roper
Goals from field—Carpenter (4), Tuttle, Cutting.
Goals from foul—Cutting (8), Roper (3), Erickson.
Feb. 5—Seniors 15, Juniors 4.

In a one-sided but interesting game, the Seniors won from the Juniors 15 to 4. The work of Shivel was easily the feature of the game; the scrappy little player being in nearly every play, besides making three field goals.

This was an important game for the Seniors, as it placed them in first place in the league race. The score:

<table>
<thead>
<tr>
<th>Seniors</th>
<th>Juniors</th>
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<tbody>
<tr>
<td>H. Grant</td>
<td>l. f.</td>
</tr>
<tr>
<td>Riddler</td>
<td>r. f.</td>
</tr>
<tr>
<td>Van de Walker</td>
<td>c</td>
</tr>
<tr>
<td>Shivel</td>
<td>l. g.</td>
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<tr>
<td>Fillinger</td>
<td>r. g.</td>
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</tbody>
</table>

Goals from field—Shivel (3), H. Grant (2), Fillinger, Erickson.
Goals from foul line—H. Grant (3), Roper (2).
Referee, Spaulding. Umpire, Jillson.
Time, 20 minute halves.

STANDING OF THE TEAMS.

<table>
<thead>
<tr>
<th>Won.</th>
<th>Lost.</th>
<th>Pet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Preps</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Juniors</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Rurals</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

NEWS ARTICLES

THE SOCIETY CONTEST.
The literary societies after some months of peaceful sleep, awoke with a vengeance on January 18 and proceeded to make up for lost time. This was the week of the contest for new members, and it was certainly a busy time. The Normal Lits were first in the open field with blue badges and placards of various kinds in which they endeavored to emphasize the advantages of their own society. Nothing daunted by this display the Amphictyons came right back with badges in two colors and a placard in which, with considerable glee, they pointed to a misspelled word in one of the opponent's display cards.

The rival camps had headquarters in the rotunda right opposite each other, where they could keep close watch of each other. Those who had to get down into the basement to attend classes certainly had to run the gauntlet and the one who escaped had to have a very good excuse. The “Old Man of the Sea” surely showed no more skill in buttonholing people than did the energetic advance agents of the two societies. There were groups here and groups there and wherever two or more were gathered together, there would be found a society booster. The young ladies seemed to have the most success. Naturally they would be better buttonholers and that may account for it.

The contest lasted a week and closed with the Amphictyons easy victors, their score being 131 to the Normal Lits 68. Each society has now enough members to make a real live organization. It is to be hoped that the enthusiasm generated by the contest will not prove to be a mere flash in the pan, but that both societies will now settle down to solid substantial work, furnishing programs that represent actual effort and that will prove so attractive that others will seek to enjoy them.

Below are found statements from prominent members of each society:

Normal Literary—Amphictyon Membership Contest.

January 18-20 inclusive was a busy time for members of both literary societies at the Normal, it being the week of the membership contest. The Amphictyons had already seen that, because of the weak condition of their organization, something must be done to revive it. During the fall term the members had been divided into two groups with Miss Ruby Polley leader of the red and Miss Eva Guthrie of the white side. These two
groups of people were already in a race for Amphictyon members and the enthusiasm was at its height when the intersociety contest began, so the Amphictyons took up the work at hand with possibly a slight advantage in society spirit.

Prior to the contest the Amphictyon society had been exclusively for girls, but on January 18 a meeting was held at which it was decided to open the membership to men. This decision came as a result of the efforts and suggestions of Mr. Waldo and Mr. Sprau, both of whom believe in and desire flourishing, effective literary societies in the school. At the outset several young men joined the Amphictyon and proved themselves to be valuable constituents.

The Normal Lits were distinguished by blue ribbons with "Normal Literary Society" much in evidence in gold letters, while the prospective Amphictyons were tagged with red or white ribbons with gold A's thereon. Remarks were passed back and forth from each side to the other in friendly repartee. One Amphictyon was heard to say that the Normal Literary badges looked like "first prizes from a poultry show," which shot was answered by "of course we're first prize. Pardon me, does that A stand for Ladies' Aid?"

The contest closed January 29 with the Amphictyons in the lead 131-68. The losing side entertained the winners on the evening of February 9 in a very enjoyable manner.

GRACE M. BLAKESLEE.

Normal Literary Society.

The members of the Normal Literary Society started this term with the one purpose of making the society one of the strongest in the history of the Western Normal. Mr. Lon Bolster, who had won the confidence of the members by his energetic and enthusiastic work during the fall term, was elected president, other officers being Bert Ford, vice president; Nellie Bachelord, secretary; Hilda Marshall, assistant secretary; Asa McCartney, treasurer, and Mr. Walton chorister. Hilda Marshall, Nina Ives and Mr. Leonard constitute the program committee, while Bert Ford is chairman of the music committee.

Twelve new members were voted in during the first two weeks of the term and the membership contest brought us in sixty-eight more, making the total membership ninety-five. Many members have already expressed their intentions of striving to become the candidate to represent their society at the oratorical contest in the spring term. A play is to be given by the society in the term and other good things are in store for its members.

Through the infusion of new blood, the society is sure to find itself well on its way to the goal that is being striven for and through able management will be established as one of the most flourishing and necessary organizations of the Western State Normal school.

EARL SMITH.

JUNIOR PARTY.

On Saturday evening, Jan. 27, the Junior class welcomed the Senior class and faculty in the Normal gymnasium, which had been transformed into a crystal palace resembling in many respects the abode of St. Nicholas.

The decoration committee with Miss Vesta Grimes as chairman, ably assisted by the Misses Helen Shaw, Jeannette Johnson, Margaret Benbow, Florence Kelly, Marie Hoffman and Messrs. J. Wilcox, Lloyd Tryon, Otto Rowen, Max Grant and Paul Sheur carried out one of the most unique and elaborate decorative schemes in the history of the school.

The spacious gymnasium resembled a huge snow house. The gabled roof was made entirely of white bunting, which had been made to glisten like frost and from the roof extended long frosty icicles. The rostrum looked like a snow fort guarded by sentinels, two snow men representing a Junior and a Senior.

In the refreshment booth, instead of a punch bowl was a huge cake of ice from which orange ice was served. From the center of the gymnasium, hung a brilliantly lighted lantern in the form of the school class pin of gold and brown, adding effectively to the general lighting scheme.

Preceding the dancing, a delightful reception was held in the lower halls of the main building fittingly decorated in
white. Fischer's orchestra furnished the music, which consisted of eighteen numbers. The grand march was led by the president and vice president of the Junior class, Mr. Snyder and Miss Sharpsteen.

In the refreshments, the color scheme of the school was carried out in chocolate ice cream and golden cup cakes. The decorations on the tables were green and white. Miss Stella Fuller was the chairman of the refreshment committee, and much credit is due her for the success of the party, which has seldom been equaled in the history of the school.

Tuesday, Jan. 9.

"Reality versus Unreality," was the theme chosen by Rev. Arba Martin, pastor of the First Methodist Church. The practice of using words "to cover up meaning rather than to convey meaning" has been carried so far that a reaction has set in and as a result there is a demand today for reality, that man shall be his real self. The demand is making itself felt in the business world, in politics, in religion and in education. Rev. Martin considers the best definition of education to be self realization. Man is under a moral obligation, he says, to realize his best self and we realize ourselves in proportion as we serve humanity. That "reality versus unreality" is a vital demand, Rev. Martin gave as proof many graphic illustrations such as the use that is being made of it at present by La Follette.

Tuesday, Jan. 16.

Mr. J. C. Coburn, Secretary of the Young Men's Christian Association of Kalamazoo, told of the Y. M. C. A. of America, its purpose, organization and the scope of its work. Mr. Coburn pointed out that this organization is Christian but not sectarian. Its purpose is to give a home to the boy without a home, to give instruction in its night schools to the boy who must work in the daytime and thus enable him to climb if he has ambition. It makes use of the old Jesuit principle that if anything is to be done for the man one must commence with the boy. The organization is divided into national, local, university and school associations. One not familiar with the scope of the work, could not but be impressed with the extent and importance as well as the practical nature of the work that is being done in all sections of the United States. The material support that has been given by our foremost business men is proof that the work of the Y. M. C. A. is practical and meeting the needs of the time.

Tuesday, Jan. 23.

Miss Lucy Gage talked to us on the subject of "Woman and Her Education." Miss Gage stated that the old fashioned lady is gone, woman is no longer on a pedestal. If she is going to be something other than a parasite she must labor, or to quote Robt. Louis Stevenson, she "must change with grace and circumstances." She must have responsibility as a producer and a consumer. The problem that confronts us is how is she to be made an intelligent consumer. Where is she getting this training? The home, through kindness, has robbed girls of responsibility. Education must supply the lack and give her responsibility she needs if she is to develop into a larger womanhood. If woman is to be the comrade and helper of man she can no longer be bounded by "clothes, social relations, private interests and income." She must have newer and broader interests if she is to develop and be the equal of man.

That this talk was one of the most helpful and inspirational of the year was manifested in the close attention given by the hearers.

Tuesday, Jan. 30.

Miss Hanson and the Department of Music rendered the following program:
1. Greeting
   The Maybells
   Lift Thine Eyes (Elijah) Mendelssohn
   The Chaminade Club.
2. Polonaise G Minor
   Pan
   Miss Alice Holmes.
3. Happy and Light of Heart (Bohemian Girl)
   O, for the Wings of a Dove (Hear My Prayer) Mendelssohn
   The Choral Union.
4. Violin Duet
   Sarabande-Bach
   DelForrest Walton, Miss Hanson.
5 Reading—Selected.
   Miss Forncrook.
6. Who is Sylvia?  
**Schubert**  
The Choral Union.

7. Nymphs and Fauns  
**Beniberg**  
_Du Bist Wie Eine Blume_  
**Liszt**  
_Happy Song_  
_Teresa Del Riego_  
Miss Hanson.

The faculty and students appreciate the privilege of listening to Miss Hanson's beautiful and well trained voice and of becoming acquainted with her wide repertoire of musical literature, the result of study with Chicago's best masters. We are looking forward to a continuation of the privilege during the months she is to be with us.

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**LIBRARY.**

Books received since July, 1911:

**General Class:**
Nelson, Loose leaf encyclopedia, 12 vol.
Ward, G. O., practical use of books and libraries.

**Class 100, Philosophy and Psychology:**
Bergson, Henri, Matter and memory.
Hogan, L. E., Study of a child.
Offner, Max, Mental fatigue.
Pillsbury, W. B., Essentials of psychology.

**Class 200, Religion:**
Jacobs, H. E., Martin Luther.
King, H. C., Ethics of Jesus.

**Class 300, Sociology:**
Taylor, F. W., Principles of scientific management.
Taylor, F. W., Shop management.
Bagley, W. C., Educative values.
Hall, G. S., Educational problems, 2 v.
Herbert, J. F., Letters and lectures on education.
Thompson, M. E., Psychology and pedagogy of writing.
Wallin, J. E. W., Spelling efficiency.
Winch, W. H., When should a child begin school.

**Class 500, Natural science:**
Cooke, W. W., Distribution and migration of North American warblers.
Coulter & Chamberlain, Morphology of gymnosperms.

**Class 600, Useful arts:**
Bookwalter, J. W., Rural versus urban.
Fletcher, S. W., How to make a fruit garden.

**Class 700, Fine arts:**
Gardner, Percy, Grammar of Greek art.
Hickey, G. S., Art and heart.
James, Henry, William Wetmore Story and his friends. 2 v.
Tarbell, F. B., History of Greek art.
Parsons, P. R., Plays and games.

**Class 800, Literature:**
Carroll, Lewis, Through the looking-glass.
Concise Oxford dictionary of current English.
Deland, Margaret, Mr. Tommy Dove.
Freeman, M. E. W., The Love of Parson Lord.
Gibson, R. A., College essays.
Greene, T. H., Value and influence of works of fiction.
Haliburton & Smith, Teaching poetry in the grades.
Hosie, J. F., Elementary course in English.
Lee, Vernon, Gospels of anarchy.
Moses, M. J., Literature of the South.
Stockton, Frank, Bee-man of Orn.
Verne, Jules, Twenty thousand leagues under the sea.
Harden, Maximilian, Kopfe.
Ibsen, Henrik, Gesammelte werke. 4 v.
Sudermann, Hermann, Das blumenboot.
Treitschke & Schmidt, Biographische essays.
Ramee, Louis de la, Dog of Flanders.
Class 900, History:
Abbot, Jacob, Famous queens of history.
  Cleopatra.
  Queen Elizabeth.
  Josephine.
  Marie Antoinette.
  Mary, Queen of Scots.
Campan, Madame de, Memoirs of Marie Antoinette.

News Notes

Through an oversight the name of Miss Nellie Batchelor, one of the student performers in the history-day assembly exercise of last term, was omitted. Her subject was Eugenie.

For the annual mid-winter dramatic event in the school, Miss Forncrook, head of the department of expression, has selected Shakespeare's "Taming of the Shrew" with the following students in the cast:

  Baptista ................... Ira J. Arehart
  Vincentio .................... Carl Cooper
  Lucentio ...................... Bert Ford
  Petruchio ..................... Alfred Wilcox
  Gremio ........................ David Van Buskirk
  Hortensio ........................... Rex Nutten
  Tranio ........................ Lynn Snyder
  Biondello .......................... C. E. Brown
  Grumio .......................... Archie Nevins
  Curtis ........................ Lyle Storer
  Catharina ....................... Dorothy Tolle
  Bianca .......................... Ruth Turnell
  Widow .......................... Madeline MacCrodan

  Peter Gillane (Peter's brother) ....
  Bridget Gillane (Peter's wife) ....
  Marie Hoffman .................. Inez Roof

The play will be presented Thursday evening, March 14, and promises to be a most creditable expression of the work in this department.

Society spirit which has reached such heights this term will soon express itself in two entertainments which will consist of the presentation of plays. The Amphictyons will give two Irish plays as follows: "Cathleen ni Houlihan," by Synge and "Pot of Broth" by Yeats. The cast for the former is as follows:

  Peter Gillane .................. Clyde Smith
  Michael Gillane (Peter's son) ....

  Lloyd Tryon

Classic memoirs of French men and women.
Classic memoirs of English men and women.
Classic memoirs of historical personalities.
Dawson, W. H., Evolution of modern Germany.
Greene, F. V., Revolutionary war.
Moorehouse, E. H., Samuel Pepys.
Paxson, F. L., Last American frontier.
Statesman's year book, 1911.

Miss Katherine Shean, who has been assistant secretary of the Normal for the past six years, left for New York City February 15 to enter St. Luke's Hospital Training School for Nurses. She will spend three years in study. Miss Shean was guest of honor at a number of social events previous to her departure for New York.

Miss Pearson, an international Y. W. C. A. secretary, spent several days in work at the Normal in January. Her visit to the school association and conferences with members of the faculty and students have been a source of inspiration to this department of the school.

Miss Hildred Hanson, of the music faculty, is planning a musical for the latter part of February. The program will include numbers by out of town artists and a series of songs by herself. Miss Grace Grove, pianist and accompanist, of Chicago, and John Renkel, baritone, also of Chicago, will assist in the program.
The second in the series of faculty parties scheduled for the year, was enjoyed Friday evening, February 16, in the training school building. Miss Adele M. Jones was chairman of the committee on arrangements, which included Miss Braley, Miss Hootman, Dr. McCracken and Dr. Harvey.

Miss Forncrook, head of the department of expression, spent several days in Chicago early in February. She heard the Scottish and Irish Theater Companies in a number of plays and listened to Lady Gregory and Jane Addams in addresses before the National Drama League.

Fifty-eight students in the rural department with Mr. Burnham and Mr. Phelan accompanying them, enjoyed a sleighride to the home of Miss Alice Pomeroy Friday evening, February 2. Though the thermometer registered twenty degrees below zero on that evening the pleasure of the occasion was not marred by any disasters. The young people enjoyed games during the evening and refreshments were served. The hospitality of the Pomeroy home was appreciated by the guests.

Mrs. J. Biscomb and Miss Zoe Shaw, of the Kalamazoo public schools, were visitors at assembly Tuesday morning, February 5, the occasion of Miss Marsh’s talk on Dickens' characters.

President Waldo delivered an address on the occasion of the opening of the new consolidated school at Mattawan, Friday, Feb. 2. John C. Salisbury, a graduate of the Normal, is principal of the school and Miss Carlotta Dryden, also a Normal graduate, is in charge of work in the school.

William Kittle, a member of the Board of Regents in Wisconsin, visited the Normal Jan. 29 and 30, inspecting the buildings and visiting various departments of the school.

Members of the Choral Union held a banquet in honor of Miss Florence Marsh Monday evening, Jan. 29, in the Y. W. C. A. lunch room.

Material for the summer bulletin will soon be in the hands of the publishers and preparations for the ninth summer session well under way. An unusually fine series of lectures will be provided for the summer students, a number of the speakers having already been engaged. These will include P. P. Claxton, Commissioner of Education in the United States; Dr. C. H. Judd, of the University of Chicago; Prof. W. G. Bagley, of the University of Illinois. It is now planned to add a musical program to the summer course of lectures and one or two other lecturers of prominence will be engaged.

The Amphictyon meeting for January 25 was decidedly “Irish.” One interesting feature was the roll call, which was responded to by Irish stories or choice bits of Irish literature. Following are some which were particularly distinctive:

Pat was out shooting and had succeeded in winging his bird when Mike approached him and sagely remarked, "Shure, and you nadint uv wasted your powder and shot for the fall would uv killed him.”

An Irishman was looking at a sign in a bookstore which read, “Dickens’ Works all this Week for Only Four Dollars.” Disgustedly he turned away muttering, “The devil he does, the dirty scab.”

Pat and Mike were taking their first meal in a Kalamazoo restaurant. Glancing across the room to where an American had just helped himself to celery, Pat exclaimed, “Look at the fool over there eating that bouquet.”

An Irishman approached a fellow countryman and said, “How do you do, how’s business?”
“Pretty poor, I wish I was dead…”
Just then a large icicle slipped from a roof and barely grazed the head of the downhearted one, who glanced up hastily exclaiming, “Good Lord, can’t you take a joke?”

Two Shamrock patriots landed in Chicago at a time when mosquitoes were the thickest. At their hotel sleep was out of the question so in despair they hid behind the door. A lightning bug flew
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into the room illuminating his path as he came. Pat cried out in dismay, “It’s no use hidin’ for here they come with a lantern.”

On Friday, January 26, the young women of the Preparatory Department, were entertained at afternoon tea by Miss Marsh. Misses Harriet and Katherine Bush, Ruth Wheeler and Esther Goode-now officiated as hostesses. The speaker on this occasion was Mrs. William Stone, who had as her theme, “The Relationship of Mother and Daughter, from Both Points of View.” The treatment of the subject was both refreshing and gratifying, showing a loving sympathy and insight into girlhood’s problems that is rare indeed. Those present voted it one of the most agreeable meetings of the year.

The Erosophian Society met on Friday, February 2, at one o’clock. The program opened with a piano solo, brilliantly rendered by Miss Ruby Shepard, who responded to an encore. The debate was on the question, “Shall women be granted the right to vote?” The affirmative was led by George Jacobson, assisted by Neil Verberg, Roy Healy and Leslie Pifer. The negative was taken by Clarence Herleher, assisted by Harriet Bush, Minerva Graf, and Paul Gibson. This is the first debate of the season in the club and was well sustained by both teams. The judges, Mr. Phelan and Miss Judson, had some difficulty in arriving at a decision, but after due deliberation, gave a verdict in favor of the affirmative, as having brought forward the larger number of points. It is planned to have a series of debates, taking up topics in connection with municipal control of city utilities, commission form of government, etc.

Miss Marjorie Pritchard and mother entertained the senior girls in the Art and Music departments, January 31, at their home on Oak street. The evening was spent very informally, an interesting guessing contest adding to the enjoyment. A delicious four-course dinner was served, after which Mrs. Pritchard, who is an accomplished musician, delighted the young ladies with several piano numbers. The guests were loath to depart and each one declared the Pritchards charming hostesses.
RURAL DEPARTMENT.

The Senior Rural class has accepted the challenge of the Rural Juniors to a joint debate. A committee composed of members from the two societies is arranging the preliminary details.

The Junior Literary Society will meet every two weeks during the winter session on Thursday at ten. The officers are: President, Miss Ferne Else; vice president, Nellie Sprinkle; secretary and treasurer, Carrie Lawrence; reporter, Lylan Herdell.

Miss Koch is acting as faculty adviser.

Miss Maude Thomas, Rural '11, is teaching near Tyre, Michigan.

Miss Anna Thomas, Rural '11, has a position near her home at Tyre, Mich.

The members of the Rural Senior and Junior classes are planning to hold one joint social meeting each month during the winter term.

Miss Mae Souffron, Rural '11, is teaching a rural school near Sodus, Mich.

At the meeting of the Rural Junior Literary Society, held Jan. 25, the following program was given:
Song.............................By the Society Roll Call.
Boyhood Days of James W. Riley.....
.................................Mr. Mapes Poems of James W. Riley.....Mr. Peek Manhood Days of James W. Riley.....
.................................Miss Bach The Popularity of James W. Riley as an American Poet.....Mr. Griffith Some of Riley's poems were given by Miss Edith Newton and Nellie Sprinkle.

The following program was given Feb. 8, 1912:
Song.............................By the Society
A Poem Worth While.....Nina Martin A Humorous Piece Worth While.....
.................................Levi Newton A Nonsense Story.....Lylan Herdell Reading—(The Death of Little Nell).................................Henrietta Scholten Recitation........................Miss Hutchinson

FACULTY NOTES.

Prof. Burnham conducted a series of institutes in February. February 1 and 2, a teachers' institute at Hastings; February 5, the Allegan Farmers' Institute at Plainwell; February 7, the Cass County Farmers' Institute at Cassopolis, and February 13, the Kalamazoo Farmers' Institute at Richland.

The last week in January the annual corn show was held in the assembly room at the Normal. The committee of the faculty appointed for this meeting was Mr. Burnham, Dr. Harvey and Miss Koch.

Miss Hanson is to present a musical program in chapel the last Tuesday of each month. This is a pleasing innovation in the assembly program.

At the meeting of the Westminster Guild of the Presbyterian church, which was held Feb. 23 at the residence of Miss Parsons, a miscellaneous program was given, Miss Forncrook giving some readings, and Miss Hanson some songs.

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Kalamazoo
Normal Record

Official publication of Western State Normal School

Nine Issues October - June

50 cents per year
Miss Florence Marsh leaves soon for New York City to engage in musical composition and editing.

Miss Hanson has been engaged to sing in the choir of the First Presbyterian church.

Prof. Reinhold was engaged in institute work at several places in February, the first two weeks at Sand Lake, Ada, Alto, Caledonia and Carlisle. On Feb. 16, he spoke at the alumni banquet of the Montcalm County Normal. During the latter part of the month, he conducted an "institute on wheels" at Lacota, Grand Junction, Berlamont and Breedsville. During this time he visited the county schools in this section.

Dr. Harvey gave an interesting talk during the corn show on "Birds in Relation to Agriculture." Recently he gave a talk before the Fruit Growers' Association of Kalamazoo County, and another at the Farmers' Institute in Oshtemo. A short time ago he was appointed Director for the State of Michigan of the National Garden Association.

In the month of January, Mr. Hickey gave an address in Comstock at the Annual Senior banquet. On Jan. 26, he gave an address at the graduating exercises of the eighth grade of the Kalamazoo public schools, entitled "Persistence." On Jan. 25, Mr. Hickey talked before the children of the Training school at their Thursday morning assembly on "The Island of Capri."

Miss Koch contributed to the program of the first day of the corn show by a talk on "Nature Study and Agriculture." On the second day's program Mr. Fox talked on "Physical Basis of Weather Predictions" and Mr. Burnham gave an address on "Rural Education." On the program of the third day appeared Dr. Harvey and Dr. Hockenberry with an address "Progressive Education." Dr. McCracken spoke on the last day on the subject "The Future of Food Supply."

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BOOK SHELF


In this edition of Moliere's entertaining comedy, the notes give special attention to peculiarities in language and style, and to the explanation of allusions in the text. The vocabulary has been prepared with great care, and is particularly helpful in the interpretation of idioms.


This book, with the author's First Course, offers a complete course in Algebra for high schools, in which one and one-half to two years are given to this subject. The essentials of the First Course are briefly reviewed, before taking up the more advanced topics. The treatment is simple and direct, combining the inductive and deductive methods. The author has succeeded most admirably in unifying Algebra with Arithmetic, Geometry and Applied Mathematics. The biographical and historical notes are interesting and worthy of special mention.

J. B. F.


This is the latest addition to the Gateway Series of English Texts, prepared under the general editorship of Henry van Dyke to meet the College Entrance Requirements in English reading. The two selections included are supplied with annotations explaining clearly all historical and literary allusions, as well as outlines of the main topics. The introductions give the lives of Washington and of Webster, and make clear the circumstances connected with their addresses. Bibliographies are included for use in further reading.
BOOK SHELF

MENTAL FATIGUE.


This is an important book for teachers in that it brings within easy reach a statement of the most significant results of investigations into fatigue. Dr. Offner in various works has made contributions of service in the schools, but for the most part these are unknown to the greater number of the teachers. There is need at this time of books like this which bring school workers into closer relation to other fundamental problems besides those of method and subject matter and especially into relation with the results of experimental studies.

The treatment here given of “practice,” “skill,” “warming up,” “swing or fitness for work,” “spurt,” etc., will lead to a better understanding and meeting of immediate practical problems. Teachers and parents need to feel their responsibility in their large adjustments. The book will be useful in teachers’ and parents’ meetings, reading circles and similar organizations. The translation and the lists of references are well made.

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Much more time ought to be given to sight reading in Latin than is usually given. Two books published for this purpose are worthy of mention. One by John Edmund Bars, published by the American Book Co., is entitled “Third Year Latin for Sight Reading.” This book, containing selections from Sallust and Cicero, can be used with great advantage by a Cicero class.

The other, “Second Year Latin for Sight Reading,” by Arthur L. Jones of the Boys’ High School in Brooklyn, also published by the American Book Co., is a good book to furnish variety in the rather monotonous Caesar year in preparatory Latin.

M. P.


The editor has wisely refrained from prefixing a lengthy introduction. The footnotes likewise are reduced sensibly to a minimum; not a few of these, however, could be dispensed with. Following the text are appended “Questions and Suggestions for Study.” What is their purpose is best stated in the editor’s own words:

“The author’s purpose in framing the following questions has been two-fold: to lead the pupil to appreciate the power and truthfulness of the picture of life here presented, and to understand the excellence of the craftsmanship exhibited in the presentation.”

The appended matter is an improvement on the footnotes, and may, as the editor suggests, be used effectively to stimulate original composition on the part of the student. The edition is, in this respect, well adapted to high school use.

SCHOOL LIFE ELSEWHERE.

As Reflected by Our Exchanges.

The Southern Letter, Tuskegee Institute, in a recent number quotes Supt. A. N. Cody of Flint, after a visit to the institution, as follows:

"I am frank to say that I never spent a day visiting any educational institution from which I derived greater pleasure and profit. You are actually doing what we are talking about doing in the North. I think your institution is simply wonderful, and I congratulate you upon your success in so skilfully and practically combining academic and industrial education. I have never seen better class work anywhere than I found in your institution."

Alumni notes from the Tuskegee Institute in its Southern Letter, are interesting and have a refreshing healthy tone. "Luther Peck, '10, is chief carriage-trimmer for the McKenzie Barret Carriage Company, Mobile, Alabama. His work is entirely satisfactory." "Robert Luke, former student, is doing a splendid business in Columbia, Georgia. His shop is equipped with the most up-to-date tools." "Shedrick Stevens, former student, is employed as harnessmaker by Mr. H. V. Stephens, of Troy, Alabama, who does one of the largest custom harness businesses in the state."

Detroit is to have an open-air school erected by the Anti-Tuberculosis Society on ground given by the board of education.

Men's physical training classes at Mt. Pleasant Normal recently gave a public swimming exhibition. They showed all the strokes, dives, flip-flops, etc., says the Bulletin, and did very well at it. Lifesaving events in which a drowning person was carried across the pool by another and handed to a third, after which all the motions of resuscitation were gone through with, was one of the features. The new school regulations for men make swimming one of the required attainments before graduation.

The Cheboygan Kodak reports a translation of the German "Pferdechen, streckt dich" as "Little Horse, extend yourself.

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The Mankatonian, State Normal at Mankato, Minn., recently published two excellent pedagogical articles by senior students, "The Psychology of the Emotions" and "The Psychology of Infancy." The same number mentions a class debate on the relative effects of glaciers and rivers upon present life in Minnesota and nature study programs of the Agassiz club. The Agassiz is regularly mentioned in the local pages, seemingly an indication of life and energy.

The Macomb, Ill., State Normal has added an extension course to its plan of work. Half of the work of a certificate may be done in absentia in the case of teachers of experience who fulfill certain requirements.

Each day's time evenly divided between academic and hand instruction is the plan of operation for a new trade school just opened at Denver, Colo. Carpentry, cabinet-making, printing, book-binding, painting, interior decoration, plumbing, gas-fitting and trade-drafting are among the vocational subjects in the curriculum. The school is open to boys of sixteen years or over who have completed eight grades or their equivalent. Enrollment for the first year is limited to 200.

The teacher was emphasizing the transfer of heat from one place to another through the large amount of heat rendered latent when water evaporates. "Where," asked he, "is the largest amount of vapor formed?" "Why, over the water, to be sure," was the by no means dry retort."
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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 Spring Term opens April 2, 1912. The year book will be mailed on application.

DWIGHT B. WALDO, President,
Kalamazoo, Michigan.