Western Michigan University

Kalamazoo Normal Record (1910-1918)

Western Michigan University Year 1912

The Kalamazoo Normal Record Vol. 2
No. 7

Western State Normal School

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A SMILE OR TWO

"Spoonerisms" is a recognized and accepted word used in the best circles of English society, even though it has not yet found its way into the dictionaries. Derived from the last name of the Rev. William A. Spooner, warden of New College, Oxford, it characterizes a curious sort of blunder that is habitual with that man—the unconscious interchanging of the first letters or syllables of words with what are often direfully humorous results.

The most famous of all the stories about him tells how he once thundered out from the pulpit, "Jehovah was not on the side of the kinkering congs," meaning, of course, "conquering Kings."

At another time he convulsed his audience by boldly stating that he held concealed a half wormed fish (half formed wish) in his bosom.

At a university dinner given at the time of Queen Victoria's Diamond Jubilee he proposed "three cheers for the queer old dean," and they were given with a will, in honor not only of the dear old Queen whom he had wished to remember, but of the queer old dean who had forgotten himself.

Exasperated by a would-be humorist among his pupils, he informed him that he had a "weebly fit;" not meaning any new disease, but the old, old complaint of a feeble wit.

To another who had been mainly occupied in wasting two terms at college he complained, "You have been incorrigibly lazy and, to top it all, you 'ave tasted two worms."

In quoting the familiar text, "Bow not thy knee to an idol," he made it, "Bow not thine eye to a needle."

On another occasion, in giving out the hymn to his congregation, he transformed the title, "This world is all a fleeting show" into, "This world is all a floating shoe."

One day he discovered a stranger sitting in his family pew. "Madam," whispered he, "do you intend to occupy this pie?"
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ERNEST McLEAN, Mgr.
A FRONTIER IN EDUCATION

The first farm frontier, which inspired men by its wildness, its natural splendor, and its challenge to physical conquest, has, for the most part passed away. The second farm frontier is only just now becoming identified in the public consciousness. The first was rich in individual sacrifices and satisfactions and in easy social adjustments; the second promises to be incomparably richer in intellectual problems and compelling social necessities. Rural life is now somewhere in the wide trough between these two high and noble crests of human progress. This is the fundamental fact to keep in mind in any present study of the facts and institutions of rural life.

A great American historian explains the development of this nation by: the existence of an area of free land; its continuous recession westward; the advance of settlement to the ever new attack on the hither edge of free land; and the repeated process of ripening green conditions, which begat a continuous rebirth. Each frontier repeated and tried to improve social institutions, with successes which varied with physical conditions determining industries. Each new expedition was an epitome of previous advances. Through a century America unrolled a continental page in the history of society. The frontier kept the fighting edge; it cross-fertilized ideas and institutions; it proved the supremacy of the farmer over the trades; it multiplied opportunities for multitudes of common men to become independent, self respecting, self asserting citizens—and thus its greatest result was the promoting of democracy.

The hurly-burly of economic and social consolidation which followed in the wake of the frontier has now passed successfully the coarser adjustments, has evolved the framework of life for a great nation, and on a plateau sustained by none too great certainty of the permanence of what has been done, men pause today with critical questions, which search for new life in individuals and institutions; new currents strong enough to insure those essential refinements in human relationships not yet made, but which must be made to mark our second century with progress equal to our first. This refining process is our second national frontier, and the government has been preparing the farm for fifty years for this process.

Among the finer adjustments, those affecting child welfare (always including therein national welfare) are perhaps most sought, but as yet very imperfectly realized. In the early days of this nation, country children were in such
vast majority that they realized on a very
large part of the general interests in edu­
cation. Before the rise of the secondary
schools other than the academies, ele­
mentary education also drew a predomi­
nating proportion of local educational in­
terest and effort. By the multiplication
of cities and the rapid increase in their
population, together with the rise of sec­
ondary education and higher institutions
of learning as public enterprises, rural
education and elementary education in
general have lost rank in the public’s edu­
cational program.

The rural school over vast areas of our
states has been struggling for decades
against the deadening handicap of de­
creasing population and decreasing soil
fertility. Published studies of these
schools have dealt very disproportionately
with the extremes of existing conditions.
Today we know the worst and the best
rural schools.

Reverting to the figure of the frontier
introducing this discussion, attention is
earnestly asked to the fact that the sec­
ond farm frontier, in so far as it is to re­
ceive the service of the rural school and,
in the measure with which it is to react
upon the rural school for its rejuvena­
tion, is to be taken account of in the far
flung thousands of common rural schools
rather than in the ragged beggars strag­
gling at the heels of progress or the deco­
rated and spangled forerunners often as
far ahead of the main procession as
Shakespeares’ bird of dawnning is ahead
of the morning.

Through the statesmanship of Justin
S. Morrill, himself a farmer, of William
H. Hatch, and of the men co-operating
with them and coming later to acknowl­
dge and perpetuate their visions, science
comes to agriculture today with a verit­
able cornucopia of promises. More than
that, science married to art, has demon­
strated in many places over the face of
our land that beyond a doubt these prom­
ises are true.

Philosophy has come to education epi­
tomizing the wisdom of the past and ex­
pressing it in our so-called modern doc­
trine that education is gained by partici­
pation, and that the fine art of teaching
proves itself by facility in homely illus­
tration and in bringing about the most imme­
diate contact of the thing and the thought.

New ideas are made personal experiences.

Rural education in common with all
education is the direct heir of the accumu­
lated achievements of science and of edu­
cation. The incorporation of science
with education is the major problem of
human progress at present. Education
is used here in the broadest possible sense
to include all of that vast body of ideas
which survive the individuals who an­
nounce them and the times in which they
were first expressed. It is the assimila­
tion of the modern contribution of ideas
from scientific investigation and research
which forms the vital part, of thrifty,
productive educational thinking today.

For the physical conquest of the farm
the essence of inherited education pre­
dominantly general in its ideas was a
sufficient inspiration and equipment; for
the intellectual conquest of the farm an
education which retains those true gen­
eral principles which are the gist of all
education, and revitalizes these principles
in repeated particular local applications,
is being developed.

Elementary education everywhere is
largely engaged in the attempt to make
the general educational inheritance com­
mon knowledge—those ideas without
which adults are sure to be repeatedly
embarrassed—the possession of children
as early in their lives as possible. For
centuries leaders in education have be­
lieved that many definite, applicable
ideas of daily use in the lives of chil­
dren are capable of being made use of as
a means to impart the symbols and forms
of adult intercourse to children, and that
these same homely ideas offer the best
material for use in interpreting and prov­
ging general principles to the minds of
children and youth.

Pure science has been enlarging its
place in the high school courses of study
for fifty years. Science in the applied
form is only now gaining respectability
in education. Science as applied to agri­
culture has been proving itself in col­
leges and experiment stations and has
won the public slowly from these some­
what isolated institutions. Agricultural
science in high schools, judiciously intro­
duced and safeguarded, promises to win
its more local and immediate public more
rapidly, and agricultural science when
the way has been prepared for it in edu­
cation and in farming seems likely to make its most rapid advance in local appreciation and in multiplied service through the use of its facts both as a means and as an end in elementary education. This is hardly certain enough to be called a promise; perhaps it is a prophecy.

Agricultural education is the largest current topic in public education throughout the states. There is an economic compulsion behind this fact. For the present the problems of production focus public attention, and that part of education which seems to deal most directly and helpfully with these problems is being emphasized. Problems of distribution and intelligent consumption, though very closely associated with production, are for the most part vast untilled fields in our public educational service.

Rural education is to be advanced for some years to come in direct reference to better agriculture, but it is always necessary to recognize the unity of life and while the most immediate and well defined need will determine the line of advance, attention is all the time demanded by the whole horizon of well rounded human life.

The home, the school, the public spirit, the church; all of these as well as the industry of agriculture must be kept in mind by citizens of rural communities. Children must have roots of interest and intelligence in all of these fundamental sources of the matured human life.

ERNEST BURNHAM.

A VISIT TO THE HOME OF PAUL de LONGPIE

Sooner or later the magnet of the winter’s sun, with summer’s weather and nature’s prodigality, draws to Southern California a host of art workers for a more or less extended stay. One who is probably most widely known throughout the country because his work has been so largely lithographed and spread broadcast over the country, is the flower painter Paul de Longpie.

A day long to be remembered was spent recently in his beautiful home at Hollywood—a suburb of Los Angeles—and one of the show places in California. The palatial home and garden was a dream of loveliness in midwinter. Nearly concealed from the street in a wealth of greenery, consisting of a great variety of trees, shrubs and rose arbors, nestles the Moorish pile, its wealth of ornament further hidden from view by a mantle of purple bougainvillea, a handsome flowering vine.

A sign at the large arched gateway indicated that the premises were closed to the casual visitor, pending sale, since the death of the painter last June, but knowing there was a public exhibition of the artist’s works, we called to inquire at the pretty bungalow at the side and this proved the open sesame to a most delightful interview with the artist’s daughter Blanch, who entertained our little company by showing us many of her father’s original studies, besides many household treasures, and gave us interesting reminiscences of her father’s life. A fine photograph of the father over the piano before which a fresh bowl of violets was placed, told us of the strong,
vigorous personality which the daughter so closely resembles. Her black hair with a premature lock of white framed a face of unusual youthful beauty.

The bungalow into which the family, consisting of the mother and two daughters has moved since the father's death, was a veritable museum of art treasures, costly oriental rugs, with a wealth of carved ebony and teak wood furniture from Japan. A Baby Grand piano made as a special order by the Steinway Company was planned to accommodate the rose panels painted by Monsieur de Longpie to decorate its rose wood face.

The walls of the home were lined with flower studies by the master covering a large variety of subjects—roses, perhaps, in predominance, but violets, California poppies, and a separate room devoted to the poinsettias, gave a beautiful garden effect throughout the house.

It was indeed a rare privilege to sit amidst such surroundings and listen to this interesting young woman speak (with quite decided French accent) of her father's life and works, and the future plans of the family.

"My father left his native country, France, twenty years ago. Several of these paintings in oil were made in Paris and exhibited in the salon. This one, pointing to a large panel of pink roses in a beautiful Sevres vase, received a medal. Yes, it is for sale. It is valued at $10,000. We lived in New York eight years, but my father longed for a summer clime, and twelve years ago we moved to California and here the charms of nature held us. My father never returned to France, but made two trips to the Philippines which he thought was Nature's Paradise."

We wandered through the luxuriant garden. "Here my father spent many happy hours. Many of the flowers he painted were plucked from some favorite bush in the garden."

The garden like the house was like a well arranged museum, with most unusual variety of trees, flowering shrubs and vines, everything botanically labeled. The character of Paul de Longpie's work needs no description to bring it to the reader's mind. Few artists have been more favored in having their works reproduced at popular prices, so that "he who runs may read: And what do we read in the works of this prodigious painter? Has he painted for all time or is his the popular work of the passing day?"

He has been a great success financially and has pleased thousands by allowing his pictures to be lithographed and placed on the market at nominal prices. He is in very truth a flower anatomist and in his love of detail he satisfies the popular. He was a master who took infinite pains, nothing escaped his attention. His studies would be invaluable to the botanist but artists wish he had left something to the imagination of the beholder, and not held up the photographic lens quite so closely.

The world will probably never see his superior in his particular style, which is the acme of realism. By appealing to popular taste he was able to surround himself with every luxury that money would buy. His elegant home has very recently been purchased by a wealthy eastern woman for $100,000. The family will retain the pretty bungalow on the grounds, where they can find a resting place from their travels which include just at present a trip to New York to visit the married daughter and to dispose of some of the father's work, and then a visit to the old home in France. The father's mantle, as a painter, does not appear to have fallen upon any of his daughters, but he was also a musician of considerable talent, composing an opera and several popular pieces, the band at Venice Beach frequently striking up a De Longpie March or Waltz on the event of his appearance at the afternoon concerts. The daughter Blanch has much talent along musical lines.

The world will probably continue to give pleasure to a large group of nature lovers for many years to come, until there is a larger conception of what art really means—that it is much more than photography and that it should be nature plus man, who has the power to express the soul of things.

EMELIA GOLDSWORTHY.
ON THE ROAD TO FORTH BRIDGE

Sunday morning in Edinburgh—could anything be quieter? Even the drug stores—I beg pardon, the chemist's shops—the restaurants, and the tram-cars are keeping the first day of the week. Here on Prince's street the good citizens, very long and black as to coats, and tall and shiny as to hats, are walking solemnly along, Bible in hand, on the way to church. Far down to the left is seen the picturesque and classical group of buildings which gives to Edinburgh its title, "Modern Athens." Across the park, which stretches between us and it like a beautiful, broad, green ribbon, the Castle rises, each peak and battlement outlined in feudal majesty against the clear blue sky, while at intervals, in its open courts, flashes of scarlet show the guards of the Forty-second Highlanders. Not a sound breaks on the ear save the tolling of the church bells. We stroll slowly along, pausing in admiration at Scott's monument and examining with interest its sculptured groups, when around the corner dashes the very coach about which we have been speculating. We hold up five fingers—Oh, yes, we can be accommodated! We mount the narrow, winding stair, arriving breathless at the top, only to find that "five into three you can't." But the guard, a veritable Cap'n Cuttle, except that it is a leg and not an arm that he lacks, is the man for an emergency. In a trice he has improvised two seats and cushioned them with a lap-robe. Crack goes the whip, jingle go the bells, and off we trot quite gaily.

We roll past rows of stately mansions, closed for the summer; through well-kept streets bordered with neat houses, each with its pretty door-yard outlined with hedges and gay with buttercups and daisies and the blaze of scarlet geraniums. Over the bridge and on and on we go until we are in the open country. Before us the road stretches as far as the eye can see, firm, hard, white and smooth. On our left lie fields of rye and barley, now a rich, deep green, now a glistening silver, as the wind plays to and fro; and in and out, grow the scarlet poppies, which the town-folk are gathering by armfuls. On our right is the magnificent park of the Ramsey estate, enclosed with a stone wall, six feet high, at least, covered and capped with the ever-present "ivy green," said wall costing, so saith our guide, a guinea per square yard, being built during a strike. This Mr. Ramsey, according to the same authority, was a very rich man who rose from nothing. He was noted for his quick temper. On one occasion, in a coffee-room, he knocked the waiter through a window because he was displeased with him about some trifling matter. The man's collarbone was broken and when the proprietor protested—"O, mark him down in the bill," remarked Ramsey, easily.

Here on the left was formerly the home of Judge Jeffries, a very stern man who was heartily disliked, in his day. It is told of him that on one occasion a case where cattle belonging to the plaintiff had been despoiled of their tails was brought before him for trial. When the matter had been settled, a lawyer inquired how the beasts were to be disposed of. "Well," answered the Judge, "If you sell them, it must be by wholesale as they certainly can never be re-tailed."

So on and on, the landscape rolling out before us like some beautiful panorama until we halt at Cramond Brig to rest and refresh the horses. Most of the passengers avail themselves of the opportunity to dismount and ramble about while waiting. The neat little inn is closed out of respect for the Sabbath, but just beyond is the pretty cottage connected with the police station. While the good wife has gone to get us a glass of water, we steal a look at the peaceful interior, with its pretty tiled floor, its latticed windows, curtained bed in the recess, and open Bible on the table. Not a superfluous article of furniture, but all looking as though it has been well-cared for, generation after generation.

Up we mount again, passing the toll-gate of Linlithgow. The guide has his joke about a former keeper: "One time he got a bit tiddled (drunk), and cut his nose. Now he had no plaster whatsoever, but he chanced to see the label on
his wife's spool and used that instead. Soon a man came along and asked, "What toll's to pay?" When told, he answered angrily, "What. sixpense toll? Go 'long, you old imposter, 'What's the matter with your nose? I've seen fellows with Roman noses and some with pugs, but never yet did I see one a hundred yards long." "Which is the label of Coats of Paisley," explains our Jehu.

Now we are approaching Lord Rosebery's estate. The wall is broken at intervals by gates, opening beautiful vistas through the magnificent old beeches. At each entrance is a pretty gray stone lodge with doves, perchance, cooing and dozing on its sunny roof, and roses or scarlet climbers shading the windows and walls. The first of these domiciles is rather small, calling to mind Paddy's description of his "nate and convanient heme," where one could put his hand down the chimney and unlock the front door. It is related that the former lodge-keeper at this gate was a man of seventy-two, and "being a silly auld man, married a young lass of twenty. He grew mad with jealousy and at last committed suicide by falling and breaking his neck from that high win-

gate. It being a fine day, we see the hale old fellow, seated by his wife, enjoying the sunshine before their door.

Over the hill on the left, just out of sight, is Dundas Castle, and through the trees peeps the turret of Dalmeny Church, the oldest in all Scotland, dating back to the eleventh century. Down a steep hill, the last in the journey, we are creeping slowly, when suddenly the "glorious Forth" bursts into view, sparkling and dancing in the sunlight. Across it, like a cob-web, stretches the bridge, the longest span in the world. On it between thirty and forty men are constantly, at work, painting and repairing. They start at the north end and work across, a feat accomplished in a little
over three years, when the task is again undertaken. We wonder at the triumph of engineering skill and marvel still more, when, our lunch over at the quaint inn near by, we examine it more in detail. Many of the coaching party have gone for a cruise in the little launches in the harbor. More are strolling up and down the road, looking over the hedges at the old-fashioned gardens, while some have patronized a van that advertises, "American tin-types." The results must be highly entertaining, for they, as well as their friends, are convulsed with merriment. Soon all are in their places, and with a call like a blackbird's note, the driver encourages his horses to toil on up the hill that leads us back again to Prince's Street and Edinburgh.

ALICE LOUISE MARSH.

MORRIS AS POET, CRAFTSMAN AND SOCIALIST

The life of William Morris was a many-sided one. He is known not only as a poet, but as a craftsman and a socialist, and in each of these directions he did a full life's work.

In his earlier years he and Rossetti were great friends, and probably as a result of this, his poems show some of the characteristics of the Pre-Raphaelite Brotherhood. One of the most marked of these was the reversion to the Middle Ages for subjects and for the manner of treating these subjects. In this he went even farther than Rossetti did. "The Defense of Guenevere and other Poems," published in 1858, shows this characteristic very plainly. The bright and gay life of those times is shown in "The Eve of Crecy," and the darker, graver side in "The Haystack in the Floods." His masterpiece was "The Earthly Paradise," published in 1870. It is a series of stories joined together in a way similar to that used by Chaucer in the "Canterbury Tales." These stories are taken from Greek, Oriental, northern and western sources, and are told by Greeks and Norsemen of the later Middle Ages in the style of their time. The stories are told simply for the sake of the story itself, and the descriptions in the poems are true and perfect and free from the artificial. The verses to June and August, taken from "The Earthly Paradise," are good examples of this. Later in Morris' life he was very much interested in the myths and legends of Iceland. He wrote "Sigurd the Volsung," "The House of the Wolfings" and others, and in them he succeeded in bringing into English literature the spirit of the northern sagas.

But all this literature was only one of many activities in Morris' life. Just after he left Oxford he entered the office of a London architect. Then after nearly a year he began to study painting and artistic decoration. In 1861 Morris joined with Madox Brown, E. Burne-Jones, Rossetti and others in forming an art firm for designing and manufacturing stained-glass windows, mosaics, wall-paper, artistic furniture and textile fabrics. Later on he turned to artistic printing and book-binding, his aim being to bring back into English printing, the ideals of an early age. He always worked in the spirit of the mediaeval craftsmen whose ideal was beauty and honesty of workmanship. He believed that art and common labor should always be united. The result of his work in this direction has been to revolutionize the decoration of English homes, and to bring before the public the meaning of decorative art.

Through Morris' industrial work he was led into the Socialistic movement that was beginning to gain headway in England. He preached the doctrine of the brotherhood of man. He made speeches before labor unions and trade assemblies, and tried to show what seemed to him a higher basis for the social life of man. He entered a protest against "man's inhumanity to man." The result of Morris' life, as a whole, has been to make the world as it is a better place to live in by bringing beauty and art into the life of the laboring people.

ALICE C. HENSHAW,  
Extension English 207,  
The time for the celebration of the great Olympic games, to be celebrated this year in Stockholm, Sweden, is drawing near. In June, athletes from all over the world will assemble at that place where a great festival of sport will continue for several days.

In 1896, these games which had their origin in the greatest national festivities of the Greeks were revived in Athens and for a time the modern city seemed almost to surpass the ancient in the interest which they aroused. In 1900, the games were held in Paris, in 1904 in Chicago, in 1908 in London and now another four years has brought around the time for this great celebration. We are glad that sport is gradually spreading over the whole world and taking the place of unhealthful amusements in the lives of young men.

Perhaps a little review of the old Olympic games will not be amiss. Their origin is buried in obscurity, but was probably connected with the rites of some deity. At first the festival was confined to a single day and consisted of the dromos or simple match of runners. In 776 B.C. the Eleans, in whose country Olympia was situated, inscribed the name of their countryman Corolbus as victor in the competition of runners, and for nearly a thousand years afterwards we have regular lists of the victors in the foot races, to which in later times the names of those successful in other games have been added.

This date was subsequently employed by the Greeks as a chronological era, and the Olympiads, as the periods between two celebrations were called, commencing with the year 776 B.C., have supplied historical computers with one of the oldest backward records of time.

In the course of time, the festival was varied by additional contests and its duration was finally extended to five days. Several kinds of wrestling matches were added and also the complicated Pentathlon which consisted of five contests—leaping, running, throwing the quoit, javelin throwing, and wrestling—and in order to gain a victory, the competitor was obliged to conquer in each of the five parts.

The race with four horse chariots for which a special course, called the Hippodrome, about 2400 feet in circuit, was set apart, became one of the most popular and celebrated of all the matches, testing the skill of the charioteer and the endurance of the horses, as they were obliged to make the circuit twelve times.

Unlike the gladiatorial shows of the Romans or the tournaments of the Middle Ages, the Olympic games included no combats with any kind of weapons. The games were open to people of all ranks and occupations, the only conditions being that they should prove a pure Hellenic descent and a moral character.

In the chariot races, the rich were necessarily the sole competitors, but they were allowed to employ others as drivers. In the gymnastic contests, rich and poor contended on equal terms and the victory was as greatly prized by the former as by the latter. In all cases the competitors were obliged to undergo a preparatory training, and to take a solemn oath to use no fraud or unfairness in the combats. A wreath from the sacred olive tree near Olympia was the simple reward and this, with the honor of being proclaimed victor, was an object of ambition with the noblest and wealthiest of the Greeks and considered a sufficient recompense. The victor thenceforth became a distinguished man in his state upon which as well as upon his family, he was considered to have conferred everlasting glory. Ovations and many substantial honors awaited him on his return home, his praises were sung by the most eminent poets and afterwards his statue was erected by his fellow citizens in the sacred grove of Jupiter at Olympia.

In the revival of these games great interest has been shown from the first, and America has reason to be proud of her athletes for in each of the Olympic contests so far held the young men of our own country have carried off most of the honors. In 1896, we won nine out of fourteen first prizes; in 1900 seventeen out of twenty-three; and in 1904 and
1908 similar results were seen. In the last contest, Britain was defeated on British ground before a British king, and the fact was by no means pleasing to our mother country.

Let us hope that American athletes will live up to the reputation they have thus made for themselves in the festivities of 1912.

MAUDE PARSONS.

ENVIRONMENT VERSUS HEREDITY

The part played by environment as well as that played by heredity, in the development of an individual, is a question not yet solved. Scientists and philosophers have made many investigations and have written much on both sides. However, we are still in the dark. We find extremists on either side and also many persons who believe that both environment and heredity play an important part. About all that we, as students, can do is to quote from authorities on the subject and then give observations of our own.

Heredity is the term applied in biology to the production of like by like. This then means that the offspring of plants and animals always belong to the same species as their parents. When the term is used by students of man, it has a more restricted meaning and refers not merely to the likeness in species, but to the less-marked characteristics that distinguish different families of the same species. The characteristics of a person are determined not only by ancestry, but also by environment which begins to act as soon as the embryo is formed, and continues to mold the developing organism till birth, and then in a greater variety of ways until maturity. The special characteristics of a child are many times congenital but not properly speaking hereditary although they are commonly spoken of that way. Children usually resemble their parents or some of their ancestry. This is heredity. Kirkpatrick gives the following rules of heredity: (1) There is a tendency to return to the normal type. The son of an unusually strong or brilliant man is likely to be less strong and brilliant than himself; but on the other hand, the son of a man diseased or of unusually small capacity is likely to be more healthy and intelligent than himself. (2) Heredity is often of a general capacity rather than of a specific ability. For example, the son of a great scientist may become a great writer or attain great success in business or politics. (3) Not all hereditary qualities are apparent at birth but appear at various stages of development.

In discussing the possibility of modifying germ cells through modifications of body cells, he gives the following illustration. A son was born to a man at twenty-five and after the father had spent twenty years in practice to develop his musical talent, another son was born but he did not inherit more musical ability than the first son. This seems to show that each parent transmits to his offspring what he inherits, but not what he acquires. “If this be true,” Weismann says, “Culture cannot be transmitted; but each new generation must begin where the old began and if advance is made it must be because of better advantages for learning rather than because of inherited ability.” According to this view, acquired weakness of body or mind are also non-transmissible. The question of inheritance of acquired characteristics is not yet settled, but it is now generally admitted that the characteristics that a parent transmits are chiefly those he inherited, and that the characteristics acquired by the parent, rarely, if ever, so affect the germ cells as to be transmitted to his descendants.

If then a child is born with inherited capacity but not ability, favorable environment will be necessary to develop that capacity. By some authorities environment is termed social heritage. It includes the wealth and knowledge, and means of wealth and knowledge, such as machinery, industrial and commercial organization, educational and scientific institutions, systems and methods, etc. It is this inherited environment in which he is to grow, and upon which he is to
feed, that chiefly determines the amount and direction of his development. It seems that much of what has been ascribed to physical heredity is, in reality, due partially, or wholly, to environment. Because many descendants of a certain family are bad, it is no proof that it was due to physical heredity. Perhaps they all developed under the same environment. The records of charitable societies show that about eighty-five per cent. of the children of paupers and criminals who are placed in good homes at an early age become good citizens. The beliefs, sentiments, ideals, traditions and customs of a nation and of a family descend to the children and have a strong effect on the child through social heredity.

In Professor Tyler’s *Growth and Education*, we find these words: “Many or most of the family peculiarities of habit, action and thought which we usually regard as inherited, are really the result of constantly repeated impressions of early environment. These impressions are deep and lasting, and often consciously remembered in old age, when all else has been forgotten.” In another paragraph, in speaking of influence of the primary teacher, he says, “The pupil forgets who has influenced and molded him just because the results of his early training have become so completely a part of himself that he easily considers them a part of his hereditary endowment.”

In summing all this up it seems that capacity is inherited; but that its development is due to environment although much more than this is incorrectly attributed to heredity.

MAUDE BAUGHMAN.

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**ON DAPHNE’S EASTER HAT.**

Before I knew my Daphne well
And came beneath her magic spell
I sometimes wished that I might be
A bird, and soar the heavens free
On outstretched wings—but now, ah no!
No bird for mine, my Daphne, O!

Sometimes before we met I thought
With what rare happiness was fraught
The life of angels. Deemed it bliss
The roof celestial to kiss;
To flit about the realms above
With naught to do but sing of love.

But now no angel would I be.
No flitting, winged love for me,
Lest Daphne seeing I should fall
Beneath some huntsman’s rifle ball
So that some clever milliner
Might sell my feathers unto her.

Her bonded slave I’ll gladly live,
And take what favors she will give.
However small—a glance, a smile
From those rich lips that so beguile;
But die to decorate her hat?
Ah no! I draw the line at that!

—John Kendrick Bangs.
"I said in my haste, all men are liars." Thus spoke King David, the sweet singer of Israel, in a moment of disillusionment, hundreds of years ago. Commenting on the above statement, a modern exegete, who must have been somewhat pessimistic, gave it as his mature opinion that the Psalmist need not have been in such a hurry, because in the end he would have reached the same conclusion anyway.

An inspection of the Record copy ladder has led the editors to the belief that Jewish human nature in the long ago was about the same as Anglo-Saxon in the present. There are two editions yet to appear and for these the articles promised by alumni, and long eagerly expected, have not as yet appeared upon the editorial horizon. Some of these articles would make most interesting reading and it is with sorrow that we contemplate their failure to come to hand.

Far be it from us to attempt to place our promising contributors in the same category that David placed his friends. We are sure they are not candidates for the Ananias club, but simply forgetful. We trust that this gentle hint will be all that is necessary to set their pens to scribbling.

Some one recommending a young man to the elder Astor spoke of him as a very promising individual. Said John Jacob Astor, "what I want is a performing not a promising young man." With the great fur trader we agree. Performance far outweighs promise. An article in the hand is worth a hundred yet untyped.

Finally as the preacher says, dear friends, "think on these things"—and as "ye have freely received, freely give."

THE SPRING TERM.

This term is in many ways the most important one of the year. It is the last lap in the schoolastic free for all. In a race, it is the last lap that is the most important. One may loaf along through the first quarter, take it easy in the second and even not exert himself in the back stretch; but if he wishes to show at all, he must put forth every effort in the last lap or else he will be distanced and be classed among those who also ran.

So it is in school which is but a fragment of the race of life. One has had
the fall term in which to get his bearings; the winter term in which to find himself and make his acquaintances; now there remains the spring term in which he may run a race that will bring him to the tape a winner. If he is a junior it is a trying out race; one that stamps him as a comer or a quitter; one that locates him in the senior marathon of the next year, that puts him in line for the coveted scholastic A. If he is a senior it is his last chance to win laurels for himself as an educational sprinter. Now it is that condition and spirit count. The real brain athlete who has given his brain the needed exercise and has not stuffed it with fat producing literature, jogs in an easy winner in hollow style, leaving in his wake the gasping and reeling forms of those who have learned too late that the race usually is to the swift and the battle to the strong.

Are you in this race? If so “on to your mark” and get “set.” In a second the crack of the starter’s pistol will be heard and if you are to have a place you must get off with the leaders.

THE MONTESSORI METHOD.

There is widespread interest in a new system of education for young children known as the Montessori method.

Dr. Maria Montessori, a physician, first became interested in assisting defective children in the public asylums of Rome and determined that it was quite as much a problem of education as it was of medical science. To this end she studied all contributions of modern scientific thought and was especially influenced by a Frenchman, Seguin, whose methods she applied to feeble-minded children with such success that they soon were able to cope with normal children of the same age.

This experiment led Dr. Montessori to the conclusion that normal children could be helped by the same methods if applied to education. She gave up all other interests and set about to test her method by psychological standards, and as a result was put in charge of “Children’s Houses” in the poorest tenements of Rome. The following editorial note prefaces the article in the December, 1911, number of McClure’s:

“For years ago Maria Montessori, an Italian physician and educator, opened the first ‘House of Childhood’ (Casa dei Bambini) in Rome and began to apply her revolutionary methods of education to the teaching of little children. Her work has set on foot a new educational movement that is not only transforming the schools of Italy, but is making rapid progress in other countries. In June, 1911, Switzerland passed a law establishing the Montessori system in all its public schools. Two model schools were opened in Paris last September, one of them under the direction of the daughter of the French minister to Italy, who has studied with Montessori in Rome. Preparations are being made to open Montessori schools this year in England, India, China, Korea, Mexico, Argentine Republic and Honolulu. In the United States schools have already been started in New York and Boston and Montessori has received applications from teachers in nearly every state in the Union who wish to study with her in order to apply her methods. To meet the demand for instruction Montessori will open a training class in Rome for teachers from England and America.”

A number of interesting articles have appeared comparing Froebel and Montessori, showing, of course, how much the latter has incorporated from the founder of the Kindergarten. Sense training, directed play, placing child in “an atmosphere where there is no restraint” insisting upon teacher being passive rather than active, in these, Montessori certainly follows the lead of Froebel. Dr. R. R. Reeder of New York, in a recent editorial in the Survey has this to say in comparing the two: “I am unable to see anything not included or implied in the educational doctrines of Froebel. If the Kindergarten theory of education were extended upward into the grades and outward in a practical way to include the care of the child’s person and apparel as well as simple household duties, there would be no scope or demand for the Montessori vision of education.”

Most Kindergartners would agree with Dr. Reeder when he further states that Froebel presents a much more comprehensive view of education when he emphasizes the social aspect of life. Stories, songs and games seem to have no place in Montessori’s system. It is wholly individualistic and practical. The imaginative and social factors are not counted essentials. On the other hand,
reading and writing are given to the child of four, accomplished by means of sense-devices that seem wholly out of keeping with our modern primary methods.

At this time Montessori's chief contribution to education seems to be a re-emphasis of the freedom of the child when she says, "Let the teacher be an observer rather than an arbitrary personage imposing her authority upon a helpless charge." This is an echo of Rousseau, Pestalozzi and Froebel, and cannot be said too often and too insistently. Again, Montessori says the spirit of the teacher must be that of the scientist reverently watching and assisting the progress of the child's experiment rather than attempting to interfere and predetermine results. All this we are very heartily in accord with and believe too that many of the topics such as Diet, Necessities of Practical Life (dressing, washing, neatness), Muscular Education, Education of Senses, etc., are suggestive of a more practical turn to Kindergarten education.

Montessori's book setting forth her educational philosophy and methods has just been issued by her American translator and representative, Anne E. George, and is published by Frederick A. Stokes Co., New York.

Teachers' College is sending Miss Patty S. Hill to Rome May 8th to personally investigate the worth-whileness of the method and it is also reported that Dr. Jenny Merrill, formerly supervisor of the New York City Kindergartens, will next fall open a Froebel-Montessori training school for teachers in New York.

LUCY GAGE.

TRAINING SCHOOL

THE TRAINING SCHOOL RECORD

The Training School Record made its second appearance at Assembly, Thursday morning, February twenty-ninth. Volume I, Number Two, was bound neatly in brown and tied with gay white and maroon ribbons,—the colors of the eighth grade. Mary Fairchild of the seventh grade, was the artist whose drawing was chosen to adorn the cover.

Six capable and efficient readers were appointed to occupy six stately chairs upon the platform of the rotunda, and to read in turn the various chapters of the paper.

Diligently had the editors worked at the difficult task of deciding upon the compositions most worthy to appear in the school paper. Scribes had faithfully copied the favored ones, that no lack of neatness might mar the appearance of the one copy of the paper,—an edition de luxe.

As the paper was passed reverently from reader to reader the audience listened with increasing interest from beginning to end to the following contents:

An Adventure With Gypsies

...Nora Hope, Grade VII.

March Poems...Pupils of Grade VI.

The Cat Hunt......Group 1, Grade III.

An Unexpected Bath...

..Mabel Newland, Grade VIII.

Riddles.............Pupils of Grade VI.

Poem—The Snow...........Grade I.

A Thrilling Rescue

...........Howard Hinga, Grade VII.

Travel Talks.............Grade IV.

Henry M. Stanley's Exploring Trip

............Alberta Hyman

The Pygmies.......Helen Hartzell

An Elephant Hunt........

................Lawrence Hollander

Theodore Roosevelt's Hunt...

................................Pearce Shepherd

Fables and Proverbs. Pupils of Grade V.

A Letter—Knight of the Middle Ages ......Gerald Fox, Grade VI.

Rules for Our School.......Grade V.

Rules in Rhyme............Elizabeth Nicholson and Genevieve Warner.

Descriptions of Classmates for Guessing ........Grade VII.

Story—Tray ...

.............Kensell Williams, Grade VI.

Jokes ............Dale Ogden, Grade VIII.

Eighth Grade Alphabet...Grade VIII.

The editors of the Normal Record are very glad to include the Record's younger namesake upon their exchange list. If space permitted they would print a much larger portion of its contents than follows:
THE SNOW.
The snow it sparkles,
The snow is white,
The snow comes down
On the earth so light.

The snow will dress the ground in white,
And cover the flowers and grass so bright.

FORTH GRADE TRAVEL TALKS.
(In geography, the children of the
Fourth Grade are studying about differ­ent countries. They wrote the following
short stories telling about interesting
things in those countries).

Henry M. Stanley's Exploring Trip.
When Henry M. Stanley set out to
explore Africa he met with many expe­
riences. This was because he was the
first one to go there to explore. He took
a few white men along with him; they
found mountains all around Africa and
waterfalls in the rivers. So if it had
not been for the natives they would not
have been able to cross the waterfalls.
The natives showed him where to get
food and the way, because he treated
them very kindly and showed no signs of
war.
While they were there he and his men
stole two little Pygmies. They showed
great signs of fear at first, but soon
found out no harm was to come to them.
They acted as guides to them and were
very friendly after that. These little
Pygmies could make signs so well that
they understood them as well as if they
had been English and could speak as well
as they could.
Stanley's trip did a great deal of good
and it led to a great many people going
to Africa.
Stanley wrote two books of his travels
to Africa, with a great many interesting
things in them.

Alberta Hyman, Grade IV.

The Pygmies.
The Pygmies live in the central part of
Africa. It is very hot there. They live
in the dark woods because they were
driven there by a stronger tribe.
The Pygmies are very small people.
They are dwarfs. The most of the Pyg­
mies are four feet high.

These dwarfs are brown and some of
them are darker. Some of them have
black hair and some have red hair.
Their houses are built of sticks stuck
in the ground and tied together at the
top. They have doors at each end, so if
their enemies attack them they can
escape.
The Pygmies eat white ants, plantains
and some parts of the elephant.

Helen Hartzell, Grade IV.

An Elephant Hunt.
This is one of the ways the Pygmies
kill the elephant. They dig a pit and
cover it with brush. Next they take a
poisoned spear and fasten a weight on it.
Then if the elephant falls into the hole
the spear will kill it. The way to get it
out is to pull it out with a rope. The
spear must fall on his temple or between
the ear and eye or strike his lungs.
The elephant's ivory tusks and teeth
are very valuable for piano keys and
other things.

Lawrence Hollander, Grade IV.

A Relic of the Middle Ages.
Warwick Castle, June 14, 1390.

Dear King Richard:
Robin Hood and his band have been
at the fair and they won every prize we
put up. That scoundrel Little John
pounded Eric o'Linkon's head so that he
could not hear for half a day. Did any­
one tell you that the sheriff did not get
a chance to hang Will Stutley? A shower
of arrows came like hail and the people
went in like a swarm of bees. We have
not told any one you are back yet, but
everyone is longing for your return.
King John is hated worse than anyone
else, even that villain Robin Hood. The
country is in a bad state of affairs and
we need you. Sir Richard of the Lee
slew three foreign knights last week. On
our last hunting party we bagged two
deer and three foxes. Our castle has
three new pages. They can all hit the
quintain just right and I think they will
make fine knights some day. A knight
all in black armor came here the other
day but when we asked him what he
wanted he rode away as if a demon were
after him. The clergy think civil war
may break out. Hurry and come back
as soon as you think it is safe.
Your Loyal Knight,
SIR MONFORT.
Gerald Fox, Feb. 20, 1912.
W. S. N. S. Grade VI.

The March sunshine has aroused the sixth grade poets. Here is what they have to say:

"O clouds of March
And wind and rain,
The trees are starched
With ice and rain.

The sun is out,
The trees are bare,
The grass does sprout,
Joy's everywhere.

Frank Stein.

The stormy March has come at last,
With all its wind and snow and blast,
Though stormy and windy it may be,
It'll bring birds singing merrily.

It'll make the winter pass away,
And bring the spring so bright and gay,
The violets with their pretty heads,
Will peep from out their snowy beds.

Tena Kling.

WHAT MARCH BRINGS.
Flocks of birds are homeward coming,
Woodpeckers will soon be drumming,
Bluebirds for their nests are seeking,
Baby birds will next be peeping.

All the early flowers will come,
Snow-drops peeping one by one;
Every blossom gives us cheer
Spring-time now is very near.

The crocus buds will soon be up,
So will the tulip lift its cup,
And up will spring the daffodil
Upon our dear old Normal Hill.

Group Work.

RIDDLES.
I am sometimes tall and sometimes short. I have but one foot which is very useful even though I can't move it. When I am left alone, I am very dull but when in action very bright. I have one wisp of hair. My face is many colors. It is very sad to see me cry, because I grow so small that my life leaves me. Can you guess?

Frank Stein, Grade VI.

I generally wear a white suit of clothes. I have a black hair which extends through my body and is just as important to me as your backbone is to you. I am very useful and help people find lost articles. I have one crooked eye. I do not need any food because I eat myself. That is why the longer I keep my eye open the shorter I grow. When I die I do not need a coffin because there is nothing left. What am I?

Frederick Statler, Grade VI.

I am sometimes a football but that is as tall as I grow. King Alfred used me for a clock but now people have better clocks and do not need me any more for that purpose. I am often many colors but prefer white generally. I am used for birthdays very much. I sometimes have many creases running from the bottom of my feet to the top of my head. Where there is one strand of white hair sticking out like a Chinaman's queue.

Gerald Fox, Grade VI.

DESCRIPTIONS OF PERSONS.
(The following are descriptions of their mates written by some seventh grade pupils. We hope you will recognize them by these word pictures).

She is a bright active little child of a trifle over eleven years. Her hair which is brown, curls in little ringlets over a low forehead. It is cut short and tied with a large bow on the side. Her eyes are a deep blue and fringed with long curling lashes. The little dress she wears is of red and white checked gingham, and matches her pink cheeks. Do you know her?

Nora Hope.

The boy I am describing is tall and he has a light complexion. His brown hair is parted exactly in the middle of his forehead. His eyes are blue. When he
smiles it seems to go around his face three or four times. He has long and slim arms and legs. His shoes look as if they were three or four sizes too big. Have you met him?

Wesley Boyce.

A little Daffodil with its joys,
Is relished by the best of boys.

1. If the president of the eighth grade class lingered, would the Secretary?
2. If Paul is dark is Richard Light?
3. If Mary loved grass would Marjory Loveland?
1. Don't spend your money when you don't have it.
2. Paddle your own steamboat and keep your own course.
3. Fools make bad critics, so pick your own advice.
4. A rolling stone gathers no moss but it gathers a lot of experience.

JOKES.

Little Nora Hope one day while watching her mother prime the pump said, "Say, mama does that water go down to call the other up?"

The other day in one of the eighth grade history classes a certain girl was giving the biography of U. S. Grant. At one point she told his father's trade which was that of a tanner. On hearing this remark one boy said, "Gee, I'm glad I wasn't his son, I'm tanned enough as it is."

Will William Biddle and Kensell Williams kindly read this rhyme:
There was a boy in our school,
And he was wondrous wise:
He sought the normal library,
And read out both his eyes.

First boy:—"Did you know they are going to close the Training School for a week?"
Second boy:—No, why?"
First boy:—"Because the health officer found smallpox in all the dictionaries."

Teacher:—"Joseph, you may recite upon the first topic in today's lesson."
Joseph:—"Please ma'am, I didn't get that far."

ASSEMBLIES.

On March fourteenth, the Eighth Grade had charge of the assembly. From the children's talks the audience gained an insight into the character of the work taken up in their study of literature, grammar, spelling, arithmetic, history, geography, domestic science and manual training. The keeping of notebooks and their value to the student was discussed briefly.

The spelling match between the two divisions, which came out a tie, was one interesting feature. The one hundred words used were selected from the regular spelling lessons by Miss Densmore.

Among the pleasures, athletics held a prominent place. The gymnasium course of floor and apparatus work was briefly outlined. A short sketch of the history of the basket ball teams proved very interesting. The organization of the class and the duties of each of the officers were also spoken of.

The reading from "Tom Sawyer," which dealt with Tom's escape from the task of whitewashing Aunt Polly's fence, was exceptionally well given and entertaining for all. The selection from the "Perfect Tribute" were equally pleasing and enjoyed by the audience.

The program was as follows:

**A School Interests**.............Mable Newland
**Our Work**.............Carleton Wells
**Spelling Match**.............1st Div. vs. 2nd Div.
**Our Pleasures**.............Donald Sooy
**Reading from "Tom Sawyer"**.............Dale Ogden
**Reading from "Perfect Tribute"**.............Bertha Roskam
**Songs**.............Eighth Grade
**Song of the Volunteers.**
**Stars of the Summer Night.**
**Questions.**

LUCILE FLEUGAL,
Ninth Grade, Training School.

The assembly of March 21, 1912, was in charge of the Fourth Grade.

A number of songs given by the Chaminade Club were very good and were much enjoyed by children and adults alike.

Next was a dramatization entitled, "How Captain John Smith Helped Jamestown." This dealt with the Indians and early settlers and the measures
Captain John Smith took to prevent famine. The different parts had not been written out and learned but by entering into the dramatization, the children made it very realistic by their very spontaneous remarks. The children originated this play and made their own costumes.

On the stage was a house constructed of brown paper and made to look like an old log cabin.

The program was:

I. Songs
   Chaminade Club
   I Love the Old Doll Best.
   Baby's Boat.

II. Dramatization
   Captain John Smith and the Jamestown Colony.
   Scene 1—Pocahontas visits Jamestown.
   Scene 2—The colony faces famine.
   Scene 3—Captain John Smith among the Indians.
   Scene 4—Captain Smith's difficulty in governing.
   Scene 5—Captain Smith's farewell to the colony.

ROBERT LAY,
(Ninth Grade, Training School).

This is the interregnum in athletics—the time when there are no contests staged, and nothing of a character to raise any enthusiasm in the bleachers is transpiring. In fact the bleachers have been quite too cool for even a thirty-third degree, dyed-in-the-wool fan. Now, however, that old Sol has crossed the line and with his vagrant beams is drying up the ground; now that the grass begins to show a verdant hue and the tulips are splotching the landscape with gorgeous reds and yellows; now that the robin is really with us once more, the hope that has lain dormant in the bosom of the real base ballist is beginning to awaken and bestir itself. Already he is searching his vocabulary for cutting invectives to be directed against the umpire and in his imagination is tasting the joys of a ninth inning rally that lands his band of heroes winners in a hard fought battle. The major leaguers got off on April 11, soon the minors follow and ere another moon rolls round our own band of horse hide and willow exponents will be demonstrating their right to be called real ball players.

The scene of base ball activity has shifted to out of doors, and although the April sun has not offered any special inducements in the way of drying out the earth or boiling out the various arms, the candidates for the different positions have been working hard each day to get in condition for the fray. Thus far the practice has confined itself to batting, sliding and wind sprints, as the base ball park is still too rough and too soft for satisfactory fielding practice. It is expected that several practice games will be arranged with the local college. This method has been in vogue for several years and has worked wonders in getting both teams in condition for their outside games. It also offers an excellent opportunity of getting a line on the recruits as they have a chance to show their worth in real competition.

The first base position is still a problem but there are several men fighting for the place. Those showing class are Stark, Huller and Carpenter. Snow, who was the most likely candidate for the job, has found it necessary to remain out of school this term. The only other position that remains open at the present is that of right field, however, there are many good men from which to choose. Grant and McGuire have the call on the fielding end of the position, but their lack of hitting
ability may cause them to give way to Stark and Huller.

Fox seems to have things all to himself, with Roper as an able understudy, behind the bat. He can hit, throw and run bases, and uses rare judgment in handling pitchers.

Fillinger, Shivel and Martin are far above any of the other candidates who have shown up for short, third and second, respectively. They work together like a machine, and hit, field and run bases as well as many minor leaguers. Dewey and Bender are showing more class than ever as outfielders. The former led the team as a hitter last year with an average of .395 and ran the bases in great style. Bender is a star fielder and hits well with men on bases, which makes him a valuable man to the team.

The pitching staff is the strongest that ever represented the Highlanders. Tindall, although late in getting started, is already showing flashes of form and Pul-lens, who has been working since early in the winter, is ready to go the full route when the occasion presents itself. Warren is also showing a lot of "stuff" and will be a wonder when he gets control of the ball.

The schedule follows:
April 13—Athens High School at Athens.
April 20—Olivet College at Kalamazoo.
April 27—Albion College at Albion.
May 4—Ypsilanti Normal at Kalamazoo.
May 7—Beloit College at Kalamazoo.
May 11—Albion College at Kalamazoo.
May 18—Lake Forest College at Kalamazoo.
May 25—Olivet College at Olivet.
May 31—Alma College at Alma.
June 1—Central Normal at Mt. Pleasant.
June 8—Hope College at Holland.

W. S.

NEW ARTICLES

THE MIDWINTER PLAY.

One of the best plays ever presented at the Normal, both from the intellectual and from the mechanical standpoint, was "The Taming of the Shrew," given on the evening of Thursday, March 14, in the Gymnasium, by a cast of Normal students under the direction of Miss Elva Forncrook, in charge of the department of expression. The stage was set simply, in accord with Elizabethan traditions. A green background, garlanded with spring blossoms, with the accessories of one or two garden benches and a rustic table, reduced scene-shifting to the zero power, and the scenes of the various acts succeeded each other without any delay, as a consequence.

The cast of characters, in order of their appearance follows:
Lucentio, Son of Vincentio... .Bert Ford
Tranio, Servant of Lucentio. .Seth Baker
Baptista, rich gentleman of Padua... .Ira Arehart
Katherine ..................Dorothy Tolle
Bianca ......................Ruth Turnell
Grumio ........................Archie Nevins
Curtis ........................Lyle Storer
Nathaniel ........................Claude Huller
Philip ............................Leslie Pifer
Nicholas ..........................John Giese
Tailor ............................John Giese
Vincentio, old gentleman of Verona...
.................................Carl Cooper
Widow.................Madeline Mac Cordan

Some few of the characters stand out for the excellence of their work, though it should be said, in justice to the entire cast, that each member sustained his part well, and showed the result of much earnest work on the part of their trainer.

Alfred Wilcox, as Petruchio, should be awarded first honors, perhaps, for the excellence of his performance and the admirable spirit in which he sustained his part. Miss Dorothy Tolle, as the whimsical and tempestuous Katherine, threw herself well into the temper and
character of the heroine, and enlisted the hearty sympathy of her auditors, while Miss Ruth Turnell, as Bianca, was both gracious and pleasing. The part of the jester, Grumio, was well taken by Archie Nevins, who lifted a comparatively minor role into prominence. David Van Buskirk and Herbert Waldo, who appeared as the two suitors of Bianca, Seth Baker, and Bert Ford, all gave evidence of careful, earnest work.

Taking it as a whole, Miss Forncrook and all concerned in the production have reason to congratulate themselves on bringing to a successful culmination what was by no means an easy task.

A. S. M.

THE NATIONAL DRAMA LEAGUE

All who are interested in drama must watch with satisfaction the rapid growth of the National Drama League. Its nucleus two years ago was a reading club in Evanston, Ill. Now it numbers over 20,000 members, extends over thirty states and promoters of good drama in England are advocating a similar league abroad.

The purpose of the Drama League is “to crowd out vicious plays.” It intends to do this by “stimulating an interest in the best drama and by awakening the public to the importance of the theater as a social force and to its great educational value if maintained on a high level of art and morals.”

It has for this purpose various departments. A few of especial interest to students and teachers are:

1. Educational. This department, with Prof. George Baker of Harvard, as head, urges the organization of drama study clubs, prepares lists of plays for study and presentation and gives special advice to any member in regard to satisfactory dramas.

2. Playgoing. This department purposes to induce attendance upon any play which it considers good. It sends out, early in the season, bulletins which give synopses of plays to be presented and comments of value. It is of especial help to small cities where only “night stands” can be secured and the people have little means of knowing whether the play is worth while. It advocates several reforms and is willing to help in carrying out its reforms.

3. Junior Leagues. The Drama League believes that “the child’s craving for something dramatic and pictorial” in life should be satisfied by what is beautiful and expressive in drama and not by tawdry shows and meaningless moving pictures. This department gives special attention to the organization of Junior Leagues and the study of suitable drama in these leagues to the end that there may be a cultivation in the young of taste for good plays.

There are other phases of this work but this brief article is intended merely to call attention to the League in the hope that those who are interested will inquire for further information. Membership in the League costs one dollar per year and entitles one to all its publications and to advice from its many specialists in all departments. Letters of inquiry may be addressed to the President, Mrs. A. Starr Best, 1936 Orrington Ave., Evanston, Ill., or to the Secretary, Mrs. Harry P. Jones, 5529 Cornell Ave., Chicago.

E. F.

ARBOR DAY EXERCISES.

The setting apart of Friday, May 3, by the Governor as Arbor Day naturally brings to our mind the thought of tree planting, and exercises appropriate to a day so full of significance, not only to the schools participating in its observance, but to the future citizenship of our commonwealth also. He who plants a tree or shrub or vine is a good neighbor and a patriotic citizen.

Plans are well under way for a special observance of the day at Western Normal. Three motives have determined the arrangement of the program. In the morning Professor Roth of the University of Michigan, will speak upon “Forestry and National Welfare.” The afternoon exercises will center about the aesthetic aspects of Arbor Day. Hon. Charles W. Garfield of Grand Rapids, will give the address and will speak especially for the children of the training school.

Reflecting the deeper meaning of the day and the spirit of the institutions
there will be inaugurated at this time the custom of planting a class tree by the seniors. Following Mr. Garfield's address the entire school and guests will form in a tree processional and march about the campus led by the senior class Marshall, Frank Martin, to place selected. Here Miss Marie Bishop of Coldwater, will, following the tree planting by the class, deliver the Tree Oration. Mr. Walter Dewey of Scotts, will, as president of the class, present the spade used to the juniors, symbolical of the trust imposed in them. Alfred C. Wilcox will receive the spade in behalf of the Junior class. The classes concerned are deeply enthusiastic and are working hard over the program. It is urged that the entire school enter fully into the spirit of the custom—a custom which will mean much to the student body and create one more bond of institutional sentiment, a sentiment which has its source in a deeper and more lasting interest than much of our institutional pride.

As the processional moves on the members of the training school will detach themselves from it and go to another portion of the campus, where the children will carry on their own planting exercises as they have done with such success in former years.

The evening celebration will be in co-operation with the Rural School Seminar. The address will be upon the general theme of conservation and will function as the Rural Progress lecture for the year. The speaker can not be announced at this time, but he will be a man of national reputation. The address will be followed by a reception in the rotunda of the Training School.

The program:

10 A. M.—Gymnasium.
Song—School.
Address—Professor Roth.
Song—America.

2 P. M.—Gymnasium.
I.
Song—School.
Address—Mr. Garfield.
Tree Processional.

II.
Tree Oration.
Planting of Tree.
Presentation Speech.
Acceptance—Alfred C. Wilcox.
Song—School.
8 P. M.—Gymnasium or Chapel
Song.
Address—(Rural Progress Lecture).
Reception—Training School Rotunda.
Committee.

ASSEMBLY NOTES.
Tuesday, March 5.
Miss Lucy Helen Pearson, Territorial Secretary for the National Board of the Young Women's Christian Association of America, talked to us on the purpose and success of the work of the organization. She stated that the secret of its success was to be found in the preposition with—the work is based upon the belief that people like to be worked with, not for. Miss Pearson told several interesting experiences that she had had during her travels in the western states which showed the opportunities of and need for the association.

Tuesday, March 12.
A violin duet by Miss Hanson and Mr. Walton was followed by a talk, "The Ideal Teacher," by Supt. W. G. Coburn of Battle Creek. Mr. Coburn stated that the three absolutely necessary factors for success in a teacher were:—first, power to put oneself in the place of the child, to get the child's point of view; second, accumulated wealth of knowledge, experience, etc.; third, power to invigorate life through knowledge.

Tuesday, March 19.
Miss Forncrook and the students of Reading classes of the Department of Expression, gave a Dickens' Recital, assisted by Miss Hanson, soloist. The program was as follows:

1. Vocal solo—"Pace, Pace, Mio Dio" ........................ Verdi
   Miss Hildred Hanson.

2. "R. Wilfur's New Suit" ................
   "Our Mutual Friend" ................
   Miss Marie Hoffman.

   "Christmas Stories" ................
   Miss Minna Hunziker.

4. "L'E te"—Chaminade.
   "Love Has Wings" ........................ Rogers
   Miss Hanson.

5. "His Proposal and First Quarrel",
   "David Copperfield"
   Miss Ethel Young.
6. Cratchit Dinner Party''

"Christmas Carol"

Miss Elva Forncrook.

C. W.

EXTENSION NOTES.

Mr. B. K. Thacker, extension student in school administration, now in charge of an eighth grade building in New Castle, Pa., recently sent in an interesting detailed and tabulated report on the results of the first medical inspection in his building, just completed. Some of the totals are startling and furnish a splendid argument for the need of such investigations, especially when taken in connection with Mr. Thacker’s statement that an off-hand judgment would be that his school has a good class of children, well up to the average.

Of 293 children only 66 are classed as normal, 227, or 77 per cent, being found defective in one or more of the points mentioned.

Tests for vision showed 192 normal, 103 defective, 65 per cent defective; hearing, 276 normal, 17 defective, 6 per cent defective; breathing, 224 normal, 56 slightly impaired, 9 seriously impaired, 2 mouth breathing, 2 adenoids, 24 per cent defective; teeth, 131 clean, 3 unclean, 159 decayed, 54 per cent defective; tonsils, 28 slightly enlarged, 24 greatly enlarged, 17 per cent defective; 1 enlarged cervical glands; 4 conjunctivitis; 1 catarrh; 3 head lice; nutrition, 275 good and 18 fair.

The comparisons for sex show—defective vision, 83 girls, 20 boys; hearing, 16 girls, 1 boy; breathing, 53 girls, 16 boys; teeth, 101 girls, 61 boys; tonsils, 25 girls, 27 boys; conjunctivitis, 4 girls, 0 boys. The whole number of girls is 163, of boys 130.

It does not seem possible that 77 per cent of the entire number should be subnormal, nor that 65 per cent of the pupils cannot see as well as they should. If Mr. Thacker is right in saying that the school gives one the impression of being well up to the average, conditions in less favored districts must be appalling.

The weak points generally here determined are vision, breathing and teeth. The difference between the boys and the girls are very striking, not accounted for by the difference in numbers. In throat trouble alone do the boys actually outnumber the girls though there are fewer boys than girls in the school. Smoking was found to be quite common among the boys. It is not claimed, however, that this accounts for the other condition.

The tests were made by physicians and the parents informed of the results. Records are being kept to show how many parents take serious notice of the reports sent home from the school inspection. In this case the first three definite returns came from those afflicted with head lice.

The following excerpts from another recent extension report indicate profitable pursuance of a course in child study.

"'A' is a little girl in the fourth grade. Naturally a bright, quick child. Made the beginner’s class and the fall first grade the first year in school. Has been up in all her work in school until the last year. Since then she has shown evidences of fatigue, complains she is tired, cries easily and goes to sleep in school if allowed. Tests, such as Rowe describes, go to show an extreme fatigue physically and the effects are noticeable in her mental operations and make-up. Investigation, by me and by the family physician, disclosed that this little girl, while having plenty to eat, such as it was, and being warmly clothed, had the greater share of the care of two smaller children when at home, besides numerous other duties. Explanation of the case to the parents has resulted in a lessening of the child’s home work and a gradual, though not complete, return to her normal condition."

"'B' is a brother of the above. Has had measles and they have left him defective in hearing. The watch and whispering tests led to examination by a physician and he is now under treatment."

"In our primary division of 38 pupils, grades 1-3, I found 4 children showing signs of adenoids, 5 showing signs of defective hearing, 3 signs of decidedly defective eyesight, with possibly two more who have not as yet been examined by an oculist."

"Three of these children have now had adenoids removed and in each case a decided improvement of hearing resulted, together with a general brightening-up.
Two cases of defective eyesight have been improved since the conditions were noted. “In the 4-5-6 grades two cases of adenoids have been found and remedied and one case of defective eyesight has been remedied, with corresponding improvement in school work.”

**SAMPLE COURSES FROM THE SUMMER BULLETIN.**

**Mathematics 156.**

This course is designed for all those who love good figures. Those desiring to add themselves to this course should apply early and in person. The accommodations are limited. The head of the department reserves to himself the right to **subtract** from the applicants those that to him seem unsymmetrical.

**Music.**

133. A course especially intended for sailors. All who have been on the high Cs are eligible.

175. **Musical Architecture.**

The latest designs in flats are taken up and carefully studied. All designs are drawn to scale. Sharp students will find that this course strikes a popular chord.

**Education.**

389. **Sighchology.** A dolorous course for grief-stricken people. It aims to bring home to students the mysteries of the Fissure of Sylvius, the Pituitary Body and the Pons Varolii. Cerebral convolutions are demonstrated and great pressure is brought to bear on the Medulla Oblongata.

1076. **The Psychology of Childhood.**

This course offers a clear and convincing demonstration of the total depravity of children. It makes as clear as noonday just why Johnnie delights in the vagaries of a bent pin and why angel-faced Dorothea can distort the truth with such a pious air. The ethics of the maternal slipper and the paternal shingle are fully discussed—also the anatotics. No prospective teacher can afford to miss this course.

**Chemistry.**

110. Those in search of affinities will find this course to their liking. Preferably taken by seniors in the spring term. All about bonds and how to make them stick. Misanthropes and hypochondriacs not eligible.

**Buyology.**

165. Here you will learn where to get the best and purest foods. The latest wrinkles in bacteria fully expounded and explained. Enzymes a specialty. No extra charge for catalysis.

**A Bibliography of Works on Mathematics Suitable for a High School Library.**

Note—The members of the class in the Teaching of Secondary Mathematics were requested to prepare a bibliography of works on mathematics which would be helpful to them in selecting a reference library for their own use or for a high school library. Only those books were to be included which were actually examined by the student. The bibliography was to contain the Title of the book, the Author with his position, the publisher and price. Each student was to make such comment on the books as would be suggestive as to its contents, scope, helpfulness, etc. Thinking that the books examined might be of interest to teachers in high schools, the bibliography prepared by Miss Bishop is offered to the Editor for publication in the Record. J. B. F.

**HISTORY OF MATHEMATICS.**


The most reliable and readable history of mathematics in English.

**History of Elementary Mathematics.** Florian Cajori, Professor of Physics, Colorado College. Macmillan Co., New York. $1.50.

Probably the best history of mathematics for the high school teacher.


A translation by Beman and Smith. General survey from the time of the Egyptians. Readable.
NEW ARTICLES


Short History of Greek Mathematics. James Gow, Fellow of Trinity College, Cambridge. C. J. Clay & Son, London. $3.00. Description of decimal scale, Egyptian arithmetic, Greek arithmetic and geometry.

CRITICISMS AND FOUNDATIONS.


Fundamental Concepts of Algebra and Geometry. John Wesley Young, Professor of Mathematics, University of Kansas. Macmillan Co., New York. $1.60. A series of lectures containing an elementary account of the logical foundations of algebra and geometry.

MATHEMATICAL RECREATIONS.


Flatland. A Square (Abbott). Roberts Bros., Boston. $ .75. Very interesting, describing life as it might be lived, logically, in a flat world.


MARIE BISHOP.
NEWS NOTES

PARENTS' MEETINGS.
The lecture by Dr. E. A. Honey of this city, on the evening of March nineteenth, closed the series of talks on the care of the teeth. Dr. Honey spoke in a very simple practical style on the "Diseases of the Mouth," and used some fine stereopticon slides to illustrate his points. The lecture was well attended and was very well received.

It is expected that some careful, systematic work on the teeth of the children of the Training School will soon be organized. The lectures by Drs. Tashjian, Lewis and Honey have brought before the parents and teachers the dental needs of our pupils, at all stages of life, and it has been a most profitable study for all who were so fortunate as to avail themselves of these unusually fine lectures on a most important subject.

THE SENIOR PLAY.
"Jeanne D'Arc" has been selected for presentation by the Senior class on the occasion of the annual out of door dramatic event at commencement time. The cast follows:

Jacques ................ Bert Ford
Louis de Cont .......... Bert Ford
Pierre ................ Walter Dewey
De Bourlement ......... DeForrest Walton
Colin .................. Perry Bender
Gerard ................. Robert Chittenden
Gerardin .............. Hugh McCall
Perrin ................ Seth Baker
Jeanne D'Arc .......... Miss Ruth Foote
Hauviette ............. Miss Florence Barron
Isabellette ........... Miss Frances Hungerford
Mengette ............... Miss Iva Boughton
Charles VII ............ Herbert Waldo
D'Alleneon ............. Ralph Windoes
De Frenonille .......... Harold Grant
De Chartie ............. Frank Martin
De Bouiligny .......... Harold Buckham
La Hire ............... Howard Boekeloo
De Metz ................ Seldon Tingle
De Poulangy .......... Deaf Ridler
Pasquerel ............. Carl Cooper
Pagachon .............. Ira J. Arehart
Tailor .................. Glenn Mayer
Pierre Chauchou ...... Raymond Warren
Catherine .............. Miss Margaret Murray
Diane .................. Miss Velma Saunders
Anthenie ............. Miss Helen Andrews

EXTRACTS FROM A LETTER.
Pomona, Calif., March 25, 1912.
I have just had a week in Los Angeles. Visited five schools, including the Normal School, which is about to have a change in location from the heart of the city out to the suburbs at Hollywood. The buildings are old—three story with a commanding view on a hilltop. Los Angeles has many hills, making interesting building sites. The schools not as well equipped as in some eastern cities.

Went to the "Rodio" at Lucky Baldwin's ranch and saw wonderful sights in horsemanship, cowboys and cow girls doing most wonderful stunts with wild horses, bucking bronchos,—capturing and riding wild steers and even a fierce bull. It was the most western event I ever witnessed, and one experience is enough. The affair lasted a week and there were some 50,000 people in attendance the day I was there.

Los Angeles was in gala attire last week, with a land show, a great advertising scheme; and a fashion show, the most remarkable I ever saw. Europe was combed to produce such marvelous creations and the east will see some of these dreams later.

It is perfect May weather here and I am returning to Pasadena this week to paint with my favorite master—Jean Mambeim, who has recently sold 6 pictures for $5,000 to King Gillette of New York. Please share this message with my colleagues and the Art Department. I send best greetings to all my co-workers.

Sincerely yours,
EMELIA GOLDSWORTHY.

The following officers were elected for the spring term at the meeting of the Rural Seminar on Friday, March 8: President, Howard Keyes; vice president, Florence Greer; secretary and treasurer, Miss Manning; program committee, Miss Areaux, Miss Goodrich, Miss Schoolecraft, and Mr. Randall; reporter, Miss Decker.

Two very enjoyable and interesting talks preceding the election were one on
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“Problems of Public Expression,” by Miss Forncrook and one by Mr. Sprau on “Debating.”

NORMAL Y. W. C. A. NEWS.
Miss Lucy Helen Pearson, Territorial Secretary of the National Board of the Y. W. C. A., gave a very interesting talk on various phases of the Y. W. work at the assembly Tuesday morning, March 5. Miss Pearson will visit the Normal Association again in May.

The regular annual election of officers of the Y. W. C. A. was held Wednesday afternoon, March 13. The following are the officers for the ensuing year: President, Maude Baughman; vice president, Nina Wright; secretary, Ferne Elsey; treasurer, Mercedes Bacon.

M. H. BAUGHMAN.

The regular meeting of the Erosophian Society on Friday, March 8, had as its program a debate on the question, “Resolved, that Kalamazoo should own and operate its lighting plant.” The affirmative was taken by Neil Verburg and Carl Maloney, the negative by Louis McGuire, Eldon McCarty and George Jacobson. The young men on both teams showed an excellent comprehension of the points at issue, and scored well, the judges rendering a decision of ten to nine in favor of the affirmative.

Music for the occasion was furnished by Miss Marie Wilkins, who gave a piano solo in fine style, graciously responding to an encore.

Election of officers for the spring term of the Erosophian Society resulted in the following choice: President, Richard Healy; vice president, Louise Shakespeare; secretary, George Jacobson.

A delicious four-course luncheon, served by the young women in Domestic Science 1 and 2, (rural and preparatory departments) was enjoyed on Wednesday, March 20, in the dining room of the Training School. The centerpiece was a beautiful arrangement of Catharine Mermet roses. The chosen guests were the Misses Densmore, Balch, Wakeman, Hootman, Koch, and Marsh, and Messrs. Burnham, Phelan and Jillson. Miss Pray and the young ladies were the recep-
ients of many congratulations on the excellence of the service as well as the appetizing viands.

On Friday afternoon, March 15, Miss Marsh and the young women of the preparatory department entertained the specializing students of the music and art departments. Miss Maude White gave a charming address on "Rambles in Spain," illustrating with many interesting souvenirs. Miss White showed unusual skill in word-painting, and wrought into her reminiscences so much of the local coloring, and life away from the beaten lines of traffic, that, as one of her auditors remarked, "I feel almost as though I'd been there myself"—a sentiment echoed by many of those present. Tea was served later and a social hour enjoyed.

The spring term of school opened Tuesday, April 2, with a student attendance equaling if not surpassing that of last term. Besides practically all of the former students several new ones are enrolled, a few starting upon life certificate courses and others doing review work for the county examinations. The term gives promise of being an unusually busy one including as it does commencement festivities and other special events.

The student is glad to recognize his teacher as a passing acquaintance.

Mr. Fox of the faculty delivered an address before high school students on the evening of March 15. His subject was "The Camera as an Educational Asset."

Miss Manby and Miss Baker of the Battle Creek public schools, were recent visitors at the Normal and were entertained at luncheon in the training school.

At the end of a term it is often a condition and not a theory that confronts a student.

An invitation has been extended the Normal orchestra to play several numbers at the commencement exercises of the Edwardsburg High School May 24th. Miss Hanson, who directs the work of
the organization, will accompany the members on the trip. J. Byron Mott, a Western Normal alumnus, is superintendent of the Edwardsburg schools.

If students had the recall of professorial decisions there would be no E's and D's and very few C's upon the record books.

Work on the "Brown and Gold," the annual publication of the school, is progressing satisfactorily and this issue promises to be of high standard. Students in the art department have contributed liberally to the book which aims to reflect the life of the school in all of its phases. Many orders have been taken among the faculty and students.

The Chaminade Club, composed of musical students of the Normal, will have an afternoon tea the latter part of April.

Those seeking a mark will find it by the judicious use of midnight oil.

Miss Hanson has arranged some informal afternoon recitals to be held on Wednesdays in the assembly room. The programs for these occasions will include numbers by special music students whom are doing voice, piano or violin work.

Going to the Normal is strictly up-hill work.

The girls in the high school department gave a luncheon the last week of the term, planning, preparing and serving the menu in the domestic science dining room. Their guests were members of the faculty in the high school department.

Domestic science seniors demonstrated their ability to serve a luncheon at small cost during the latter part of March on the occasion of visits from out of town superintendents and other school guests. For twenty-five cents the young women served a palatable and pleasing menu.

Students in the training school find it easier to preach than to practice.
Two Important Points to Consider

In the selection of a present for a relative or an intimate friend, quality and utility are generally the two most important points to consider.

When a present has been purchased here the label on the package suggests that the enclosure is something of quality.

F. W. HINRICHSH.

121 W. Main St. 117 S. Burdick St.

Miss Lydia Olsen, librarian at the Northern State Normal School, Marquette, was a guest at the Normal the opening week of school. She was entertained during her stay in Kalamazoo by President and Mrs. Waldo and Dr. and Mrs. Faught.

After the drill student teachers have in making plans they should make fine educational architects.

Mr. Reinhold of the department of education, spoke at a farmers' rally in Decatur March 22, on the subject of "The Meaning of Youth." He delivered the same address at Gobleville at a local school rally March 28.

Dr. J. C. Hockenberry took part in an institute in Illinois during the spring vacation.

On Saturday evening, April 13th, the students enjoyed a general student party in the gymnasium, Fischer's orchestra furnishing the music. The graded school students were in charge of the party.

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ADDRESS
Western Normal School
Kalamazoo, Mich.
The nucleus of a men's glee club has been formed in a men's voice culture class in charge of Miss Hanson, director of music. There are some good voices in the school and the outcome of the present work should be a creditable glee club.

The final bulletin for the summer school is a pleasing presentation of the prospective summer's work. With its artistic cover, design for which was made by Miss Marie F. Bishop, in light and dark shades of green, the booklet is one of the most attractive publications the Normal has issued.

Sometimes dancing, even, throws light on one's denominational proclivities. For instance the close communions are easily picked out.

Visiting superintendents looking up teaching candidates for next year have been frequent guests during the past few weeks. Among these have been Supt. Abel of Berrien Springs, Supt. Roode of Mancelona, Supt. Shigley of Fremont, Supt. Murphy of Lawton and others.

New extension classes have been organized in Grand Rapids with an unusually large enrollment.

President Waldo was in Chicago the latter part of March, attending the meeting of Normal School Presidents of the Middle West.

The annual spring supper enjoyed by the members of the faculty will be held the last Saturday of April. The committee in charge follows: Miss Katherine Newton, chairman, the Misses Judson, Harrington and Barnum, Dr. and Mrs. J. B. Faught and Mr. and Mrs. Ernest Burnham.

Ira J. Arehart, a member of the senior class, acted as substitute for Supt. Norman Luneke in the Plainwell schools this month. Mr. Luneke, a graduate of the Normal, has been ill of typhoid fever.

The turkey trot may be a fine means of locomotion for the bronze bird of Thanksgiving but the human biped who essays it is a goose.
American Beauty Corsets

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The Harvey Candy Co.

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Chocolates and Bon Bons

The most delicious Hot Chocolate in the city

Splendid exhibits of student art work were sent to the Schoolmaster's Club in Ann Arbor in March and later to the Western Drawing and Manual Training Teachers' Association.

Dr. Faught, chairman, and other members of the committee, are at work on the 1912-13 general catalogue of the Western Normal. The bulletin will be out within a few weeks and ready for distribution.

Rev. Walter B. Dickinson, pastor of the First Congregational church in Kalamazoo, addressed the student body in the morning assembly Tuesday, April 9.

Mr. Hickey, head of the department of history, presented a paper on "Some Justifications in History" before the Twentieth Century Club of Detroit Monday evening, April 8.

"Oakland Drive" has supplanted the old name of Asylum avenue for the street at the rear of the Normal buildings.

On Thursday evening, April 11, the Amphictyons gave an entertaining Irish play entitled "Catherine ni Hoolihan," by Yeats. The cast of characters was as follows:

Peter Gillane ............... Clyde Smith
Bridget Gillane, wife of Peter ............. Marie Hoffman
Michael Gillane, son of Peter and Bridget ............... Lloyd Tryon
Patrick Gillane, a boy of 12 years ......... Rex Nutten
Delia Cahel, betrothed to Michael .......... Inez Roof
An Old Woman ............... Helen Shaw

Glenn Mayer, a senior manual training student, has been teaching in the Flint schools during the past few weeks in the manual training department.
During the spring term the Choral Union and other musical talent in the school will present the opera "Pauline," a tuneful piece. Miss Hanson and Miss Hootman are directing the work. Following are the members of the cast:

Pauline, daughter of Cassady ............... Hilda Joseph
Cullie, a servant maid ........ Marie Wilkins
Chickie, a spinster lady, sister of Cassady .......... Besse Hannen
Naive, a village belle .......... Irene Miller
Kim, an Indian fortune teller ........ Rose Netzorg
Mother, a widow and child ........ Marie F. Bishop
Faber, a New York journalist ........ Alfred Wilcox
Shady, Faber's valet, a colored boy .......... Max Grant
Cassady, landlord of the Dalles, an Inn .......... Neil Verburg
Professor, a middle aged school teacher ........ Clyde Noble
Chilkoot Ike, an eccentric village character ........ Clark Smith
Ruben, a farmer boy, DeForrest Walton
The village physician, Arthur Tyndall
Uncle Joe, former slave of the widow .......... David Van Buskirk
Three Insurrection Spies.
Sorrow .......... Bert Ford
Morrow .......... Leslie Pifer
Borrow .......... Archie Nevins
Chorus of Picnickers, Grenadiers, Villagers, etc.

Tuesday, Feb. 26th, Amelia Upjohn entertained the members of the Junior and Senior Kindergarten classes at her home on Stuart avenue. Music, games and contests furnished entertainment for the evening.

BOOK SHELF


A collection of interesting short stories, not fairy tales, compiled for beginners in German. It contains a few riddles by Schiller and Goethe, some tales from German mythology, and a few Christmas and Easter legends. A set of questions based on the text provides material for conversation, and full notes and a complete vocabulary give all needed assistance.


This supplementary reader for the first and second years contains a simple and attractive collection of rhymes, written from the standpoint of the child. While they are such as will please the young reader, they are not meaningless jingles, as each one is intended to impress some valuable lesson. They are grouped together under such general headings as: The Child at Home, The Child at School, The Child Out-of-Doors, Other Children, etc. The illustrations are numerous and most attractive, representing well the ideas embodied in the verses.
Summer Term
Western State Normal School
KALAMAZOO
June 24 to August 2
1912

COURSES
b. Review Courses. Reviews in all branches included in the county examinations to be held in August.

LECTURES
The following lecturers of national reputation have been engaged:
Hon. P. P. Claxton, United States Commissioner of Education.
Dr. Charles H. Judd, Director of the School of Education, University of Chicago.
Hon. Charles Seymour, the well known lecturer on historical subjects.
Dr. W. C. Bagley, Head of the Department of Education, University of Illinois.
Hon. O. T. Corsan, Ex-Commissioner of Education in Ohio.
Tuition for residents of Michigan $3.00 for the term. For non-residents the tuition fee is $5.00.
Spring Term begins Tuesday, April 2.
Training School open first four weeks of summer term. 45 Instructors. 90 Courses. Send for bulletin.

DWIGHT B. WALDO, President,
Kalamazoo, Michigan.