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1905. Miss Hebe Hunt, of the first class to graduate from the Normal, has returned to Laurium this year.
Mrs. Vivian Simmons Carlton attended the alumni party in June. She resides in Schenectady, New York.
Miss Bessie Ashton, '05, has returned to Valley City, North Dakota, to resume her teaching in the Normal.

1906. Miss Pearl Ashton, who attended the University of Illinois at Champaign, last year, is teaching domestic science in Southern Illinois.
Zell Donovan is now superintendent of schools in his home town, Lawrence.
Miss Daisy Brodhead is assistant in the County Normal at Lapeer, Michigan.
Mrs. Jessie Every Chapman, a graduate of this class, taught in the fifth grade of the training school the second week of the fall term in the absence of a critic teacher.

1907. Miss Addie Evans, a member of the class of 1907, is teaching in Laurel, Montana, this year.
Clifford Ball has charge of the manual training in the schools at Sioux City, Iowa, this year.
Miss Lulu Broceus is teaching physical training in the Lake Street school, Kalamazoo, where the departmental system is in operation for the first time this year.

1908. Miss Ruth East is teaching music in Niles and Buchanan.
Mrs. Emma Edwards is employed in the Kalamazoo schools this year.
Earl Garinger has returned to Marble, Minnesota, where he has charge of the manual training...
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Is yours growing this way?
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J. Parnell McGuinness, after a year at the University of Michigan, is engaged as principal at Ionia.

1911. Miss Lydia Best has returned to Covert this year.
Miss Lois Decker is attending the University of Michigan.
Fred Middlebush has entered the University of Michigan this fall.
Blaine W. Storer is assistant cashier in a bank at Camden.
Miss Ella Aikman is director of Kindergartens in Winnipeg, Manitoba.
J. D. Clark is superintendent at Ada, Michigan.
C. Anthony Lefevre is teaching manual training at Cedar Rapids, Iowa.
Miss Florence McIntyre has charge of the music at Galesburg and Comstock and teaches one class in the Normal.
Miss Helen Conarroe is teaching art in Kalamazoo.

1912. Miss Ruth Feazelle is teaching at Montague, Michigan.
Harold Grant, manual training '12, is director of manual training in Manistee.
Walter Dewey has charge of manual training work at Norway. In the first week of school the new building and equipment burned.
Orley Hill and Hugh McCall are teaching in the manual training department of the Pittsburgh, Pa., schools.
Frank Martin is in charge of manual training and athletics at Painesdale, Michigan.
Perry Bender is teaching manual training at Chicago Heights, Ill.
Howard Boekeloo is in Bismarck, N. D., as director of manual training.
Howard Jackson is in charge of the work in manual training in the Houghton schools.
P. Marie Bishop is teaching in Battle Creek in the upper grades.
Ira J. Arehart is superintendent at Galesburg.
Miss Marie Root has entered the University of Michigan this fall.
Miss Verna Matrau is teaching in Battle Creek.
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The Public Schools and their Critics

It goes without saying that all institutions of such size and numerical proportions as the public schools must expect criticism, ample, free, severe, continued. This criticism is to be expected because of the immense cost of the public school plant, of buildings, equipment, instruction, and maintenance. In 1900 the total value of public school property in the United States was $550,000,000; in 1910 it had increased to $967,000,000, the odd numbers being omitted. In 1900 the expense account footed up $215,000,000; in 1910 it had increased to over $400,000,000. The increase in our school population during the decade was 21 per cent. The increase in investment and in expenses is out of all proportion to the actual increase in the school population. It has gone into better lots, buildings, equipment, longer term, more teachers at better salaries; it has also partly been used to increase largely the number of high schools, an increase for the decade of over 70 per cent. Surely no one can wonder, therefore, if the public schools are considerably criticised.

This criticism is to be expected on account of the multiplicity of ideas as to how the public schools should be managed, and what they should do and be. This is the criticism that originates in the various theories that men have who are much interested in the welfare and progress of their country, who hold to the possibility of more rapid progress, and who look to the schools as an important factor in that progress. To these must be added those whose criticism arises out of practical interests in the schools: fathers and mothers, manufacturers and employers of labor. This is the utilitarian interest and criticism. The demand for industrial education, in so far as it looks to any direct effect upon the industrial output in quantity or quality, or to an immediate increase in the wage-scale, is of the utilitarian sort.

A correct view of the present educational situation will show not only that such criticism is to be expected, but is welcomed and desired on the part of those in any way responsible for their management. Real, true criticism is the very life, the red corpuscles, so to speak, of every institution, system, theory, or ideal. Only in the light of true criticism will any of these take its right place and perform its proper function. Only by criticism can the better be empowered to
dethrone the indifferent and the poor; only so can the best win the day against the better and the good. Only so can the best among the many ideas of social advancement become current with large numbers of people. Only so can the young practitioner of an art be sure of his method. If it is not in the light of others' criticism that he finds himself and his method, it is by the slower and more costly method of repeated error and self-criticism.

Then, too, the public schools are the most democratic of all our institutions. If they are not, they ought to be. If this trait is to increase it is necessary that we welcome and even court true criticism. An institution is democratic only when it is near to the thought and sentiment of the people,—and in so far as it readily responds to fluctuations in that mind and that sentiment. It is desirable, too, from the standpoint of the teacher long in the service, just because she has so much of her own way with the children under her. All such face the danger of falling into idiosyncracies and professional mannerisms which rob them of more or less of their effectiveness. If it is men, they are only a little less liable to such frailties. Only true criticism can ever save the public school system from becoming too mechanical, from being substituted for these personal ministries of the teacher which so many individual children require. This fatal tendency to early fixation of reaction, stereotyped function, to institutional incrustation, can be opposed only by a criticism that shall ever stand for the rights of the individual as against the institution, whether it be the child, the teacher, or other educational worker. No institution can ever perform an educational function. It can only facilitate or enrich the educational ministry of some individual. Education is soul in contact with soul on a higher plane. It is for true criticism to make this the ideal throughout the entire public school system, and even in other parts of our educational system where system interferes with the educative process.

But now granting that in the ways indicated above and in other ways the public schools stand in great need of true criticism, and even, if you like, that this need is merely part of one great need these days of such criticism along all lines, the question remains what the essential nature of this criticism shall be, what demand the schools have a right to make upon the critic. The first is that the criticism implies the correct application of rules for determining for one's self and exhibiting to others the excellencies and defects of institutions, art, literature, ideals, and customs. Barring errors in the understanding of the thing, in making this application, and fallacies in the reasoning, the result will be valid, true criticism. If it is to be true criticism it cannot be partisan, subject to the whims of momentary sentiment, dictated by prejudice, or warped by self-interest. To admit any of these factors is to vitiate the criticism; and to the extent that such elements go to motivate the criticism, to that extent it is vitiated. If this is so it follows that nothing is more legitimately the subject of criticism than criticism. By such criticism of the critics have historical, literary, art, scientific, religious, social and political criticism advanced each to its own degree of efficiency. It will have to be the same way in the matter of educational criticism. All thinking persons in so far as they pass judgment on things that go on around them are critics.

The next demand is that the criticism shall be based upon adequate knowledge of and insight into the thing criticised. The rigid application of this test would rule out of court very much of the criticism of our day in all spheres. In education this surely does not mean that criticism may come only from the teacher or school official. But that he who would criticise the school shall have some definite knowledge of what the school is intended to do and to be; of the problems of actual instruction and matters of school organization; that he shall have some idea of the evolution of the public school system and its course of study. Another element of necessary knowledge is the recognition of the fact that one great function of the school is the conservation of the traditions of the people or the race. The first duty of the school as our forefathers knew it was to give a knowledge of the symbols by which the various traditions of the race
are interpreted and even applied. The school it is, then, whose business it is to introduce the pupil and the student into the traditions of the race and thus prepare him to perform his work in society, and to attain his utmost degree of development. To this interest of tradition must be added the interest in the external world of nature, the world of industry, and the demands that a continually changing environment make on the individual for novel response and facility in readaptation. To omit any of these factors is to give a distorted conception of education, and hence to make criticism uncertain or dangerous.

The third demand is that it shall be sincere in purpose. Perhaps one might pass from this point by saying that it must be impersonal, unselfish, and in general purport must be inspired from without. Criticism that is at once true, adequate, sincere is marked off (1) from all hypercriticism, which is going beyond the recognized limits of criticism, and with the purpose to condemn and find fault with; (2) from censoriousness, a disposition to censure, especially to take one's judgment too seriously; (3) from captiousness, a judging in and out of season, especially in unimportant matters.

But the last and crowning attribute of criticism is that it shall be in search of the best, the most true, the most beautiful, of the most excellent things in all realms of life. These it seeks that they may be made known to the public; and this, again, that they may be the more largely imitated; it wishes them imitated that it may cause “sweetness and light” to prevail in the world. It is, if you please, a crusade in the interest of the true, the beautiful, the good. Is it not today the most serviceable aid that educational criticism can give to point to the luminous points in our educational practice, emphasize the best thought anywhere to be found? Is this not far better than those sweeping, wild, sensational attacks that seem to condemn without a hearing? And is it not true that there is a haste and severity of criticism that is born of intense desire to see the schools make more rapid progress, and another which caters to a depraved (because wholly untaught) popular taste for the sensational, the exaggerated, the morbid? Depend upon it, if our schools are very imperfect all along the line (and I much fear they are), the cause is partly in the general indifference of our American society, and the blame must, in part, rest upon its broad shoulders. Our watchwords have been trade, business, industry, wealth. When along with these, or above them, we begin to think of, speak of, and respect education and culture, then will the schools make rapid progress, and a nation will be born in a day. And as we young teachers turn away from the false critics and the speakers of half-truths, we seem to hear the words of the real helper, the true critic, and we hear him say, “Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.”

J. C. HOCKENBERRY.

Rural Education

In the space available for this article, little more than a synopsis of the outstanding features of rural education is possible. The fact that there is to be a national civil service examination on October 19 for the purpose of selecting candidates for vacancies that may occur in the position of “Specialist in Rural Education” in the Federal Bureau of Education, is proof in itself of the most notable advance. Rural education is thus conspicuously differentiated from urban education.

It has been suggested that the old rural educational scheme was taken into the growing cities and that it has there failed. This experiment is now being reversed to the extent that the new urban education is being brought out into the rural educational activity; and the promise of failure is obvious. He who runs may read and the wayfaring man, though something of a fool, need not err in the plain
fact that the school, in its true place as a supplement to the home, has in many respects distinctly different offices to perform for urban and rural homes.

No better statement of this difference is needed than that made some years ago by Charles W. Eliot, then president of Harvard University. He said:—

“Children brought up in the country get a deal of invaluable training from their rural surroundings. They roam the fields and wade in the waters, observe plant and animal life, use and take care of domestic animals, and help their fathers and mothers in the work of the house and the farm, and thereby get invaluable training—first, in observation, secondly, in attention to the task in hand, and thirdly, in good judgment which prevents waste of strength and distinguishes between the essential or immediately necessary in productive labor and the unessential and deferable. A roaming child brought up on a farm, learns from nature what it is almost impossible to impart to a city child. In city schools we have been for twenty years past laboriously trying to provide substitutes for this natural training in country life. The recent natural history study from specimens used indoors, the manual training given in carpentry, forging, filing and turning, the garden plots and roof gardens, the vacation schools, and the excursions to parks and museums, are all sincere efforts to replace for urban children the lost training of eye and hand which country life supplied. It is impossible to exaggerate the importance of these substitutes; but after all, these substitutes are inferior to the spontaneous, unenforced results of living in contact with nature, and of taking part with mother and father in the productive labors of a farm, a market garden, a hennery, or a dairy. What children acquire in the spontaneous, intense, self-directed use of their faculties is always more valuable than the results of a less eager though more prolonged attention to enforced tasks.”

This brief taking of stock of rural education gets the superiority of rural life in educational advantages for children out in the open and makes it clear that rural life is splendidly capitalized in facilities for gaining an understanding of domestic, industrial and natural processes and results.

The expression “A roaming child” hints at the greatest strength, in one way, and the greatest weakness, in another way, of rural education. Roaming suggests solitude, one thing by which rural children have greatly profited and which should be preserved to them in adequate measure. But it must be remembered that solitude also begets unsocial manners in children unless it be happily balanced with institutional intercourse.

How to balance the rich opportunities of country life for developing strong individuality with sufficient social advantages to beget a well rounded adult; and, while retaining the conserving power of individual confidence and resource, to secure, as well, social sense with a capacity and passion for social service—this is the question which defines the present general problem of rural education.

The general nature of this problem requires that the many piece-meal solutions which are being acclaimed as if each were sufficient for the whole problem, be kept in right relation to the situation and to each other. The schools alone, the church alone, the industry alone, the home and larger social centers alone, the government alone—none of these fundamental agencies working alone can hope to accomplish the much desired result of a better general situation in rural education. It is possibly inevitable that some one or two of these agencies will set the pace of progress in any given community, but it is not likely that broad and permanent progress will take place until the one or two pathfinding agencies lose the general leadership, in so far as they dominate the whole community, and retain control only of those particular parts of public welfare which are their legitimate fields.

What any one institution of community life may do, without supplemental aid from outside, must be determined in full recognition of the rights and the condition of every other institution in the community. It is well enough for the minister, the teacher, the politician, the farmer, and the leaders in home and social life each to believe that his particular work is the solar plexus, so to speak, of the common life, but when he insists
that others shall concede the truth of his contention, he makes himself a nuisance.

In short, the schools must attend to their own functions at the same time justly estimating the teaching which is being done by home, industrial political and religious activities, in order that school work may supplement and clarify, rather than merely duplicate, instruction which is elsewhere properly and adequately given.

There is a general and a local situation for public institutions, such as have been mentioned, to be fitted into together by broad study and first hand trial. There is also a dual situation in any one of these institutions; as, for instance, the school which has long range and short range questions to answer in reaching its best service.

In rural education there has been some very loud shouting over some half-satisfactory answers to some very short range questions. This is significant as an index to the pressing character of some larger problems. Questions within the school system, such as official intelligence and devotion, prepared instructors, economical organization, an adequate curriculum, and an irreducible minimum of attendance by pupils, are being slowly and laboriously worked out.

The still larger questions of the true place of the rural school in the family of rural community institutions, and the maximum possibilities of the school within itself and in articulation with its sister institutions for developing social participation and initiative in the rising generation and thus supplementing rural education where it lacks the most,—these are questions which become immediate as soon as they are definitely formulated. It is because the long harangue about the pettinesses of rural education is being silenced by outstanding questions of importance, the solution of which is essential to the general public welfare, that the Federal Civil Service is invoked to find specialists in rural education to be employed at an annual salary of $3,000.

All Hail to a new day in rural education.

ERNEST BURNHAM.

Lamb's Personality

CHARLES LAMB was one of the few writers whose works seem a part of themselves. His works are presented in that delightful style that makes the reader feel as if he were the author's companion, passing through the same experiences as narrated.

From the earliest accounts of this interesting writer, the reader is impressed with his charming personality. "He was an amiable and gentle boy," wrote one who had been at school with him, "very sensible and keenly observant, indulged by his school fellows and by his master on account of his slight infirmity of speech." In his "Recollections of Christ's Hospital," he speaks of his affection for his old aunt, and yet he would rather that she had not brought delicacies to school during recess. He did not enjoy the jests of his playmates. After all is that not but characteristic of the average boy?

His humble home and school years exerted a great influence on his mind and spirit. One of his greatest sources of enjoyment was to reflect on those happy care-free days, and yet no one can say
that Lamb ever complained of the burdens which fell to his lot. Coleridge was his life-long friend, and it was to this man that he showed his innermost feelings. Manning and other literary men were his friends but not like Coleridge. At the age of fifteen, he was compelled to learn the “law of sacrifice to which he so cheerfully submitted for the remainder of his life.” The greatest love of his life was given to his unfortunate sister Mary, but still not a word of complaint did he utter. There is even ground to believe that he gave up his only youthful love because he realized that his services were more necessary to his afflicted family. Instead of resenting this sacrifice as many would have done, Lamb shoulders undeserved blame in the lines “To My Sister:”

“If from my lips some angry accents fell,
Peevish complaint, or harsh reproof, unkind,
’Twas but the error of a sickly mind and troubled thoughts,
Clouding the purer well and waters clear of reason.”

At the time of his mother’s tragic death at the hand of the afflicted sister, Lamb masters himself with an iron determination. Many another under the circumstances would have given way, but not so with Lamb. He simply redoubled his efforts to bear his own sorrow and at the same time shoulder more responsibility in the future. The wisdom of his decision and his strength of will is seen in his letter to Coleridge:

“I am very calm, and composed, and able to do the best that remains to do. Write as religious a letter as possible, but no mention of what has gone before and done with. With me the ‘former things are passed away’ and I have something more to do than feel.”

And he held to his decision, busied himself with the future and the cares which fell to his lot, without looking back on the tragedy that had gone before. To him, Mary was the dearest treasure. He writes of her in his essays as being a most delightful person when rational.

In face of poverty, he is cheerful. To Coleridge he writes:

“If my father, I and a servant cannot live on 130 or 120 pounds a year, we ought to burn by slow fires.”

In the face of misfortune and poverty, he adopts a cheerful manner. At about this period in his life there came a change of interests which caused him to be less sad and meditative and to begin to exhibit that peculiar playfulness which we associate with the future Elia. However, this reflective humor retained its touch of sadness as is clearly seen in “Dream Children, A Reverie.”

There is but one good description of Lamb, which enables one to see the parallel between the outward and the inward Lamb. This is by Talfourd, shortly after Lamb's death.

“Methinks I see him before me now, as he appeared then, and as he continued with scarcely any perceptible alteration to me during the twenty years of intimacy which followed and were closed by his death. A light frame, so fragile that it seemed as if a breath would overthrow it, clad in clerk-like black, was surmounted by a head of form and expression the most noble and sweet. His black hair curled crisply about an expanded forehead, his eyes, softly brown, twinkle with varying expression, though the prevalent feeling was sad; and the nose slightly curved and delicately carved at the nostril with the lower outline of the face regularly oval, completed a head which was finely placed on the shoulders and gave importance and even dignity to a diminutive and shadowy stem. Who shall describe his countenance, catch the quivering sweetness and fix it forever in words? Deep thought striving with humor, the lines of suffering wrenched into cordial mirth; and a smile of painful sweetness, present an image to the mind it can as little describe as lose.”

The high regard in which he was held is proved by the fact that in spite of his poverty, many of the literary men of the day delighted in visiting him and in sitting down to his humble meals, and listening to the brilliant yet sad thoughts which issued from his busy brain. Everyone seemed to entertain a deep regard for him and he was ever ready to
assist them in any way possible. No matter how bitter his sorrow, if a friend was in anyway unfortunate, he would devote his entire energy toward comforting the afflicted one.

His caricatures were never so harsh but that he made the reader feel his softening touch before he had finished. In spite of the caricature of his brother John which he draws, he explains that nevertheless John was a good brother at heart. His jests were so humorous that no one could be offended at them. He could interrupt the most serious conversation with a witticism and still not provoke his friends. He could so hide his own feelings that no one knew to what extent he actually suffered and from the exterior, he was the most contented and happy man alive. The one who came nearest to knowing Lamb was Coleridge, but still he did not get to the heart of affairs. His pleasant manner was visible throughout his life. It is said of him that the last breath he wished to draw in, might be through a pipe, and exhaled in a pun."

D. M. TOLLE, '12.

UNCHANGED

If only it had been my lot
To stand among the Grecian fields
And wait Apollo’s coming in the east,
To play along the dewy shore of dawn
And catch the faintest note his lyre yields,—
I had not then been dumb to joy,
Nor deaf to music of the gods or spheres.

If only once I might have passed the way
Where Jesus healed the sick, the dead bade rise;
Looked on his face; eaten the food he blessed;
Walked with him on the seas;
Or watched his soul ascending through the skies,—
Then might I, too, have faith,
A hope that lights the darkness, warms the grave.

If I with Moses might have gone upon the mount,
Stood face to face with God and heard his voice,
In thunder, speaking soul to soul,
Felt the unseen Presence writing on the stones
Commands that made my fearful heart rejoice,—
I, too, might be a prophet and a seer
To stamp my visions real upon the world.

Is not the dawn still coming in the east?
The sick are healed; the dead still rise;
And spirit with spirit walks the stormy seas,
God’s face still shines upon the mountain and the plain;
His hand still moves; his thunder never dies.
Peace! Peace! There is no change, no far retreat, no gloom;
The stars we search for blind us to the stars that shine.

GEO. SPRAU.

How a Great Poet Viewed Humble Life

We hear a great deal about so-called “thought movements.” Just what the phrase means, how much may be built on what it seems to stand for, are questions that will receive different answers from the individual who may care to give any time to meditation, or what is loosely called “philosophy.” Whatever we may think about “movements,” there is no question but that there is such a thing as interest in Woman Suffrage, interest in Country Life, interest in “Special Interests”—the list might be made a long one, but these are enough for my purpose. My immediate concern is interest in Country Life, and what part one of the great literary “movements” of the nineteenth century had to play in the evolution of this interest. There were three great literary movements in the hundred and one years
between 1798 and 1899. In the latter year was published one of the last important poems of the last of the three great Pre-Raphaelite poets, Swinburne. Of these three poets—Rossetti, Morris, and Swinburne, Swinburne was probably the greatest. He and his two predecessors stood for a great principle in art, that truth is the first great requisite of all art; whether painting, music, sculpture, or poetry. Truth with them must never be secondary to beauty or ornament. With them, however, truth was not interpreted in terms of politics, or religion, or philosophy—it was confined to art itself. Hence with them, art was the all-important consideration. In 1798 culminated, as far as poetry was concerned, the triumph of the Romantic movement. That year saw the publication of the Lyric Ballads. A triumph it was, but one that was not recognized for more than one generation. This Romantic triumph is recorded for us in the work of Wordsworth, Coleridge, Byron, Shelley, and Keats. Each makes an individual contribution to Romanticism. This is not the place to elaborate such contribution. It is sufficient to say that the contribution of each has for its source some inspiration from the spirit behind the French Revolution. One of the greatest forces who gave expression to this spirit was Rousseau. With Rousseau we are not immediately concerned. In England this spirit expressed itself (1) in the doctrine of “human perfectibility” as voiced by Godwin in his Political Justice, and through him by Shelley, particularly in such poems as, The Revolt of Islam, and Prometheus Unbound; (2) in the doctrine of “humanitarian passion” which first found expression in “sentimental” literature—such as Goethe’s Werther, Sterne’s Tristram Shandy—and later in the work of Mrs. Browning, such as The Cry of the Children; (3) in the doctrine of the “return to nature.” It is not necessary to go into a discussion of the latter term. Rousseau was its exponent; in England, Wordsworth gave highest expression to its principles. It is in him, also, that many careful critics see the final expression of what Romanticism means at its best. Between the Pre-Raphaelite Movement, and the Romantic Movement, came the work of three such great names as Tennyson, Browning, and Matthew Arnold. Each was more or less affected by the great Oxford Movement, the religious expression in England of the general reform movement at its height about 1832. We have then these three movements in the nineteenth century. In literature they found, if not the highest, yet characteristic, expression in the poetry of the following men: the Romantic Movement—Wordsworth (Nature is the key-word); Tennyson, or Browning (Religious discontent, with emphasis on Man as a factor in the great questions at issue); Swinburne (Art is the great word, with truth as its end). In all of the great movements, there was, perhaps no greater force at work than the voice of the poet. Of the three great poets named above I am particularly concerned with Wordsworth’s views, with his philosophy of poetry in its relation to humble or rural life. And it is at this point that I wish to say without any apology for the affirmation that it is my firm belief that the influence of Wordsworth is one of the important influences, if not the most important influence, at work for the last hundred years in bringing about the present interest in Country Life. Like the workings of all great and lasting influences, Wordsworth’s influence has been an unseen one—an influence that all of us in a measure feel and in our way give expression to and yet one whose chief source we are not aware of.

There is hardly a convention of any sort held anywhere in the present day within the bounds of this great nation, whether a convention of politicians, of teachers, preachers, or bankers, but what gives one of the most important places on its program for speeches and discussions of the importance and the problems of rural life. In spite of this there are still many farmers and farmers’ sons, and farmers’ daughters, who do not feel the dignity and the power of their place in the life of our people. I recently rode through some of the most picturesque country within the bounds of the Commonwealth of Kentucky; I saw some of the rock-ribbed hills that we sing of in one of our national hymns; I saw some of the hemp fields of which one of our great American novelists has told a pow-
Charcoal Study of the famous model "Antonio Corsi" posing as a Moki Indian by E. M. Goldsworthy College of Fine Arts Los Angeles California (See editorial, p. 23)
erful tale; I felt the sunshine that so many of us sing of in a familiar song; I saw some of the men who live on these hills, who till these fields, and who miss this sunshine, if it hides its warmth for long. What I saw made me thoughtful. My companion was one of the wealthiest men of the metropolis of the state—what most of us would call a successful, but hard-headed business man. He turned to me and said: "We men of the city do not realize how much we have to learn from the man of the country; how much he has for which we should envy him." To return to my theme: he was giving expression to what Wordsworth had voiced in criticism and poetry more than a century ago. When Wordsworth and Coleridge published their thin volume of poems in 1798, such a sentiment would never have come from a London merchant. Dr. Samuel Johnson is accredited with having said that the best sight for a Scotchman's eyes was the road to London. This was the prevalent sentiment not only of Johnson's day, but for a generation after. The Lyrical Ballads, particularly Wordsworth's portion, had for their theme, "situations and incidents" from humble and rural life. So unusual was this, that it was necessary for Wordsworth to write a Preface in 1800 to a second edition of the Lyrical Ballads defending his method. "This Preface contains, in my judgment, one of the loftiest conceptions in all criticism of the great place that nature has in the final expression of what may be best in man. It should be carefully read by any husbandman, countryman, farmer, call him what you will, who does not feel that his position in life is as full of true dignity as that of any other possible position that any man can hold. This Preface is too long to detail here. I will conclude with a brief summary of but a portion of the whole. It is as follows:

I. The object proposed in the Lyrical Ballads: (a) To choose incidents and situations from common life. (b) To use a language really used by men. (c) To color these incidents and situations with imagination in order that common things may have an unusual aspect. (d) To trace these incidents and situations to the primary laws of our nature.

II. Reasons for the choice of humble and rustic life: (a) The essential passions of the heart have a better soil in which to mature, are under less restraint, and speak a plainer and a more emphatic language. (In other words, the man and woman of the country loves better, hates more, is a truer friend, etc., than the man of the city). (b) The elementary feelings of men co-exist in a greater state of simplicity in the country. (c) The manners of rural life germinate from the deeper, the elementary feelings of humanity. (d) The passions of men are incorporated with the beautiful and the permanent forms of nature.

III. The reasons for the choice of rural language: (a). The man of the country communicates with the best objects from which the best language is derived. (b). It conveys the feelings in simple and unelaborated expressions. (c). Such language is more permanent and philosophical.

From the above I do not wish it to be inferred that all men do or must feel and believe as did Wordsworth. Charles Lamb in a friendly letter to Wordsworth humorously said that evidently there was no chance for the soul of a man to be saved if that man lived in the city. What I would have inferred is that the farmer's boy and the farmer's girl should recognize that their heritage is a rich one—that the greatest poet of the century that is just gone saw the richness of this heritage, and that his vision is being slowly but surely realized by living men. John Stuart Mill, the great economist, once said that from Wordsworth he "seemed to learn what would be the perennial sources of happiness, when all the greater evils of life shall have been removed." I close with some lines from "Tintern Abbey," one of the Lyrical Ballads; lines which illustrate Mills' thought; lines which contain the best expression in brief space of Wordsworth's belief in the part that nature has to play in the life of man:

For I have learned
To look on nature, not as in the hour
Of thoughtless youth; but hearing often-
times
The still, sad music of humanity,
Nor harsh nor grating, though of ample power
To chasten and subdue. And I have felt
A presence that disturbs me with the joy
Of elevated thoughts; a sense sublime
Of something far more deeply inter-
fused,
Whose dwelling is the light of setting
suns,
And the round ocean and the living air,
And the blue sky, and in the mind of
man;
A motion and a spirit, that impels
All thinking things, all objects of all
thought,
And rolls through all things. Therefore
am I still
A lover of the meadows and the woods,
And mountains; and of all that we be-
hold
From this green earth; of all the mighty
world
Of eye, and ear,—both what they half
create,
And what perceive; well pleased to rec-
ognize
In Nature and the language of the sense,
The anchor of my purest thoughts, the
nurse,
The guide, the guardian of my heart, and
soul
Of all my moral being.

BERTRAND L. JONES.

Condensed Contributions

LITERARY SOCIETY RIVALRY.

The contest last year between the Am-
phictyons and “Normal Lits” resulted in
a decided victory for the former, but
after the excitement had worn off, the
victorious society seemed to become in-
different as to its future existence, so
that when school closed in June, it
seemed to be fairly in its death throes,
while the “Normal Lits” were stubbornly
holding their own.

This fall, however, the outlook is
somewhat different. If the faculty has
complained in the past because of lack of
interest in the societies, they should
surely rejoice now.

From the time the first student arrived
on the morning of the twenty-third, there
was “something doing.” It appeared
chiefly to be an energetic representative
of the “Normal Lits” who stood before
the entrance offering each newcomer a
neat little book filled with some most in-
teresting facts concerning Kalamazoo,
and many suggestions and bits of infor-
mation about the normal school, espe-
cially helpful to beginners. All that day
and the next, every “Normal Lit” wore a
complacent expression that identified him
a block away.

But the Amphictyons were thinking,
and thinking hard. Some of the senior
girls and—one man—had gotten their
heads together to plan a preliminary
meeting for the purpose of getting ac-
quainted with the new students, intro-
ducing them to each other, and helping
them to throw off the “Heimgang Lust”
which so often pesters the high school
graduate after he leaves home. Thurs-
day noon there appeared on the bulletin
board an attractive poster stating that a
literary program was to be given by the
Amphictyon Literary Society that even-
ing following which refreshments would
be served and a social hour enjoyed.
Even the most sanguine member was
agreeably surprised by the number that
responded. The next day something
seemed missing from the classrooms and
corridors. Finally someone, noted for
his keenness in observation, discovered
that the complacent “Normal Lit” smile
had entirely disappeared.

It is to be hoped that after such an in-
teresting beginning the interest in both
literary societies will be kept up during
the year and will be bequeathed to the
next classes.


THE DOW CHEMICAL WORKS.

Midland, a town of about 2800 people,
is the home of one of the largest Chemi-
cal industries in the state, known as the
Dow Chemical Co. The location of the
city being in one of the best salt regions
of Michigan and the brine containing
.13 per cent bromide which is the largest
quantity of that element in any water in
the United States, accounts for the works
being located there.

The beginning of the industry there
was a bromide plant which by a very slow
and costly process of distillation, ex-
ttracted the bromide from the water.
After a few years’ existence Mr. Dow, an
expert chemist, was employed by the
company and through his ability and efforts, a very economical process of obtaining the bromine by electrolysis was discovered, the patent of which he owns today.

Since, the industry has grown until now it is made up of a series of plants that require 128 acres of ground, energy of 300 ordinary workmen and 25 expert engineers and chemists to manufacture the following compounds,—bromides, which are used in medicines; chloroform, used in medical professions; tetro-chloride, in cleaning establishments and in the manufacture of rubber; lime, sulphur and lead arsenate, in spraying mixtures; bleaching powder, in bleaching paper; chalk, as a filler for ingredients, as tooth paste; and chloral, in nerve tonics.

The water, being the natural resource and the foundation of the industry, is pumped from below by 14 five inch wells which are 1300 feet deep and require a total of 350 h. p. for their operation. These wells are scattered about within a radius of one mile and connected by pipes with the works.

On the arrival of the water at the works it is first stored in large reservoirs and undergoes an electrolytic process that liberates the bromine as a gas, which is absorbed in potash, refined, and put on the market as potassium and sodium bromides.

From the reservoirs the water is pumped into electric wired shallow tanks that cover an area of 10 acres. For one week a continuous current of electricity is passed through the brine liberating chloride gas—a gas which makes union of elements and reactions that otherwise would be impossible, or at least accomplished with difficulty and at great cost. The various plants suck the gas from the tanks to be used in making the compounds previously named.

Some of the processes require three and four weeks to convert the raw materials into finished products.

The energy required to operate the machinery of the several plants, for the electrolytic processes, for distillation processes and for pumping water is furnished by two large power houses that develop 500 h. p. and consume 100 tons of coal per day.

DALE MALTBY, '11.

A HALLOWE’EN FESTIVAL.

We are so accustomed to celebrate Hallow’e’en by parties where crude and rough pastimes are the only entertainment that to honor it with the term festival may seem inappropriate to some. A study, however, into the origin and customs of this night of revelry soon proves that it has its source in some of the most beautiful and unique festal seasons of the past. It is a survival of Druidic rites, of classic mythology and of Christian superstitions. In November the Druids lighted fires in honor of Baal; on the first of November the ancient Romans held a feast to Pomona, goddess of fruits and seeds, and sometimes in October a feast to Ceres, goddess of agriculture; the early Christians believed that the spirits of the departed were permitted to walk the earth before daylight of November first. Probably from these three elements grew the peculiar and remarkable customs of Hallow’e’en.

From the Druids has come the custom of lighting fagots and carrying them about the streets. Another custom was for each member of a family to mark a stone and place it carefully near a bonfire, leave it and rise early the next morning to see if the stone is unchanged in position. If it changed, the one who marked it is thought to have only a short time to live.

From the spirit of feasting and praise to the goddesses of grain and fruit have come the use of fall products—nuts, apples, pumpkin, corn and cabbage. One of the authorities says that the Romans held the nut in high esteem and used it on the tenth of August in a religious ceremony. It was the custom of a Roman bridegroom to throw nuts around the room for the boys to catch and thus he showed that he was abandoning his childish pastimes.

From the early Christians, superstitions as to spirits of departed walking on earth on Hallow’e’en gave rise to special thought to ghosts and witches. It is also an interesting fact that a tribe of Indians in Northern Michigan decorate the graves of their dead on this night lest their spirits or ghosts arise and trouble the living. At this season it was
thought possible to get a glimpse into the future and all sorts of divinations were carried on especially into matrimony by peculiar tests of nuts and fruits. Robert Burns has related many of these customs in his "Hallow'een" poem. One custom is of naming two nuts after two sweethearts. "If the two nuts named lie still and brown, the marriage will be a happy one, but if they fly asunder, the omen is unpropitious." Scottish maids blindfolded, draw cabbages to determine size and figure of their future husbands. "Girls make trial of fidelity of swains by naming and sticking kernels of apple on each cheek. The one first to fall proves the one named is not in love." After all other methods have been tried each maiden, as she eats an apple, looks into her mirror fully expecting to see the face of her future husband appear beside hers in the glass. She then wets the sleeve of a shirt, hangs the garment by the fire and creeps into bed to lie awake until midnight watching for the sweetheart to come in a ghostly form and turn the shirt.

A custom which is still religiously carried out in Yorkshire, England, is that of having the housewife bake a fruit or seed cake for each member of her family on the last day of October. This is a survival of a still older custom in which the good man of the house ceremoniously ordered his spouse to bake a loaf of bread for each member of the household on that day. In Ireland a loaf cake is baked with a gold ring and sometimes a key concealed within it. Whoever is lucky enough to find the ring in his or her piece of cake, will be married within the year. The key means a journey for the finder. Another Irish custom is the brewing and drinking of a beverage called Lamswool. This is made of the juice of roasted apples mixed with milk. The curious name, it is surmised, is a corruption of "La Mas Ubhal" (the day of the apple fruit). This and the making of fruit and seed cakes to be eaten at this time is a reminiscence of the Roman goddess Pomona. The Scotch serve Kail brose—or cabbage soup at their Hallow'een feast, and if any kail are left in the kail yard mischievous youths pull them and pile them up outside the owner's house door.

Sometimes the young people blindfold and go to the kail yard and pull the first stalk they touch. According as the stalk is straight or crooked so will be their future. The Scotch and Irish both serve as part of this feast a huge bowl of mashed potato, parsnips and chopped onions with a well filled with melted butter in the middle. In this dish is also concealed a ring, which guarantees to the finder a speedy marriage.

Another Irish custom is that of the Livelong. On midsummer eve, each member of the family plucks a sprig of a green plant known as the Livelong. These are hung up in an unused room and left "till Hallow'een. After the evening meal, the family repair to this room, and look at the sprigs and if any are decayed or blackened the ones who pulled them are supposed to have less than a year to live.

The departed souls at this time were always remembered and the night of Hallow'een was characterized by ringing of bells all night for them. Begging for cakes is remnant of ancient prayer for departed souls and there is an old rhyme. "A Soule-cake, a Soule-cake, have mercy on all Christian Soules for a Soule-cake."

From an intensive study of these elements of Hallow'een many practical programs may be arranged which would have more of literary flavor than we usually have or which would give basis for a festival in which a whole school could join and from which many things worth while could be got, especially in study and interpretations of classic mythology.

We suggest, since this season arose from feasts to Pomona or Ceres, that the myth of Ceres be presented either in drama or pantomime. Beautiful tableaux picturing scenes of these early feasts and ceremonials or giving us representations of the goddesses of grain and harvest would be instructing and pleasing. In fact, many of the myths and drama used in harvest home and Thanksgiving festivals may be used here.

The most peculiar characteristic of Hallow'een is the supposed prevalence of the supernatural. This can be introduced easily by presence of ghosts, by weird music and dances, fortune telling especially by means of divinations described
above, and by utilizing the vast amount of ghost literature which may be found in "Hamlet" or other of Shakespeare's plays; Burns' poems, as "Tam o' Shanter," Irving's "Legend of Sleepy Hollow" or Irish Folks Stories compiled by Yeats or Lady Gregory.

GERTRUDE STETLER, '14

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**Historical Program.**

Old Plymouth Days. (See Teacher's Everyday Plans. Autumn, 1911). Tableaux from Courtship of Miles Standish.


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HARRIET RIKSEN '13
EDITORIAL

Business Relations. This number begins the third year of the publication of the Record. Some customs and the beginnings of tradition are becoming established. Business firms and individuals are again liberal in their advertising patronage. Their liberality is the largest factor in the support of the Record. Members of the faculty and all of the students are urged to keep these friends of the institution constantly in mind when shopping. Please go to the places advertised in this journal when you have any money whatever to spend in the lines of trade these places offer. A second source of support for this journal is found in paid up subscriptions.

Subscription List. More than two hundred and fifty people showed their appreciation of the Normal Record's record by subscribing for 1912-13 before summer school had closed. This means that many of last June's graduates and summer students will keep in close touch with the institution and so keep alive the interest which is one of our greatest assets. The Record sends out about a thousand copies of each issue; it reaches subscribers in more than forty counties; it may be found on college, normal and high school library reading tables; it goes to other states and even across the water to foreign countries. Taking the Record means that you are backing an effort to help make a thousand people "well informed," not only on student activities, but on live editorial topics and issues. The absurdly low subscription price does not cover the cost of issue, but it does put the magazine within the reach of every student, alumnus and interested friend.

Illustration. The picture opposite page 17 is contributed by Miss Goldsworthy from her portfolio of California sketches. It represents a Moki Indian as posed by the famous professional model Antonio Corsi, who has posed during the past twenty years for many of the great artists and art schools of this country. It was he who posed for the figures in the celebrated "Frieze of Prophets," painted by the great American artist, John Sargeant—for the Boston Public Library. He is posing this fall for some Indian figures to be painted by Mr. Rollins of California, who is commissioned to paint some Indian pictures for the city of Boston. Antonio Corsi is an Italian, but makes up well in
appropriate costumes in many different characters. At one time a contrite cardinal in his robes of red—at another a Spanish Matador (bull fighter) a gay Romeo—an Italian Pirate. He has a great variety of costumes and is considered one of the great professional models in the country.

Contributions

Subscribers are invited to become identified with the Record as contributors. Contributions for this issue were received from eight members of the faculty, five students and one alumnus, as well as from several pupils in the Training School. This is an excellent showing for the first issue, since it must be printed very soon after school opens for the year, and the same hearty co-operation for the succeeding numbers is greatly desired. Special interest attaches to communications from friends and alumni outside of the immediate influence of school activities. Such articles help to keep students and faculty members alike reminded of many relations in life which the concentrated school life excludes from attention. It is planned to have news notes and occasionally a news article about the extension activities, and contributions from students enrolled in the extension classes will be gladly welcomed. A new department in the Record called—"Condensed Contributions" should contain in each number several short articles from faculty members, students and alumni. The news and alumni notes and news articles are no doubt the most generally read pages of the journal, and those pages offer the best opportunity for general co-operation on the part of all friends of the journal whether in the Normal or outside. Interesting incidental happenings of school life, and personal items of general interest, should be written in concise statements and given to some one of the editors. Jokes and humorous anecdotes will also find their way into the Record within the limits of the judgment of the editors.

Institute

The sixtieth annual meeting of the Michigan State Teachers' Association-Institute will be held in Grand Rapids on October 31 and November 1, 1912. This is the largest state teachers' association in the world, the membership last year was 8,288. The co-operation of the State Department of Public Inspection, by which the annual association meeting is made a regularly appointed teachers' institute, brings the sessions under the provisions of the law allowing teachers to close their schools and attend institutes without loss of time or salary. This substantial subsidy has made certain the attendance of from 5,000 to 8,000 people, in round numbers, at each of the last six annual sessions. A membership fee of one dollar insures ample funds, and the making of the annual programs has been an almost unlimited challenge to the studious and tireless devotion of the executive officials of the association. The advance announcement of lecturers for the general sessions and for the meetings of the eighteen sections, make it certain that the President, Superintendent E. E. Ferguson, of Bay City, and the Secretary, Professor John P. Everett, of the State Normal College, together with the seven members of the executive committee, have worked faithfully and well in getting splendid talent and in planning the most effective use of this talent in the several sessions. The efforts of the officials have been richly supplemented by the generosity of the Grand Rapids Association of Commerce, which offers complimentary to the teachers of Michigan two concerts by Madame Schumann-Heink, assisted by the Grand Rapids Schubert Club of sixty male voices. Teachers, prospective teachers, and friends of education in every walk in life cannot fail to respond with sympathetic interest, and in so far as circumstances permit, with presence and participation.

Peace Prize

The American School Contest. The American School Peace League, which was established in 1908 for the purpose of carrying forward the peace propaganda in the public schools, has for several years offered prizes for essays on the general subject of international peace. Large numbers of students in normal schools and high schools throughout the country have taken part in these contests. The conditions for the contest for 1912-13 follow: Essays must not exceed 5,000 words (a length of 3,000 words is sug-
gested as desirable), and must be written, preferably in typewriting, on one side only of paper, 8x10 inches, with a margin of at least 1¾ inches. Manuscripts not easily legible will not be considered. The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer’s name, school, and home address, and sent to Mrs. Fannie Fern Andrews, Secretary American School Peace League, 405 Marlborough Street, Boston, Mass., not later than March 1, 1913. Essays should be mailed flat (not rolled). The award of the prizes will be made at the Annual Meeting of the League in July, 1913. Information concerning literature on the subject may be obtained from the Secretary. Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essays on one of the following subjects: 1. The Opportunity and Duty of the Schools in the International Peace Movement. Open to seniors in the Normal Schools of the United States. 2. “The Significance of the Two Hague Peace Conferences.” Open to seniors in the secondary schools of the United States. Three prizes of seventy-five, fifty and twenty-five dollars will be given for the three best essays in both sets. This contest is open for the year 1913, to the pupils of the secondary and Normal schools in all countries.

Alumni Notice. Special arrangements have been made for a re-union of Western Normal graduates and friends during the State Teachers' Association in Grand Rapids, October 31 and November 1...Grace Church has been secured for a banquet which will be held at 5:30 on Thursday evening, October 31. Grand Rapids alumni have been active in working out agreeable arrangements for this occasion which will bring together many of this school's graduates. A program of toasts will be arranged and the event will be the best of its kind the Normal has known. If you desire plates at the banquet inform the office of the Normal at the earliest possible time. The Normal will also have headquarters during the convention in the Morton House and there will be some one in charge at all hours. Come in to register and to renew acquaintance with your school.

N. E. A. The National Education Association in the fiftieth convention assembled in Chicago July 10, 1912, adopted a resolution authorizing the Committee on Teachers' Salaries and Cost of Living to bring their investigations before the President and Congress in an effort to obtain higher wages and more adequate pension laws for teachers. It also advocates organizing an International Commission on the Cost of Living. The Association expressed its approval of Normal Colleges and schools crediting toward graduation work done in Biblical History and Literature. The cause of World Peace, is regarded as one of the great educational movements of the age, the Association called attention to the material suitable for school programs, prepared by the American School Peace League and to the Peace Day Bulletin of the National Bureau of Education. Compulsory military training in schools was held to be opposed to American ideals. Approval was given the teaching of sex hygiene in Normal Schools and colleges preparatory to introducing it in the public schools. The Association expressed itself in favor of women suffrage, for teachers should have the right of exercising the privileges of citizenship. In our factories are found many people who are untrained for any special line of work. The National Education Association favors such changes in the curriculum of elementary and secondary schools that the pupil may be able to make a practical application of his knowledge to actual life conditions. Each school should employ a vocational advisor who should discover and cultivate the natural inclination of the children. Through the children, the homes may be reached. The Federal Government should pass a law with a sufficient appropriation so that our domestic life may be improved through vocational training. The Commissioner of Education intends to bring together competent men and women for the investigation of school problems, especially vocational training and Congress is urged to make an appropriation for this purpose. The Association itself has appointed a commission to investigate these conditions and has granted $500 for this work. The children crowded in a small yard do not receive much benefit
from their exercise. The Association urges that the grounds should be in proportion to the size of the building. There should be at least one square rod for every child. This does not include the gardens. The school building and grounds should be a social center for the community and serve not only the child but also his parents.

Training School

The following are some of the children's contributions which appeared in the last number of the Training School Record:

INDIAN LULLABY.
Little pappoose sleep all the night,
Sleep till comes the morning light.
The Great Eye watches thee,
No harm can come to thee.
Sleep little pappoose,
Sleep all the night.—(Grade I, Group Work.)

OUR WIGWAM.
We made a wigwam. We put some pictures on it to tell a story.
The lightning design tells about the storm that came in the night. The rising sun tells that the next day was a sunny day.
The Indian is looking out of his wigwam to see if the sun is shining so that the braves may go out and hunt. The Indian and the deer tell that the braves found some deer. The fire tells that the squaws cooked the meat that the braves brought home.—(Grade I, Group Work.)

THE SWINGS.
How would you like to go out to the swings
Only to come back so blue?
Oh I do think it the horridest thing
Ever a teacher can do!

One morning we children went out to the swings,
And our line was terribly bad
She turned us around and marched us back in!
Which made all the children quite mad.

Oh how we like to be out in the swings,
But oh how we hate to come in.
I know that we do very naughty things,
And we do them again and again.

We pushed and we ran and we broke our line
And were stingy about the swings.
But we had to pay a pretty big fine
For those bad little things.

How would you like to go out to the swings
Only to come back so blue?
Oh I think it the horridest thing
Ever a teacher can do!

(Fourth Grade.)

MY RULES.
Self control we all must have
Everyone is sometimes bad
The rules I speak about are these
Animals you never tease.

Next selfishness about the swings,
Don't be pigs with little things.
Rule three don't pick flowers in the wood
But be children doing good.

Don't play marbles nor play ball
Near the great old Normal wall
Next I think you'd like to know
If the indoor rules state so.

If you whisper don't annoy
Any other girl or boy,
And don't annoy your teachers so
That when they leave they're glad to go.
Elizabeth Nicholson, Grade Five.

RULES FOR OUR SCHOOL.
Do not stop to bother others,
But hurry home to help your mothers.

Now don't be selfish with the swings
Because there are many other things.

Don't shout and call in the driveway,
But scamper out in the woods to play.

Now the indoor rules I'll tell,
And hope that you'll obey them well.

Don't talk until you're called on,
Because that is like naughty Tom.
Always be quiet when changing a class, 
Then you will not get all in a mass.

Don't stay out on account of tardiness, 
Because that makes you only know less.

But never whisper right in school 
Then you'll know the greatest rule. 

*Genevieve Warner, Grade Five.*

**HOW I CAUGHT A MOUSE.**

Once when I went down into the cellar 
to fix the fire a mouse ran under the 
wood pile. I could not get him without 
pulling the pile down, but I set to work 
and when I had that wood all down he 
ran under another wood pile. I then pro-
ceeded to pull it down too and finally 
cought him in a coal shovel. I showed 
my prize to father and he gave me a dime 
for catching it and said, "Now pile the 
wood up." It was a lot of wood and it 
took a long time to do it. 

*Frederick Statler, Grade VI.*

**HER ONLY TREASURE.**

One summer we had a white Leghorn 
which was very wild and would always 
got out of the chicken park. One day 
we found a nest with twenty-one eggs in 
it, and knew it was Mrs. Leghorn's. 
Then my brother said, "The hen has to 
sit twenty-one days, and there are twenty-
one eggs. Let us let her sit and maybe 
we'll have some luck." So we did. 

One morning home came trotting Mrs. 
Leghorn with one chicken, her only 
treasure and a look on her face which 
meant to say, "I'm sorry but I couldn't 
help it." But we thought differently and 
were disgusted with her. As the little 
one grew up it became wild like its 
mother and was always away. So we 
killed the mother and the little one was 
left all alone to make its fortune. 

*Harold Vroegindewey, Grade Six.*

**TRAINING SCHOOL ASSEMBLY.**

The children of the Training School 
presented the following program of in-
teresting summer experiences October 
third:

Music: Song by school—Old King Cole. 
A Trip on the Erie Canal.............. 
.............................Nita Payne, Grade VII. 

Short Stories....A group of children 
from Kindergarten. 
Learning to Swim................... 
My Visit to the Country............. 
........................Elizabeth McQuigg, Grade VI. 
Short Stories........Alice Richardson 
...............................Constance Lay, Grade I. 
Music—Song by school..Suwanee River 
A Trip to Lake Michigan.............. 
........................Frances Boylan, Grade II.

**IN LONGFELLOW'S HOME.**

Last summer I visited Mr. Longfel-
low's home in Portland, Maine. I think 
you will all enjoy knowing what is there 
and also that it is just as Mr. Longfel-
low left it. 

When you first go in you enter the 
parlor. Here you see lots of old-fash-
ioned furniture and even the same paper 
which has so long adorned its walls. 
From here you go into the den which 
contains the desk and chair he used. 
They told us that at this desk he wrote 
the poem "Rainy Days." On the desk 
is kept a book in which every one who 
visits the poet's home registers. I had 
the pleasure of sitting in the chair in 
which the great poet sat and writing at 
the desk where he wrote.

Next we went upstairs and saw the 
cradle in which the Wadsworth and 
Longfellow children were rocked. In one 
corner of the room stood a little maid 
who pulled out the glass-cover'd drawers 
where the toys and baby clothes of both 
families were kept. 

On the third floor we saw the boy's 
room. The trundle bed and the bureau 
were the same as in his childhood. Even 
the little pillow cases had been used by 
him.

I must tell you about the kitchen. 
This, of course, was on the first floor, off 
of the den, and it was here that the family 
dined. There was a large fireplace and 
on the right side was the old-fashioned 
bake-oven. On the mantel were the old 
candle-molds and in one wall was the 
china cupboard. In this was the set of 
dishes belonging to the Longfellow fam-
ily. They had a fence around these 
things, for it seems that visitors were in 
the habit of taking things so it became 
necessary to put up the fence. There
were many other things of interest in this old home, but I have told you what I liked most.

_Ernestine Prentice, Grade Six._

A CANAL BOAT OR THE ERIE CANAL.

On my visit to Utica, New York, I saw many interesting sights. The one that I cared most about was seeing the canal boats drawn up and down by horses. The boats are quite different from the ones we are used to seeing. They are about sixty feet long and fifteen feet wide. There is a cabin in the middle of the boat, on the roof of which is piled the cargo. There is also a stable in the boat where the horses that are not in use are kept. The man that drives the horses lives on the boat with his family. The children play around on the deck, among the boxes and barrels. The family washing is hung on lines stretched on poles. It is fun to watch the canal boats as they go creeping past with their heavy loads.

_Nita Payne, Grade VII._

A TRIP TO CANADA.

It was a beautiful evening when my father and I started on our journey. We left Kalamazoo at six o'clock and expected to arrive in Waterloo, Ontario, at seven o'clock the next morning. We had a long trip before us, but the scenery was so picturesque we did not mind it. At Battle Creek we took a street car for the Grand Trunk depot. Getting on the train and making arrangements for the night we started for Port Huron.

I was very anxious to see the tunnel, built under a river, which separates Port Huron from Sarnia. I was so fatigued that I fell asleep almost immediately. A pipe bursting and letting out steam awoke me. The brakeman at last came in and repaired it and again we were flying through the air.

At twelve o'clock we arrived in Port Huron and there waited nearly three hours. The custom officers examined our luggage and then shut the doors and windows before starting through the tunnel. As we entered it was bright with lights, but as we went farther the lights gradually grew dim and at last I found myself in the darkness. After a minute or two the tunnel was again lighted up and after ten long minutes we were again out in the open air. The windows were white with gas. Now we were in Sarnia, and in four hours would be in Waterloo. The four hours seemed very short and at seven o'clock (eight by the Canadian time) we arrived at our journey's end.

_Gladys Koehler, Grade Eight._

ALTERATIONS IN THE FOOTBALL RULES FOR 1912.

The field, which formerly was 110 yards, is shortened to 100 yards, in order to make possible on small grounds an extension of territory in which the forward pass may be used.

A zone of 10 yards' width beyond the goal lines is established. The purpose of this is to provide ample space for the execution of the forward pass, and scoring on a pass thrown across the goal line is permitted.

The number of downs to gain 10 yards is increased from 3 to 4. In other words, while the necessary average to the down last season was 3 1-3 yards, the distance now becomes $\frac{2}{2}$ yards.

The 20 yards' zone relative to the forward pass is eliminated and a forward pass now may be thrown any distance.

The value of a touchdown is increased...
from 5 points to 6 points. The reason
for this change is that a team, which has
made a touchdown and failed at goal,
may not be beaten out by their oppo-
ents scoring two field goals.

Owing to the changes in the field the
kick-off instead of being made as for-
merly from the middle of the field, the
55 yard line, is now made from the 40
yard line of the side kicking-off, that is,
60 yards from the opponent’s goal.
The office of field judge has been dis-
pensed with and the officials now are
referee, umpire and linesman. The lat-
er is judge of off-side plays on the lines
of scrimmage and time keeper.

Only one man of each side, instead of
three, is allowed to walk up and down
the side lines.
The on-side kick has been abol-
ished, that is, a kicked ball does not put
the kicker’s side on-side when it strikes
the ground in the field of play.

Provision is made whereby a bounding
ball cannot score a legitimate goal.
The interval between the first and the
second and the third and fourth periods
is reduced from two minutes to one min-
ute.

One other change of importance is
that on the kick-out, following a touch-
back, the opponents, instead of lining
up on the 25 yard line, now line up on
the 20 yard line, and the ball must be
kicked from some point behind the 20
yard line.

FOOT BALL SCHEDULE.
Oct. 12—Culver Military Academy at
Culver.
Oct. 19—M. A. C. All-Freshmen at
Kalamazoo.
Oct. 26—Albion College at Albion.
Nov. 2—Hope College at Holland.
Nov. 9—Hillsdale College at Kalamazoo.
Nov. 15—Ypsilanti Normal College.
Nov. 23—Open.

This is one of the stiffest schedules
ever undertaken by the Normal team. It
is impossible to get easy teams for early
practice games as the high schools invar-
ably refuse to play teams too heavy for
them. Thus the team is forced to play
college teams, the Normal Schools being
too far apart to meet often on account of
the great expense. However, a game
has been arranged with the Ypsilanti
Normal College for Friday, Nov. 15, but
it is not yet known whether the game
will be played in Ypsilanti or Kala-
mazoo.
The Albion game is considered as one
of the big games of the year. In four
of the five games played between the two
institutions the collegians have won by a
single touchdown. An effort will be
made this season to reverse the usual
result.

PERSONNEL OF THE SQUAD.

While it is too early in the season to
make any predictions relative to the foot-
ball team it is safe to say that it will
average up to the standard of past teams.
There never has been so much raw ma-
terial on hand as showed up this season,
and while most of it lacks experience, the
willingness to work and the spirit dis-
played by these men give the rooters rea-
son for looking forward to the big games
with a great deal of satisfaction.

The loss of such men as Ex-Capt.
Mayer, Martin, Tuttle, VandeWalker,
 McKay, Monteith, Warren and Dewey
is no small matter. The new men must
fill these vacated positions in a credit-
able manner if the season is to be a suc-
cess.

Only five of last year’s team returned,
namely, Capt. Roper, Shivel, McGuire,
 Carpenter and Rowe, but the appearance
of Rhinesmith, tackle on the team in
1909, and Webb, tackle in 1910, brings
the total number of experienced men up
to seven.

It is hoped that the new men who are
not fortunate enough to get on the first
team this season will remain with the
squad and play on the second team. This
would give them first chance for the reg-
ular team next year. Some of the new
men are:

Empkie: Hails from Rock Island,
Ill., where he played a line position on
the high school team. He has been
placed at left end and if he continues to
improve and show as much nerve as he
has already displayed he should make
all comers hustle to beat him out. He
weighs 154 and is 6 ft. in height.

Warren: A brother to the redoubt-
able Raymond Warren, who played left guard for the past two years. He has stepped into the position left vacant through the graduation of Raymond. His speed and 175 pounds of avoirdupois will make it hard for anyone to pry him loose from his job, even though this is his first season in football.

Brown: Half on Howe, Ind., high school in 1910. He is one of the speediest men on the squad and ought to make some back field position.

Grienenberger: One time tackle on the Battle Creek high school team. He carries more beef than any man on the squad and with the hardest kind of work ought to make a good man for the line.

McCarty: Substitute line man last year and with a little more experience should make a good man to fill in at most any position on the team.

Henney: From Hastings where he played tackle and full on the high school team. He is trying for a back-field position and is among the best men on the team at picking holes when carrying the ball. With a little more training in interfering and tackling will be a good man for the team.

Tomlinson: Lacks experience but fast and good on defense when he doesn't over-run his man. He is making a strong bid for left tackle. He should be a star in another season, if not this year.

Erickson: From Hancock, where he played center on the high school. He is light but has plenty of nerve. Will give some one a run for his job.

Grant: Has had some experience on the Battle Creek high school team. Also was substitute half most of last year on the Normal team. One of the nerviest men that ever played the game. He would not have much competition for a back-field position if he weighed 20 pounds more. He is one of the most loyal men in school and seldom misses a practice.

Nevins: Has had experience at quarter on the Otsego high school team and if he possessed more weight would have no trouble making the team. He is a good open-field runner and can tackle in fine style.

Newton: A husky lad without any experience but who has nerve to spare. He can't be kept off the team with another season's experience.

Reynolds: Has been in school for some time but cannot get out to practice as regularly as he should. He is fast and would make a fine half with more experience.

Chamberlain: A new man at the game, but heavy, fast and wide-awake. One year's experience on the second team would be a great help to him.

Smith: From Wheaton College, where he played quarter. He is a fast man in the open field and will make some one go to make the team if he comes out regularly.

Brown: One of the fastest men on the squad. He lacks experience but would be a strong man for half on the second team.

Hampton: New at the game, but a natural football player. One year under Coach Jilson will make him a candidate for a position on the regulars next year.

Smeltzer: Has had some experience. The only thing against him is lack of weight, but he makes up for this to a great extent by his speed and natural ability.

Kellogg: From Athens where he played last year. He is an experienced line man, but on account of his lack of avoirdupois will try for a position behind the line.

Giese: A sturdy lad who needs nothing but experience. Will be a good man for tackle on Coach Jilson's second team.

Siebert: Never played the game but willing to learn. He has the necessary weight and plenty of speed and courage to make the first team with a season's experience on the reserves.

Ralston: From Galesburg. The lightest man on the whole squad,—97 stripped. Watches the balls and head-guards and acts as mascot. Never misses a practice without giving a good excuse.
NEWS ARTICLES

MARRIAGES OF GRADUATES.

There have been several weddings of Western Normal graduates during the summer which will be of interest to their friends who read the Record.

Miss Nina Daniels, a popular member of the class of 1907, was recently married to John Detweiler at the home of the bride in Owosso. For a number of years Mrs. Detweiler has taught domestic science in her home city.

On June 26 Miss Violet Trudgeon, a graduate in the class of 1908, was married to Glenn D. Leapley in Boise, Idaho. Mr. and Mrs. Leapley are residing in Sioux City, Iowa, where the former is engaged in engineering work.

Miss Nina Doyle of the class of 1909, and William H. Schroder were married in Galesburg August 12. Mrs. Schroder has taught in the Augusta high school since her graduation.

Miss Jessie Linton, who graduated in 1908, in the kindergarten department, and who assisted in this department one year in the Normal, was married September 3 at the home of her parents in Otsego, to Clarence Allen Buskirk. They are residing in Otsego where Mr. Buskirk is employed as assistant superintendent of one of the paper mills.

A wedding of interest occurred August 27 in Grand Rapids, when Miss Nellie Bek of the class of 1911, and J. Parnell McGuinness, of the class of 1910, were united in marriage. They are residing in Ionia, where Mr. McGuinness is principal of the high school.

Miss Evabelle Turnbull and C. F. Collins of Wakefield, Michigan, were recently married in Kalamazoo and are residing on Oakland Drive.

The first members of the class of 1912 to be married were Miss Effie Williams and Clarence Van Kammen, whose wedding was celebrated at the residence of the bride’s parents in South Haven, in August. Mr. and Mrs. Van Kammen are both teaching in Battle Creek, the former in the manual training department and the latter in the grades.

ALUMNI REUNION.

An interesting gathering of Western Normal alumni was held on Monday, June 17, when, for the first time, representatives from every class to have graduated from the school gathered for the annual alumni reception and ball. The gymnasium was beautifully decorated for the occasion and nearly 100 of the Normal graduates besides many more than that number from the 1912 graduating class, participated in a delightful reunion. These occasions are increasing in frequency and are enjoyable events of the social calendar.

The annual business meeting of the Alumni Association was held just before the commencement dinner. The officers elected for the year are: Melvin Myers, ’08, president; Robert B. Chittenden, ’12, vice president; and Blanche Pepple, ’08, secretary and treasurer.

About sixty graduates of the department of rural schools met in the afternoon of June 17 for an informal reception, followed by a program. Particular problems of rural school teaching were discussed by Miss Zoa Shaw, Miss Helen Balc, Miss Catherine Koch, and Miss Bessie Goodrich. Among the graduates who took part were: Sadie Van Der Veen, Peter Roon, Frank Martin, and Frank Ayres. It was voted to have similar meetings at each commencement in the future. Misses Milheim and Van Der Veen and Messrs. Nidy and Ayres were chosen members of an advisory committee to plan for the 1913 reunion.

THE SUMMER SCHOOL OF 1912.

Looking back upon the ninth summer session of Western Normal which opened June 24 and closed August 2, there is a general feeling that the best summer term this school has ever known has passed into history. With its enrollment figure of 850 students from various parts of the state and country a suggestion is given of one point of the summer school’s success. Many new students were in attendance this year and a large number of
former students were back for various pursuits. In the list of those in attendance are found several superintendents, commissioners, principals and teachers of experience who came to the Normal for work in special lines. Many others came for the work offered in reviews for the county examinations and still others pursued work on life certificate and other courses.

The students were given an opportunity during the summer to hear several prominent lectures and on the occasion of each the gymnasium was filled. Dr. Charles H. Judd, dean of the School of Education at the University of Chicago, Dr. W. C. Bagley of the University of Illinois, Hon. P. P. Claxton of Washington, Commissioner of Education, Mr. Charles Seymour, an historical lecturer of national prominence, and the Hon. O. T. Corson, ex-commissioner of education in Ohio, comprised the list of speakers. Another feature was a delightful musical evening provided by Miss Hanson, director of music in the Normal. Besides several songs by Miss Hanson, there were violin and piano numbers by Mr. Jesse W. Crandall and Mr. Glenn Henderson, of Kalamazoo.

There were the usual social evenings for the entire student body and Fischer's orchestra furnished the musical programs on these occasions. Each was attended by from 300 to 500 students.

Besides the regular faculty of the Normal several well known people in educational circles of the state assisted during the summer school. These included Superintendent W. E. Conkling of Hastings, Superintendent C. H. Carrick of Charlotte, Miss Christine Keck of the Central High School, Grand Rapids, Miss Agnes Van Buren, Miss Ella C. Turner and Mrs. Lou I. Sigler, of the Grand Rapids schools, Miss Eva Warriner, director of the Calhoun County Normal, Miss Blanche Pepple of the County Normal at Traverse City, Miss Green, commissioner of schools in Eaton County, V. R. Hungerford, commissioner in Van Buren and G. N. Otwell, commissioner in Berrien County.

Altogether the summer term of 1912 is regarded as the most satisfactory summer session the Normal has ever had and predicts well for the future of this institution.

**OUTLOOK FOR THE YEAR.**

On Monday, September 23, the fall term of Western Normal opened with a registration of students from nearly 40 counties in Michigan and from several other states including Ohio, Indiana, Illinois, California, Montana, Iowa, Pennsylvania and Maryland. A most promising outlook marked the opening days and a steady increase in the first day's enrollment figures was shown throughout the week. There are now in attendance about 670 students, fully 50 more than during any previous term of a regular school year. Gains have been made this year in several districts and Van Buren County is next to Kalamazoo County in its representation in the student body, seventy-six having enrolled from that part of the state. Kent County is also well represented, an unusual number of students having entered from Grand Rapids this year.

Every department in the Normal shows a gain in students and in the manual training department the junior class is the largest which has ever entered. Four young men from Houghton County, in the upper peninsula, have registered for manual training work and others from various parts of the state and from other states are enrolled in this department.

The high school department numbers 105 students, 55 of whom are young men. For the ninth and tenth grades it has been necessary to open new quarters in the basement of the gymnasium. The rural department has 85 students, 22 of whom are high school graduates working for an advanced rural certificate. Other departments are in an equally prosperous condition and the general outlook is splendid for a banner year.

**FACULTY CHANGES.**

Several changes in the faculty of the Normal are seen in the opening of school this year. Dr. William McCracken is away for the year on leave of absence, and with Mrs. McCracken is at present in New York attending Columbia University. Early in the year they will leave for an extended trip abroad, returning for the opening of the fall term of 1913. Miss Townsend and Miss Spindler of the training school faculty, are in Europe
To see a little farther into Fashion's Future; to dig a little deeper for quality productions; to know no mean between Right Merchandise and Wrong Merchandise; to never be satisfied with "good enough," but always to supply even better than the customers expect—such is the principle that answers the question,

WHY IS IT ALWAYS BUSY AT GILMORE'S?

The Kalamazoo Laundry Co.

Will start their Swiss Hand Laundry Dept. on Monday, Oct. 25

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and will return for the winter term in January.

Miss Goldsworthy is back after a year in California and Miss Zimmerman has resumed her work as instructor in German after a year of study and travel abroad.

Professor and Mrs. Wood have returned from several months of European travel and Mr. Wood has taken up his duties as head of the department of geography.

In the department of chemistry former Principal J. Howard Johnson of Portland, is in charge. In the seventh grade of the training school Miss Lucia Harrison, who last year handled the geography work, will act as critic until the return of Miss Townsend in January, and Ollie Webb is assisting Mr. Waite in the manual training department.

The training school is most fortunate in the two new members of its faculty. Miss Helen Frost, who will take charge of the physical training, was graduated with honors from the Sargeant Normal School of Physical Education, Cambridge Mass., in 1911. During the past year she has most successfully supervised the physical training in the public schools of Flint, Michigan.

Miss Grace Thomasma, who takes charge of the fifth grade, is a Grand Rapids teacher of unusually interesting experience. Miss Thomasma was graduated from the Grand Rapids high school and later from the Grand Rapids City Normal school, and began her teaching in her home city. Her success in her chosen profession and her interest in the foreign work of the Board of Missions of the Dutch Reformed Church in America then led her to Japan. There she spent seven years, two in preparation for her work of teaching in the Matsuda Language School in Tokyo, studying Japanese language and literature, and five as teacher in the Girls' Boarding School in Nagasaki (Long Point), where she had charge of the English Department and later of the entire school. The Nagasaki school carries its students through one year above the high school. Miss Thomasma returned to the United States one year ago in order to continue her study at the University of Chicago, where she had done some work before
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It concentrates the pupil’s efforts on important matters.
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NEWS NOTES

A call will be issued in the final pro-
gram by the State Teachers' Association for the organization of a State Associa-
tion of Nature Study and School Gardening. Those interested in these most im-
portant subjects should plan to be pre-
sent and boost. The meeting will be at
Fountain Street Baptist church, Grand
Rapids, Friday, November 1, at 5 p. m.

Western Normal was well represented
at the University of Wisconsin last sum-
mer. Seven graduates of this school at-
tended the summer school and partici-
pated in the activities of the Michigan
organization. They were Fred Middle-
bush, Edward Chambers, Dwight Paxton,
Karl Knauss, Deane S. Griffiths, Arthur
Cross and David Van Buskirk.

Organization of the senior class was
effected unusually early this year. The
first meeting was held in the second week
of school when a nominating committee
was named. The result of this commit-
tee's work in naming candidates for office
was as follows: For President, Clyde
Smith, Frank Carpenter, Alfred Wilcox,
Howard Hoyt; Vice President, the
Misses Marie Hoffman, Ruth Snow,
Hazel Payne; Secretary, the Misses Mad-
eline McCrodon, Ruth Sharpsteen, Mar-
garet Benbow; Treasurer, Harry Day,
Lloyd Tryon, Charles Nichols and Miss
Maude Baughman. At the second meet-
ing of the class final election results were
as follows: President, Marie Hoffman;
vice president, Alfred Wilcox; Secre-
tary, Madeline McCrodon; treasurer,
Harry Day.

Society activities began in the opening
week of school when the Amphictyons
held an informal reception in the assem-
ibly room on Wednesday, September 25.
About 125 students enjoyed the occasion
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The Applied Arts Drawing Books are edited by Wilhelmina Seegmiller, Director of Art Instruction, Indianapolis, assisted by an Editorial Advisory Committee consisting of Walter Scott Perry of Pratt Institute, Brooklyn, N. Y., Walter Sargent of the University of Chicago, and James Hall, formerly of the Ethical Culture School, New York City.

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The Normal Literary Society held its first meeting Thursday, October 3, when an informal program was presented in the assembly hall. On Tuesday evening, October 8, the two societies held open meetings, one in the rotunda of the training school and the second in the assembly hall. Many students, not members of either society and several members of the faculty enjoyed the hospitality of these organizations.

A series of faculty parties opened with a dinner Saturday evening, October 5, in the lunch room of the training school. Miss Newton was chairman of the committee in charge and the other members were the Misses Parsons, Koch, Goldsworthy and Shean and Mr. Sherwood. Fall flowers were used in decorating the tables and the dinner was followed by an informal social evening.

In their annual opening reception to the student body the members of the faculty received 500 or more students and alumni Friday evening, September 27. The gymnasium was beautifully decorated with autumn foliage and flowers and throughout the evening Fischer's orchestra dispensed music. From eight until nine o'clock the guests were received by President and Mrs. Waldo, the new members of the faculty, Miss Frost and Mr. Johnson, and those who were away last year, Miss Zimmerman, Miss Goldsworthy and Mr. Wood. In general charge of arrangements was Miss Wake- man, head of the social committee, and in charge of the decorating was Miss Goldsworthy, supervisor of art. Miss Porn- crook was chairman of the refreshment committee and Mr. Hickey was in charge of entertainment arrangements. The event rivaled any previous reception at the Normal and was an enjoyable opening to the social activities of the year.

Several fine new pictures from the Thurber art galleries, Chicago, have been on exhibition in the Normal and a selection of a few pieces will soon be made for the school. Another pleasing display of art work is a collection of Miss
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Golds worthy's paintings which will hang on the walls of the main building for a few weeks. During her residence in California last winter and spring Miss Goldsworthy enjoyed the privilege of studying with masters and the result of this opportunity is shown in the exhibit of her work.

Since the publication of the June Record the Normal has expanded in its interests through the addition of a co-operative store for the convenience of the students. During the summer school the nucleus of this project was formed when some text books and supplies were secured for the summer students. A temporary arrangement of tables in the west end of the corridor of the main building gave a central location to the store which has become a permanent feature of the Normal. Ira J. Arehart was in charge of the store during the summer. So successful was the experiment that the space used for the store has been marked off now by handsome oak counters and show cases and the store presents a fine, business-like appearance. All of the text books and school supplies have been on hand and the students have appreciated the convenience of an opportunity to purchase their materials on the hill. Robert Chittenden, assistant secretary of the Normal, is business manager of the store and Miss Katherine Shean is in charge, assisted by Miss Helen Shaw, a senior in the Normal.

The annual senior reception to the juniors will be held November 2 and plans are in progress for this occasion, which is always a brilliant social event. Fischer's orchestra has been engaged to furnish the music.

President Waldo attended the meeting of the Northern State Teachers' Association at Iron Mountain, October 3-4.

The young women of the school enjoyed an afternoon tea Saturday, October 12, in the rotunda of the training school.

A social evening in charge of the departments of music and expression was arranged for October 18. Miss Forncrook and Miss Hanson had the evening in charge.

Miss Hildred Hanson, director of music in the Normal, spent the month of August in New York City, studying voice with one of the best known instructors in the country.

Miss Elva Forncrook, head of the department of expression, returned to the Curry School of Expression, Boston, for the summer.

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Miss Esther Braley, librarian, enjoyed the summer at Grand Haven, where she had a cottage.

Miss Edith Barnum and Professor George Sprau were European travelers during the summer, the latter spending three months in England, and Miss Barnum traveling on the continent.

Carl Cooper, a member of the high school 1912 class, was one of the successful contestants in a competitive essay-writing contest on colonial subjects last spring, receiving twenty dollars in gold for his essay. The prizes were offered by the Colonial Dames of America.

Dr. Ernest Burnham spoke before the Eastern Illinois Teachers' Association October 10-11, and on November 8-9 will serve in a similar capacity at the Wisconsin State Teachers' Association.

President Waldo was honored by Kalamazoo College at its commencement exercises in June by the degree of Doctor of Laws. The honor came as a distinct surprise to Mr. Waldo, whose appreciation was expressed in a few remarks following the conferring of the honorary degree.

A loan fund of several hundred dollars, contributed by Kalamazoo citizens, alumni, and other friends of the Normal, has been established. Already several students are enjoying the benefits.

In the list of distinguished visitors to the Normal recently are the names of Mr. E. W. Wallace of Toronto, Canada, educational secretary for the missions in Western China, and Prof. H. T. Silcock, of Bath, England, instructor in education in the West China Union University at Chengtu. They were making a tour of educational institutions representative of their kind in the United States and Canada.

In the first regular assembly of the year Rabbi Samuel Thurman addressed the Normal students October 1. His subject was "Honor," which he treated in an inspiring manner, winning continued applause from the several hundred students present. Other speakers for assembly
scheduled for the next few weeks are Mr. Charles S. Campbell, president of the Michigan National Bank, and the Hon. C. B. Hays, mayor of Kalamazoo.

An honor was paid Western Normal in September when the Apostolic Delegate, in company with the Very Rev. F. A. O’Brien, Dean of St. Augustine’s church, visited this institution. On this occasion other dignitaries of the Catholic church of America were guests, their names following: The Rt. Rev. T. M. A. Burke, Bishop of Albany; Mons. B. Cerretti, Auditor of the Apostolic Delegate; George A. Dougherty of the Catholic University at Washington, D. C., Andrew Morrissey and James J. French of Notre Dame University.

Several Normal students have taken up their residence in the dormitory of the new Y. M. C. A., which offers many privileges.

Miss Goldsworthy made an exhibit of several of her California pictures at Mr. Geary’s art store the last week in September. They consisted of landscape studies of the mountains and canyons, rose studies, and figure work in oil, water color and charcoal. An example of the figure work is shown this month in the character sketch of a Moki Indian.

Later in the fall Miss Goldsworthy will make an exhibition of her work in the assembly room of the Normal. Sunday evening, September 29, she gave a talk before the Unity Club at the People’s church on some California experiences—illustrated with her art studies.

Miss Helen Balch of the art department, was married during August at her home in Lerna, Illinois, to Professor Harold Culver, who teaches in the Washington University at Seattle, Washington. The best wishes of the Normal school go with her in her new home.

The first meeting of the Young Women’s Christian Association of the year was held in the association room Wednesday, October 2, at four o’clock. Miss Maude Baughman, the president, had the meeting in charge. The past work of the organization was presented and plans for this year were discussed. Meetings will be held every Wednesday afternoon at four o’clock.

The Erosophian Literary Society, the organization of the high school, has begun its work for the year with excellent prospects. There are now fifty-six boys and fifty girls enrolled in the high school, and it is certain that this year’s literary society work will be of the usual high order of excellence.

Dr. and Mrs. Burnham were guests of Professor and Mrs. W. H. French in Lansing Sunday, October 6. Dr. Burnham spoke at the annual Sunday School rally of the Methodist church.

The students in the rural school courses have been organized for seminar work this year in two groups. These groups will meet every other Friday afternoon at three o’clock. Programs of papers, talks and debates about topics related to country life will be given, and opportunity for each to participate in the particular features of some one or more meetings will be offered, as well as drill in parliamentary practices at every meeting.

The rural observation school at Oakwood has begun the year with renewed enthusiasm. The yard was kept mowed during the summer vacation, the house was painted, and the walls and ceiling were retinted. Fifteen new seats of the best type have been ordered.

Mrs. Lou I. Sigler, a graduate of Western State Normal School, has been elected president of the Grand Rapids Nature Study Society recently formed in that city with about 75 members. Miss Ora M. Carrel, also a Normal graduate, is secretary-treasurer.

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