The Kalamazoo Normal Record

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The Kalamazoo Normal Record

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Normal Men!

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NEWS NOTES

Some of the assembly attractions for the next few weeks have been announced by Mr. Hickey, chairman of the committee in charge, and include addresses by President Charles S. Campbell, of the Michigan National Bank, and Dr. Rudolph Light; a program by the department of expression and one by the music department.

Preparations for the annual men’s supper which will be held November 22, in the training school are about completed and the most enjoyable event of this character the school has known is anticipated. Dr. L. H. Harvey has acted as general chairman of arrangements and has arranged a program of toasts and music for the occasion which will doubtless call together 150 young men besides the men of the faculty. The dinner will be in charge of the senior domestic science girls under Miss Pray and will equal the previous fine menus served by the young women. An effort is being made to call out every man in the Normal for this annual event which marks the close of the football season.

The members of the Epworth League of the First Methodist church hospitably entertained the students of the Normal and Kalamazoo College at a reception Wednesday evening, October 23.

Dr. Ernest Burnham spoke before the Wisconsin State Teachers’ Association in Milwaukee on the 8th and 9th of November.

Dr. Waldo acted as toastmaster at the banquet in honor of President McKenny of Ypsilanti, and Superintendent Chadsey of Detroit, during the State Teachers’ meeting at Grand Rapids.

Mr. Hickey spoke before the Epworth League of the First Methodist church on Sunday evening, November 3.

The annual senior party, details of which will be given in the December Record, was held on Saturday evening, Nov. 16. Committees in charge spared no effort in making the event as attractive and enjoyable as previous senior re-
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The lunch room of the Normal, which is starting its third year, is attracting the usually large number of students. Each noon from 200 to 300 avail themselves of the privilege offered by the serving of luncheons at the school. Miss Moore continues in charge.

An unusually long Christmas vacation will be granted this year, the fall term closing on Friday, December 13, for three weeks.

Pennants and pillows in all shapes and sizes are on sale in the Normal co-operative store and have ready sale among the students. At the low price they are marked no one needs to be deprived of the insignia of the school.

A social evening for the faculty is charge of a committee of which Miss McConnell is chairman on Friday evening, December 6.

There is a good deal of interest in the launching into dramatics of students in the high school department who will present the old comedy, "The Rivals," within the next few weeks. A cast, selected by Miss Forncrook, assisted by Miss Alice Marsh, has been named and includes the following students:

Sir Anthony..............Clarence Herlehy
Captain Absolute........Steadman Humphrey
Faulkland................Vernon Chamberlin
Bob Acres...............Wayne Barney
Sir Lucius O'Trigger.....Elliott Mahoney
Fag........................John Giese
David....................Clark Smith
Thomas..................Eldon McCarty
Mrs. Malaprop..........Miss Emma Hanson
Lydia.....................Miss Nellie Case
Julia.....................Miss Ruth Cooper
Lucy.....................Miss Mary Brenner

A third announcement of interest from the expression department is the decision to use the beautiful Stratford prize play "The Piper" for the commencement class day in June. Josephine Preston Peabody wrote the charming play, which it has been possible to secure for presentation.
only this year. With the outdoor setting made possible by the Normal grove, the play will without doubt fili every expectation of those in charge.

Shakespeare's "Winter's Tale" will be presented by students chosen from the school at large for the annual mid-winter dramatic event. The cast will soon be named by Miss Forncrook.

The first of the series of monthly "teas" given by Miss Alice Marsh for the young women of the high school department was held Friday, October 25th. Mrs. Charles Frankish was at her best in handling as her topic, "What is Good Breeding?" The address was charming and exceedingly tactful, treating the various topics in a very happy fashion. The junior girls, with Miss Edna Anderson as chairman, acted as hostesses and succeeded in making all present feel thoroughly at home. Miss Emelia Goldsworthy will give the address in November, her topic being "Venetian Days," which is peculiarly apropos at this time because of the interest in "Merchant of Venice."

The Erosophian Society held its last meeting on Wednesday, October 31st, the program being taken up with political issues of the day. The topics treated were: Some Prominent Political Figures: Bryan, Charles Jacobson; Roosevelt, Wayne Barney; Wilson, Clarence Herlehey; Taft, Cornelius Rynbrandt. The young men handled their subjects in masterly fashion and showed a fairness of spirit and a thoroughness of research much to be commended.

The program committee of the Erosophian Society, composed of Seniors and Juniors of the high school department are maturing their plans for the year. The slogan is "Better Kalamazoo." While nothing definite has yet been assigned, it is planned to have the senior and junior girls investigate and report on educational progress and institutions—the senior and junior boys taking the public utilities and the municipal government as their problem. The ninth and tenth grades will unite on the question of industries. The work will take the form of reports, "papers" and debates, the material being gleaned by
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means of personal investigation. The society now numbers 114 active members and should have something really substantial to show at the year's close, judging by the energy shown at date.

Fred Reebs was quite severely burned about the face while starting fire in the furnace at Dr. Van Urt's on November 1. He was detained from school a part of the following week, but is now fully recovered.

The Record is much pleased to see in the public press authoritative commendations of the work of Warden Nathan Simpson of Jackson prison. The Western Normal never had a truer friend in the State legislature than Mr. Simpson.

The ninth annual meeting of the Michigan Corn Improvement Association will be held at this school in December or January. The Association also held its annual meeting here last year.

At the meeting of the senior rural seminar on October 11, Professor Reinhold gave an instructive talk on Discipline. The program for the seminar meeting on October 25 was in charge of Joseph Walsh. Talks for the several political parties were made by Fred Reebs, Levi Newton, and Marvin Mapes. Glenn Flannery spoke on the farmer's interest in this campaign, and Mary Blackman read a paper on equal suffrage. Inez Leverich, Beulah Shermerhorn, Mabel Hall, Glenn Flannery and Fred Reebs were appointed members of a committee to revise the constitution of the organization. The seminar meeting November 8 was in charge of Beulah Schermerhorn. Papers were read by Ruth Abel, Murl Gebhard, Inez Leverich and Nellie Mullinex. The general topic was juvenile club work, and the program was concluded with a talk by Cary A. Rowland of Galesburg, who is doing work in this line. The senior and junior rural seminars will meet together on November 21, when Professor L. H. Wood will speak.

That this school has several years of history is suggested by a letter from a graduate of one of the early years who writes: "One of my former pupils, who
Makes Money grow quickly—
Is yours growing this way?
1912 is nearly over—but why not begin to-day to make what remains of it a record time for Saving Money by depositing with our Savings Department to-day and keeping it up every week during the year?

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PICTURES FOR SCHOOLS

I Hear a Voice
Maude Earl

W. Scott Thurber

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Come to visit you and leave you;
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is at the Normal this year, has written me a fine letter telling of her work, teachers, and class periods, and it has revived the memories of my own school days there."

Ye editor, while at Milwaukee recently, had splendid visits with E. C. Judd, who is teaching at Waukesha, about twenty miles west of Milwaukee, and with John Phelan, '08, who is director of the department of rural schools at the State Normal school, Stevens Point, Wisconsin. Both report satisfactory conditions in their work, and both are in fine health and excellent spirit. Both were urged to visit the Normal and they replied that nothing would please them more. Pierre Osborn who is teaching at Racine, Wis., also spoke enthusiastically of his work.

ALUMNI NOTES

Miss Lois Bishop, 1906, is engaged in teaching manual training in the Grand Rapids schools.
Miss Charlotte Brooks, 1906, is at her home in Marshall this year. She attended the Normal banquet in Grand Rapids.

Miss Ione Peacock of the first class to graduate from the Normal, is teaching in Evart, Michigan. She attended the State Teachers’ Association in Grand Rapids and was present at the alumni banquet.

Miss Mary Ensfield is in her second and senior year at the University of Michigan.

George Sievers, '06, is in Vancouver, British Columbia.

Mr. and Mrs. H. D. MacNaughton, both graduates of the Normal, in the class of 1907, the latter as Miss Marguerite Haines, attended the alumni banquet in Grand Rapids and renewed acquaintance with their school. Mr. MacNaughton is superintendent at Rockford, Michigan.

Miss Marie Rasey, '07, is teaching at Durand this year.

Mrs. Ruth Hendryx Mosier, '08, with her husband, Attorney Carl Mosier, attended the State Teachers' meeting in Grand Rapids. Mrs. Mosier is commissioner of schools in Cass County.

Miss Fern Messenger, '09, is teaching at her home in Gobleville this year.

Miss Edna Link, '08, is again at Holland, teaching in the public schools.
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The Trend in Psychology

The required work in psychology at the Western Normal has undergone considerable change in the past year. I have been asked to write of this change and to tell something of the work as it now is. With reference to the second part of this assignment I am frank to say that I would much rather write of what it is to be than of what it is now, the exact details, both of content and of method of treatment, being still in the experimental stage, though not enough so to impair seriously the unity of the course nor to destroy the integrity of the general plan and sequence under which the work of the department of education has for some years been organized. Whatever of significance then there may be in the change mentioned lies not so much in what has thus far actually been accomplished as in the direction taken and the possibilities suggested.

Psychology has reached a point where to attempt a comprehensive general study within the limits of a normal school course is to be in danger of reducing it to a bare outline of meaningless terms that do not and can not result in intelligent application. The past twenty years have witnessed a marvelous development in mental investigation and the range of conscious application is rapidly being widened to include every conceivable kind of human activity. In whatever thing mind is a factor men are demanding knowledge of mind the better to do that thing. Law, medicine, religion, commerce, industry, education, every form of work and play, are feeling the influence of psychological progress. It enters deliberately into the making of shoes, the training of athletes, religious conversions. The time is here when the psychologist hangs out his shingle and awaits his clients like the doctor, the lawyer, and the efficiency expert. "John Smith—Industrial Psychologist" or "Doctor Jones—Psychological Clinic" need cause no more comment than do "John Smith—Mechanical Engineer" and "Doctor Jones—Eye and Ear Only." The field is now too big to be covered meaningly within the time usually allowed.

But not alone in the facts of mind themselves has great advance been made. Even more significant and promising of results is the progress that has been made in the methods and appliances available for further study. For a long time introspection as a method was thought to be the only method of the psychologist and so long as this was true no verification of anything could ever really be made. Undoubtedly there are many who can never effectively in-
trospect. Some persons possibly cannot get an image where they can look at it. To all such a large part of the instructor's lectures must appear as pure gibberish and the book ever remain as so many words and definitions to be memorized.

The modern movement in psychologic method helps all this. Though introspection is probably always desirable and still largely necessary, there is much of mind that lends itself to experiment without any need of introspection. The experimental laboratory has revealed mind and its relations to body, in connection with physiological study, so that it may stand out concretely to all who have power to sense and to think. Mathematics, by many considered an essential adjunct of science, was long held to be inapplicable to mental facts, but quantitative analysis of mind in many directions is now an accomplished fact, and, awaiting only the more extended collection of data, the chance that any particular individual possesses any given mental trait is as possible of computation as is the probable date of his death by an insurance company that agrees to pay a definite sum of money in that event in consideration of a definite other sum of money periodically paid to it. Mental measurement is a recognized, reputable operation that goes as a matter of fact in the best courses everywhere. There is little room to doubt that we are entering upon an era of mental exploration that will bring us as far in advance of where we are now as did the past century over all the preceding centuries, now that we have the method, or better perhaps, more method.

Moreover, there is accumulating at tremendous rate in this so-called "new psychology" such a wealth of material specifically significant for education, that the questions of just what is most worth while, in what way, and at what time, are intense problems that are by no means settled. These problems, aside from the psychologic facts involved, must themselves be subjected to experimental treatment for solution. The results of study must be analyzed and translated into tangible terms. Conditioned by school aim, time, equipment, teaching force, student capacity, and whatever else may enter as factor into the teaching and learning processes, this mass of material must be worked over until we establish as facts rather than as guesses and prejudices the values of our practices by what grows out of them. This is true of every study but it is especially pertinent to psychology at the present time in view of the recency and rapidity of its development and the strenuousness of the demands made upon it. It is indeed a task but a necessary one and that those who attempt it should make mistakes and at times even lose their way is inevitable.

The relation of psychology to education is admittedly basic. Knowledge of the essential factors with which psychology directly concerns itself in the educative process—what the one to be educated is at the time, what he may be, by what processes and through what stages he must pass in changing from the one state to the other, and what means of control are most economical and effective in initiating and directing these processes—is fundamental to maximum efficiency in producing these changes either in self or in others. It by no means follows, however, that full knowledge of these factors inevitably leads to correct use. We all know that the psychologist may be most unpsychological and least pedagogical. Control is based upon knowledge of the conditions and means of control but is itself quite distinct from these. When a psychological fact has been established it still remains to establish the correct educational implication of that fact. The teaching application must be proven as well as the fact itself before the relation between the two has been realized upon—before it can be said that psychology has borne fruit in the field of education. Technically this belongs to a distinct field of investigation but practically in a normal school the two go together. The psychological fact must be in such form and in such relations that the pedagogical application readily suggests itself. Psychology in a normal school must be more than merely cultural and disciplinary and must do more than merely furnish a point of view and thus become indirectly a means of educative control, though these values and aims alone might justify its central place in the curriculum, for it lends itself
eminently to all of these purposes, but it
must also result directly in increased con-
trol in the educative processes. If it
does not it falls short of the purposes
which give it its significant place in the
normal school course.

During the past two years I have at-
ttempted whenever opportunity has of-
ered to learn without bias to what ex-
tent psychology functions consciously in
teaching, by questioning persons who
have taken courses in normal schools and
colleges with the teaching vocation in
view. That it functions unconsciously
to a considerable extent is undoubtedly
true but it seems to be true also that there
are plenty of cases where application may
be said to be a negligible factor. There
are teachers of psychology who profess
not to include future conscious func-
tioning in their aim. Whether these are
wise or merely prudent I do not know,
but judging from many conversations
with teachers who were once their stu-
dents these probably come nearer to real-
izing their hopes than do those who be-
lieve that to justify their subject fully,
the knowledge acquired by the student
must be capable of direct use in school
work. There certainly is not the con-
scious application of psychology that one
would expect from considering the rela-
tion that exists between it and the teach-
ing process as basic.

Inquiring farther, it seems to me that
there is no question that very many of
these teachers whom I questioned, once
students of psychology, never carried
away from the classes the concepts about
things mental that their instructors en-
davored to convey to them. Most of
them showed by their conversation that
they had never disabused their minds of
the concepts with which they had en-
tered the classes at the beginning of their
courses, concepts usually formed loosely,
without even any consciousness of their
formation, from the unscientific, crude,
and often superstitious views of their
own immediate early environment. With
too many psychology was a name still
without a meaning. Its bearing on teach-
ing was accepted as unquestioned fact
from constant repetition rather than from
any conviction borne in some meaningful
experience. Too many confused teach-
ing application with psychological fact
itself and then built up a psychology to
fit their practice instead of a practice
upon their psychology. And finally there
were altogether too many to whom a
teaching application of a fact of sensa-
tion, perception, or conception had never
occurred beyond the ones offered in the
course by the text or the teacher. It is
of course only fair to say that there were
many, too, who showed clearly that the
knowledge that they had gained in the
psychological courses was bearing splen-
did fruit in actual intelligent control of
their teaching activities. The important
thing, however, for the present purpose
is that with many teachers this conscious
application in the schoolroom is lacking.

It seems to me that the fault in the
majority of cases lies farther back than
in the present. The knowledge, if it
really is knowledge, is not applicable
now, consciously, for a number of rea-
sons, resting more or less but all some-
what in the time when the student was
acquiring his knowledge; in other words,
somewhere, somehow, the original learn-
ing failed to leave the material retained
in usable form.

In the first place, we all know that
knowledge must actually mean some-
thing at the time it is learned. It must
have content as well as form. Psycho-
logical facts, unfortunately, though there
is no good reason why it should be so,
do not take on content with the average
student as readily as do facts in other
more common studies, possibly because
ordinarily the conscious background is a
mystical one and because there is no
direct sensory basis to build upon. I
have more than once been deeply cha-
grined to learn that a student has gone
out from the class in perfectly good faith
convinced that some grotesque, heathen-
ish notion of mind which he brought with
him when he came was just the thing I
wanted him to confirm, when the reverse
was the object of all my endeavors. The
apparently clear-cut, simple statement
that "The development of the nervous
system in child life parallels the growth
of bodily control, intellect and character,"
only this very day raised havoc with a
fair portion of a class and seemed to con-
voy no definite meaning of any sort
whatever. The student must not only be
disabused of many of the popular no-
tions of mind but the whole instruction must be made to approach a sensory concreteness just as nearly as it may be done.

In the second place, the material offered for instruction must be such that there is an application not only possible but strongly suggested. The whole problem of the transfer of training hinges largely about the suggestion of definite transfer at the time when the mental fact in question is most prominently in consciousness, the moment of active learning, the apperceptive moment if one pleases to call it such. The purposive element is so prominent in all mental life that the use to which a given fact is later put is largely determined at the very moment that that fact is first learned. The selection of material, its organization, and the purposive attitude that runs throughout and acts as an associative core for the whole, giving direction to possible lines of application, is a decisive factor in whether or not psychology shall ever consciously function in a given field.

The trouble lies largely then in the methods of presentation and study commonly in use and in the selection of the study content. We have been trying to teach something that is different by a method that is common, or in another sense we have been teaching something from which we demand an up-to-date application by an out-of-date method. Out of this difficulty the recent advances in psychological and experimental psychology seem to point a way. There is no good reason why the other sciences should be taught by the laboratory method while psychology, usually more in need of a basis in experience and less directly sensory than the others, should satisfy itself with mere words. The student who by means of the ergograph, plethysmograph, or other comparatively simple appliances, together with a recording kymograph, can see with his eyes a graphic record in black and white that faithfully records his every fluctuation of attention, emotion, or other mental condition, in perfect sympathy with respiration, heartbeat, blood-flow, or muscular strength, gets a shock that is quite likely to leave its influence in his conception of mental and bodily relations. The statement of the organic unity of mental and motor life is quite likely to take on a meaning scarcely suggested by a mere reading or hearing of the same words in textbook or lecture. And so for any number of other psychological concepts that are fundamental to the best in educational practice.

In the selection of material some specialization in favor of topics and treatment more directly relating to education is necessary than is done in many of the textbooks in general use, or at least better selection with reference to greatest worth in the time allowed. The problems of the relations of mental and physical life, instinct and habit, perception in its relations to the thought processes, imagination, memory and conception, and the various problems growing out of the fact of individual differences treated genetically and dynamically and all in their bearings upon the learning process are worth far more than are the same matters treated from a general point of view. The relation of feeling, in the same way, to learning is worth more to the teacher than a general study of the affective processes.

And all this can be done to better advantage with the aid of experimentation than without it. Psychology needs not only the textbook, the library, the teacher and introspection, but also the lantern, the laboratory, the experiment, and the graphic analysis, if it is to go beyond the speculative and become possible of certain, conscious, intelligent application.

That there is a marked trend in this direction in the universities is significant of the larger things that are to come not only in education but in every line of human endeavor from the increased functioning power of our knowledge of the ways of mind; that this trend is not so far under way in the normal schools may be significant of the fact that commerce and industry can command larger abilities and better equipment than common school education, but in any event, the whole situation offers for the sincere normal school psychologist a direction for whatever energy he is permitted to reserve for progress in his work.

In our own normal school, as is undoubtedly the case in many others, the obstacles that stand in the way of
achievement are time, room and money. The average normal school at present has not the teaching force necessary to give even a semblance of laboratory work to the numbers that fill the classes in psychology. The university aim is so different from the normal school aim that the mere adaptation of the present status of experimental psychology to normal school needs is a task that demands more time than the ordinary normal school instructor can hope to give. Finally, psychological apparatus, partly because of the care which must be used in its construction and even more so because of the little demand for it, is expensive. Possibly it is just as well that it is expensive so long as the question of what experimental work a course should contain is not in better status than it is at present. The lack of apparatus is not the most serious handicap because much valuable experimental work can be done with little more material than a stop watch and paper and pencil. On the other hand if the normal school is to become, as I believe it should be, a contributing instead of simply a distributing institution in psychological matter bearing on education, then the best obtainable regardless of cost should be placed at its disposal.

The change intimated in the first sentence of this article is an attempt in a small way, in spite of the difficulties that present themselves, to move in the general direction indicated. In other words, we are seeking experimentally for an educational psychology that is itself on an experimental basis, adapted to the conditions of a two year normal school, in the hope of making the study more concrete, more meaningful, and more likely of direct application in every way, both in the personal life of the student and in the school work of the teacher than frequently seems now to be the case. It is not that psychology is not doing service, but that if it can it shall be made to do even more than it is at present.

Thus far whatever change has been made has been confined to the final course numbered in the catalog as 107. The introductory course has been left practically untouched and as before aims at a general introductory view of the study of education from the standpoint of psychology. Course 107 has been rearranged to give a decidedly educational trend and so far as facilities and time are at hand to do it by experimental means. Some apparatus has been added during the year, the money having come from the profits made on the sale of textbooks within the department, and there is now working material on hand to form the nucleus of a course that gives promise of being an improvement over former years. The change thus far has been suggestive of possibilities not only for the advanced but also for the elementary course. In another number at an early date I hope to tell something of the actual work as it is at the present time being carried on.

ROBERT M. REINHOLD.

State Association Notes

A FULL report of the State Association meeting is not attempted. These notes are contributed by members of the faculty and students.

ART INTERESTS

Grand Rapids furnished two fine art treats during association week. An exhibition by a modern French artist—Alexis Jean Fournier, of twenty canvases, representing the "Homes of the Barbizon Masters," was to be seen at the beautiful St. Cecelia Club House.

Mr. Fournier spent six years, 1903 to '09, in the little village of Barbizon, twenty miles south of Paris, made famous by the painters of 1860—Millet, Carot, Dupre, Daubigny, Diaz, Rousseau, Cazin and Barye.

Their homes, studios, and courtyards made most interesting subjects both artistically and historically.

The evening sunset and moonlight effects with often an introduction of the peasant and animal life, were suggestive of the painter's favorite subjects. The pictures were large in size and broadly handled. Mr. Fournier accompanies the exhibition and gives interesting accounts of his life at Barbizon.
At the City Library was an exhibition of 80 paintings—the work of the Philadelphia Water Color Club. Here was seen a wide range of subjects from scenes from Broadway, New York, by Colonel Campbell Cooper, to sketches of the Panama Canal by Joseph Pennell. The popular magazine illustrators, Jessie Willcox Smith and Elizabeth-Shippen Green Elliott, were well represented in their sketches of children.

Kalamazoo is to be favored in having this exhibition from November 16-26, at the Burdick Hotel Banquet Hall, which will be open to the public.

The students of the Normal are invited to attend this exhibition under the direction of Miss Goldsworthy and Miss Judson, on two afternoons during the week of exhibition.

The art section of the State Teachers' Association met at the Y. M. C. A. building Friday morning, November 1st, and was well attended by over 200 teachers. Miss Guyse, art supervisor of Detroit, was chairman, Miss Virginia Jackson, High school teacher, Detroit, secretary.

The program was opened by an interesting report by the chairman, in regard to time devoted to the subject of art in various cities, ranging from 60 to 160 minutes a week. It was urged that an effort be made to extend the time in cities giving less than 90 minutes a week to the subject.

Th practical problems being presented in art classes, correlates so admirably with nature study, manual work and household arts, that a distinct gain would come in giving more time to this subject.

Prof. Harold Haven Brown, of Chicago University, gave an illustrated talk on "Basic Principles of Design" that was well received.

A dinner at St. Cecelia Club House followed the meeting at which the art teachers of the state became better acquainted. Miss Calkins, supervisor of art, Grand Rapids, was made chairman for the year, and Miss Van Buren was elected secretary.

Exhibitions of school work from Grand Rapids, Detroit, Kalamazoo, Flint, Mt. Pleasant and Western Normal occupied the second floor of the Coliseum building. Miss Goldsworthy added a number of California sketches in landscape, figures and flowers to the Normal school exhibition. E. M. G.

PERPETUAL YOUTH.

In his excellent address on "The Prolongation of Efficiency," Lotus D. Coffman, professor of Education, University of Illinois, emphasized the necessity of preserving the play-spirit. Three ways, he suggested, by means of which this can be done are (1) by having an avocation as well as a vocation; he held that the latter makes for utility while the former makes for culture and breadth of view, (2) by possessing a community of interests, (3) by occasionally doing the unconventional thing. In order that we may attain to and prolong the highest possible degree of proficiency, he urged that we "perpetually perpetuate perpetual youth."

GRACE THOMASMA.

KINDERGARTEN PLAYS.

One of the most enjoyable of the many meetings held during the State Teachers' Association at Grand Rapids was the one planned especially for the kindergartens of the state at the Grace Episcopal Church Club rooms on Friday afternoon, November 1st. At two o'clock there was a grand march in which five hundred enthusiastic kindergarteners took part. This was followed by a most enjoyable program of games, ring plays and original activities, in which Bay City, Detroit, Kalamazoo and Grand Rapids teachers participated.

New folk dances from Caroline Crawford's prospective book proved to be admirable and easily adapted to the needs of the kindergarten. There was a happy play spirit shown in this meeting, each kindergartener giving as well as gaining from the social contact. Dainty refreshments were served and contributed to the general good time.

D. I. B.

MONTESSORI.

Wm. H. Kilpatrick, of Teachers' College, opened his discussion of the Montessori system with the question, "What have we in America to learn from Madame Montessori?"
He first placed Montessori in the group with Rousseau, Pestalozzi and Froebel, because of her belief in liberty—that education is an unfolding, developing process, therefore following and passive in character.

He proceeded to outline her system of education under three headings: I. A doctrine of sense-training; II, the use of practical life activities; III, the doctrine of freedom.

Madame Montessori trains the senses for sense refinement. Dr. Kilpatrick said this was non-psychological, that it does not carry over for general development. "We believe," he said, "in training apperception not sensation." He added that close experimentation in writing must tell us whether Montessori has contributed anything to America. In reading we have nothing to learn from Montessori and in arithmetic we have tried everything that she uses. The use of practical life activities depends largely upon the community served. Neglect of training in the home would necessitate it but he felt there was nothing so extremely remarkable about the Italian child in this direction that the American child could not do were he trained in the same way. His illustration of some trained apes seen in Bronx Park, New York, served to show how the nervous organism will grow to the way in which it is habitually exercised.

The best contribution Montessori has made, said Dr. Kilpatrick, is her doctrine of freedom, and she is challenging the traditional kindergarten of America as well as the liberal one to awaken to a truer conception of the teacher in not usurping functions that rightly belong to the child.

In closing, his summary included the following points: That the Montessori apparatus consists of mechanical devices that do not permit of self-expression. The child has little or no opportunity for initiative. In the Montessori system there is an inadequate use of play. The material is not used to express ideas but to test ideas. There is inadequate opportunity for group work.

LUCY GAGE.

The discussion of the Montessori method by Dr. Kilpatrick, was thoughtful and suggestive. In his very justifiable effort to check the wave of enthusiasm which is resulting in the undiscriminating use of the prepared material in this country, his emphasis was upon the weaknesses and failures of the system. These he made especially clear: first, that sense training provided by such abstract and isolated work has no general educative value; second, that the system provides no opportunity for self-expression and constructive activity; third, that the educative value of play, so wholly established by American psychologists, is entirely overlooked by Montessori. There is no question but that in our best schools we are leagues ahead of Montessori in developing the expressive and the play instinct, and in recognizing them as the great forces in child nature.

The one point which Mr. Kilpatrick would have us learn from the system is freedom. We shall do well to stop and view carefully this phenomenon of the child leading and the teacher following, and consider what can be done here from kindergarten up. There are, however, two other points which Mr. Kilpatrick did not emphasize which it seems to me are fully as significant: First, individuality; second, training in habits useful in life situations. Our kindergarten and primary schools have forced the social situation upon the child whose social instinct is almost wholly undeveloped. Has the Montessori method suggestion for us on this point? Mr. Kilpatrick seemed to me rather too easily satisfied when he dismissed sense training, and the training in certain life situations, from approved procedure because training is not education, is not one of our problems to make short-cuts to efficiency by training? May we not get from Montessori some suggestion here that we can use in the light of our own better psychology? Do we need more sense-training, not in isolated situations, but in relation to similar life experiences? Can we get suggestions as to speedily reducing to an automatic basis certain habits and processes which must become our tools? Do our children need to gain the ability to do many simple life processes well, through doing them? Because the carrying of a heavy tureen of hot soup seems a forced situation for a little child,
shall we dismiss table-setting, carrying and placing of chairs, etc? Could we make a long list of practical life situations?

No system can be accepted blindly. Montessori should not be dismissed without study.

IDA M. DENSMORE.

THE TOY EXHIBIT.

The exhibit of toys at Klingman’s Sample Furniture Co. store in Grand Rapids attracted many visitors. All were impressed with the simplicity of everything presented. There were books, pictures, posters, toys and other gifts suitable for children, also pictures for schoolroom decoration.

The educational toys were attractive. Most of them were carved from wood and could be easily duplicated at home. They were shown in forms of chickens, ducks, rabbits, cats, etc. Wild animals were made in the same way with the additional feature of being jointed.

The posters were good. The subjects were those of children’s activities; farm life and other familiar occupations were done on a large, free scale. These posters are very useful for nursery and schoolroom decorations.

The exhibit was satisfactory, being inexpensive and suggestive to teachers and parents who desired to see models which might be made in the wood-shops or purchased for the home and school. The absence of all mechanical toys with the exception of a train of cars was a good sign.

Below are given the addresses of firms who contributed to the exhibits:


Posters—Loaned by Leubrie & Elkus, 456 Fourth avenue, New York City.


Books and Nursery Prints—Loaned by Thomas Charles Co., 125 North Wabash avenue, Chicago, Ill.

Furniture for Children—Loaned by Klingman’s Sample Furniture Co.


Outdoor and Indoor Game Equipment—Loaned by the W. B. Jarvis Co., 204 Monroe avenue, Grand Rapids.

JEAN TAYLOR, ’12.

A Visit to Ellis Island

ODAY we saw the eager alien enter the “land of the free and the home of the brave.” There were some 4700 of him, and her, and theirs, from Southern Europe and Southeastern Russia, each avid to begin a new life in far-famed America. To the inlander it was a most interesting sight. The expectant look—the staccato speech, much amplified by frequent and expressive gesture,—the swarthy complexion—the helpless and sometimes stolid appearance—all caught and held the attention.

Sartorially considered, the men did not differ much from us in the cut and pattern of their habilaments, but the ladies—true daughters of Eve—added...
the touches of color that vastly enlivened an otherwise drab and somewhat somber scene. With real feminine spirit they had put on their best bibs and tuckers and all their choice furbelows to do honor perhaps to the flag of their adoption or mayhap because they wished to put their best feet forward as they passed in review before the inspectors. Joseph of the olden days is reputed to have had a coat of such brilliancy of color and pattern that his brothers in a fit of chromatic rage stripped him of it and packed him off to Egypt. Had Joseph been on the Battery today, he would have had no trouble in replacing his rainbow waistcoat with one of more numerous and resplendent hues than were ever dreamed of under the Pharaohs.

Human nature is much the same the world around. The peasant women of the East are actuated by as great a desire for personal adornment as that which fires the shopping bosoms of their Western sisters. With them it seems to take the form of shawls and neck pieces of brilliant hue, and of fantastic earrings of enormous size. In this latter respect they found themselves quite in the mode, for nowadays one sees many "a lady to the manner born" carrying a dead weight of gold or silver suspended from her auricular appendages. Even in the dull light of the inspection room the crowd showed life and color. It glowed and shone. Look where you would it was shot through with color, not pale blues, delicate lilacs or anaemic purples, but deep crimsons, startling scarlets, and gorgeous ochers. Fortunately the day was dark and so there was no need to lower the shades.

Ellis Island, which lies to the east toward the Jersey shore, and right near the Goddess of Liberty, is the immigrant's portal to the land of his heart's desire. Here either opens for him the door of hope or closes that of despair. One therefore opens for him the door of hope or closes that of despair. One therefore naturally makes the Island his goal when he seeks a closer acquaintance with the embryo citizen. Hither he comes by way of the Battery, the southern tip of Manhattan Island from whence he is transported free of charge by Uncle Sam to the other isle. It being Saturday on the day of our visit, there was a large and animated crowd of more or less late arrivals at the pier to see the newcomers as they came ashore. It took several husky policemen to keep them in line so great was their desire to see if there was any one from the old home town among the ones just over. They jabbered, gesticulated, jostled and pushed, and laughed and cried simultaneously. When a friend was recognized there was a tremendous chatter, most voluble and exuberant expressions of delight and many strange and robustious salutations. These volatile easterners think it no sin to show their real feelings.

A paternal government hauls the immigrants over to New York in a ferry-boat that is serviceable but falls far short of the palatial. On its return trip visitors are taken to Ellis Island. To get on the boat you first see an official who gives you a pamphlet of directions after first making on the cover some cabalistic signs. This constitutes your pass and takes you to the island and through the buildings. To Ellis Island are brought all the immigrants who successfully pass the officers at quarantine. Here are weeded out all suffering from contagious diseases such as cholera, yellow fever, typhus, smallpox, leprosy, scarlet fever, diphtheria, measles, etc. Such unhappiest go to Staten Island to remain until cured or deported. Having passed through from this ordeal the prospective citizens are lightered from the steamboat docks in New York or Jersey City to Ellis Island, and on landing are again subjected to careful scrutiny by the doctors. Time was when the bars were clear down and all could come in. Then criminals were taboo and now at this very late date the authorities have awakened to the real gravity of the situation and are making the passing average more and more difficult of attainment. At Ellis they are now examined for tuberculosis, trachoma, favus and other affections. The idiots, feeble-minded and imbeciles are here turned back. They are also carefully examined for any physical defects that would interfere with the person affected earning a livelihood, such for example as ankylosis of joints, arterio-sclerosis, diseases of the nervous system, goiter, double hernia, dislocations, locomotor ataxia, valvular heart disease and well-marked varicose veins.
Those affected are held until their cases are farther examined and those not passed are deported.

The principal classes excluded are:

1. Idiots, imbeciles, feeble-minded and epileptics.
2. Insane persons and those who have been insane within the past five years. Persons who have had two or more attacks of insanity.
3. Paupers and persons likely to become a public charge.
4. Persons afflicted with tuberculosis or with a loathsome or dangerous contagious disease.
5. Persons suffering from any mental or physical defect.
6. Criminals, polygamists and anarchists.
7. Prostitutes, procurers, and persons who are supported by or receive the proceeds of prostitution.
9. Persons whose tickets have been paid for by any association, municipality or foreign government.
10. Children under 16 unaccompanied by either parent, except in the discretion of the authorities.

The immigrants now mount by a flight of stairs to a large room. This room is divided into several lanes by means of ropes stretched the length of it and in each aisle are two rows of benches facing each other. Each person has a card, usually pinned to his clothing, with a number on it corresponding to the number of one of these aisles. As he comes through a small opening between ropes he is waved to the right or left by an energetic official who presides there. Then another attendant directs him into his proper place. At the opposite end of the lane is the man who passes on his papers and sees if he has the necessary financial qualifications and takes his fee. It is a sight worth seeing to stand on the gallery above and watch the proceedings. It is wonderful with what expedition the affair is concluded. Between keeping track of numerous bundles which can not walk and still more numerous children that can, parents have enough to prevent them from becoming lonesome. Once past this last barrier, the successful ones go to the ticket office, where arrangements for their transportation are made, then into a large waiting room and thence by boat to the various railway terminals.

During the time that the immigrants are at Ellis Island, they are kept at the expense of the steamship companies. There is, therefore, a large dining room where they are fed. As we went through a busy attendant was ladling out large portions of succulent looking prunes, with but little attention to where the juice dropped. However, as damask is not used for table covers, the resultant splash was of little account. At another table was a person who was deftly carving up numberless loaves of bread into hunks—this being the only word that fitly describes the portions he so dextrously amputated. The size of the chunks made no appeal to the ladies for one was large enough to make fully a dozen of the sandwiches that a woman is wont to take to a picnic. Near by was a very clean kitchen, where dish-washing by machinery was in progress. This work was being done by men and that seemed to soothe the feminine feelings which had been so ruffled by the bread episode.

Sunday Menu.

Breakfast—Fried fish, coffee with milk and sugar, bread, crackers and milk for children, Kosher meat or fish for Hebrews.

Dinner—Beef soup, boiled corn beef, potatoes, succotash, bread, crackers and milk for children, Kosher meat or fish for Hebrews.

Supper—Meat hash, pie, tea with milk and sugar, bread and butter, crackers and milk for children, Kosher meat or fish for Hebrews.

Also there are places for persons to sleep, at least they are called dormitories and supposedly are used for that purpose. The bunks did not look to be possessed of much soporific value to one used to an ordinary bed. They were in long rows, several stories high and consisted of a steel framework with canvas bottom. The only covering we noticed was an inconspicuous blanket.

If one were a linguist, I have no doubt he could gather a most interesting story on such a trip. In our peregrinations we came upon but one case worth recording. Seated on a bench was a tearful young
man of perhaps 20, contiguous to him a woman of perhaps 35, and playing at their feet a little boy. The woman, it appeared, was a Jerseyite and had been over here some eight years, was a widow and the proud possessor of the boy and two houses in Jersey, which brought her in $50 per month. The youth was a new prospect in the matrimonial line. Not that she couldn’t get some one here, $50 per month in Jersey was affluence according to her and swains in plenty sought her hand. Did ever the course of true love run less smoothly? She wanted this young man for her own, but a cold blooded government said nay. He was to be deported, for what reason we could not learn. Their hearts were rent in twain, but of the two the widow’s rent was the more substantial; $50 per month in Jersey? No wonder the young suitor wept bitter tears as he saw himself separated from such an acceptable parti.

All this we gathered from the woman who smiled and seemed not overmuch distressed, but the youth wept and would not be comforted.

There is much food for thought in a visit to Ellis Island. Thousands upon thousands of aliens come yearly to our gates knocking for admission. The most of them enter. One wonders what is to become of them all, whither they are bound and what they will do. Will it ever be possible for people with so little knowledge of us and our institutions and of such a totally different racial, political and social heritage, to be entirely assimilated and thoroughly at home among us? It is a large question and growing none the less large as time goes by. That there is need of careful scrutiny of all who come is self-evident and that there is such scrutiny is encouraging. WILLIAM MCCRAKEN.

Macbeth and Lady Macbeth

Macbeth, but we can never forget him. To us he is no book-hero. We have loved and hated him, and finally, in his lonely old age, have pitied him. Shakespeare has given to this man such imagination, such intellect, and such a character that his deeds, although they approach very near the horrible, can never seem purely so. There is always something to soften them and to leave us free from disgust. In short, in Macbeth we have a true tragedy and not as in so many other cases, “a lamentable comedy.”

Some one has said that the whole play hinges on the struggle between the good and evil natures of Macbeth. The office of the Wierd Sisters is, then, not to create evil in the heart of the man, but rather to draw out that which is already there. They only put life into the germs of sin which are lying in his mind. The thought of usurping the crown was not a new one to Macbeth. Indeed, his right to it was legally as good as Duncan’s, and his superior fitness for the office had probably often led him to dream dreams. In fact, we know that he and Lady Macbeth had talked upon this subject. He had no doubt even thought out the details of the crime. But when the opportunity for the deed is given to him its effect is to “unman him.” Then we have those stinging speeches of Lady Macbeth. They are masterpieces of psychology.

“Was the hope drunk wherein you ’dress’d yourself?”

“When you durst do it then you were a man.”

“Nor time nor place did then adhere, and yet you would make both.”

It is also an important fact that the Wierd Sisters should meet Macbeth on his return from a difficult campaign and at the height of his success. At such a time every man is ambitious. The Wierd Sisters are merely external forms to repeat and stimulate the thoughts already taking root in Macbeth’s mind. Some one has said:

“They rightly strike the keynote and lead off the terrible chorus, because they embody and realize to us, and even to the hero himself, that secret preparation of evil within him out of which the whole action proceeds. In their fantastical and unearthly aspect,
awakening mingled emotions of terror and mirth; in their mysterious reserve, and oracular brevity of speech so fitted at once to sharpen curiosity and awe down scepticism; in the circumstances of their prophetic greeting,—a blasted heath with the elements wrangling over it, as if nature were at odds with herself, and in love with desolation,—in all this we may discern a peculiar aptness to generate, even in strong minds a belief in what they utter.”

But Macbeth is an imaginative man, and he has a conscience. It takes more than ambition and love of power to make him commit his first crime. Had his wife not urged him on and stimulated him he never could have carried it through. He would have considered the consequences too great. But after the first great step had been taken all this was changed. The same imaginative fear led him from crime to crime, In order to gain peace he continually used his sword and each stab brought to him greater discomfort.

Shakespeare could scarcely have given to Macbeth a better wife than Lady Macbeth. Her whole mental and moral make-up is entirely opposite to his. “Red hot ambition” is the only thing they have in common. There is no poetry or imagination in her nature. Her intellect is strong and firm, and her energy boundless. She knows her husband perfectly. She understands his moods and displays great tact and skill in the way she manages him. Her iron will carries her through whatever she attempts with perfect self control. In her waking moments she sees no visions and hears no terrible sounds. She is intellectual and entirely matter of fact. But she is not a thoroughly bad woman. Her speeches sound harsh and cruel and unwomanly, but her deeds do not correspond with them. Schiller has said, “Bold were my words because my deeds were not.” Lady Macbeth belongs to this type. Her husband needed strong encouragement. Ambition led her into making speeches which would best stimulate him. She can think and talk of murder without a sign of fear. But as she stoops to kill Duncan, a tender feeling “stays her hand.” Had he not resembled my father as he slept, I had done ‘t.” Where Macbeth’s conscience worked through his imagination, her’s worked through her feelings. Indeed she faints when she hears that Macbeth had killed the two grooms. She could carry out successfully that which she had undertaken, but she had not counted on this. Before others she is always composed, but her conscience is continually eating away her life. Although she gives no outward show of its stinging reproaches, she can neither silence nor repress it.

The terrible truth finally comes out in a sad and pathetic way. While her will dominates her body she is master of herself. But in sleep when all the other senses are dead, conscience rules her being, “driving her forth open eyed yet sightless to sigh and groan over spots on her hands that are visible to no one but herself, nor even to herself save when she is blind to everything else.” The manner of her death, too, is a mystery. Whether she took her own life or died by the harrowing effects of a guilty conscience no one knows.

Her death comes to Macbeth at a time when he is already in the depths of despair. How we pity the lonely broken-down man as he utter his hopeless thoughts. We no longer through hatred wish to see him killed. “His fall is a sacrifice and not a butchery.”

The guilty couple are perfectly mated. In all their speeches deep respect and affection are shown toward each other. Ambition and their common guilt draws them very close to one another. Henry Hudson says: “And this sentiment of mutual respect even grows by their crimes, since their inborn greatness is developed through them. For they both sin heroically, and they both suffer heroically too. And when they find that the crown, which they have waded through so much blood to grasp, does but scald their brows and stuff their pillow with thorns, this begets a still deeper and finer play of sympathy between them, and so manifest, withal, is their innate fitness to reign, that their ambition almost passes as the instinct of faculty for its proper sphere.”

HAZEL PAYNE, ’13.
ADVENTURES WHILE WORKING MY WAY THROUGH COLLEGE.

One Monday night, I dropped into a Normal town, eight dollars "in the hole," which, by the way, I had borrowed from the Deputy Sheriff of my home town. All my worldly possessions were wrapped up in a little package, which I carried under my arm. I had come to join the navy, thinking that life on the ocean main would be very exhilarating to say the least. I will confess that I had no trade nor specialty, but I did know how to work, and right here, let me say, that if there is any one thing that I have been thankful for, it is that.

Having relatives in this town, I decided to look them up and stay a few days. In talking with them of my plans, they were very much opposed to my join the navy, so after thinking it over, I thought myself, that it would be a bad job if one should ever wish to get married. Two of these friends each lived alone, so were glad to have me with them for company, if nothing more.

Through the kindness of a friend, I obtained a job in one of the shops in town, and went to work three days after my arrival. That went very well for a time, but I never could see anything to look forward to in shop work, so after pounding my hands all to pieces for six weeks at seven dollars and fifty cents per, I decided, on the suggestion of a friend, to quit my job and finish up some school work at the Normal. I didn't know where I could find work to make my expenses, but quit with one week's wages and six dollars and fifty cents in the bank, not knowing how long it would be before I received any more.

The last day I told the bookkeeper that I was intending to quit and work my way through the Normal, but that, as yet, I had found nothing to do. That man turned around and gave me a job taking care of his horse at two dollars per week and twenty-five cents for extra work. He turned out to be one of the "whitest" men that I ever worked for. I had applied for a job at the Normal, and the first day of school I got that, and for six long months was employed down in the furnace room from two to three hours every afternoon, shoveling coal, cleaning flues, pulling clinkers, carrying out ashes and various other dirty jobs. Often in those "dark ages" while shoveling coal, when my head ached good and hard, I was doubtful whether I had done right in quitting my job at the shop.

Nevertheless better times were to follow and I finished the year, carrying four studies in school. On looking up my credits, I found that I'd either have to take five studies the next year in order to finish or study up on American History during the summer and then pass it off by special examination in the fall. There was a pretty good fellow teaching History, who knew what working one's way meant, and he advised me to try it. Well, it was great sport, believe me! Got up early each morning; took care of the horse; did a day's work at the Normal; took care of the animal again, and then studied twenty-five pages of History each night. By fall, I had read it all over and thought that I had a general impression of it, but changed my mind when this gentleman passed me out sixteen long questions. All the things that I had dwelt on in studying, he never touched and my heart sank at once. I wrote everything that I thought might apply, and this fellow stretched his conscience enough to give me a B on it. I wanted to jump right straddle his neck, but simply thanked him and passed away.

The next year was easier as far as the work was concerned, for they hired a new man on the janitor force and he did the dirty end of the job there. It seemed much better to see him shoveling coal, while I swept upstairs. I still kept the horse job and earned about six to seven dollars weekly in all. During this time, I did jobs all around town at from fifteen cents to one dollar an hour, always letting my employer set the price the first time, usually doing better that way.

Didn't have to pay much for room and board, while with these friends, so was able to lay aside a little cash each pay-
day toward a regular college course. That second year ended and I had one credit to the good. By working at the Normal that summer, with an increase in wages, taking care of the horse and mowing a lawn once a week, I was able to earn one hundred and seventy-five dollars, most of which I could save, that giving me a total of three hundred and twenty-five dollars, to start in on a four year college course.

Having always been inclined toward agriculture, I selected an Agricultural college, and went over on an excursion with a letter of introduction from the President of the Normal to the Dean of Agriculture. After waiting about three hours for some foreigners to get through with him, I was admitted to the inner office and produced my letter, at the same time asking him for a job. He said that he would find something for me to do, but that they only paid fifteen cents per hour for common work. That didn't look as tho' I'd make six or seven dollars per week there, but I told him that anything would be acceptable. When school started, I found that I had a job as the private janitor for one of the Departments in the Agricultural Building.

The studies, which consisted largely of laboratory work, took up most of the day, so I had to do the greater part of my janitor work after supper nights and then get up early in the morning to study. At the end of the first year the Professor said that he wanted me to work for him another year, but when I asked him for a "raise," said that he couldn't do anything for me. That summer I worked on a general farm, receiving one hundred dollars, my board and washing for three days less than three months. These people were very pleasant to be with and I enjoyed the outside work.

The second year I did the janitor-work for the same man, also, through one of our society fellows, got in as substitute for some students, who were working in the boarding club.

By this time I had decided to specialize in Horticulture, so applied for a job on a fruit farm for the following summer. The best I could do was eighty-five dollars and board and washing for three months' vacation, but knowing that the experience would be invaluable, took the job. While playing ball one night, I sprained my ankle and was laid up with that for over two weeks. During the summer I was away enough so that my lost time amounted to a little over three weeks, but when I settled up at the end of the season, this man paid me for full time. I appreciated his action very much as there are very few men who would do such a thing.

By substituting in the Boarding Club all through my Sophomore year, I obtained a steady job, working for my board, at the beginning of my junior year, and instead of doing janitor work, was employed to help the instructor with apparatus and preparing material for classes. This work was instructive and also paid a little more money.

During this time, I had three things impressed on my mind: (1) That the influence of friends means a great deal in making a start. (2) That any fellow who really wants to work, can find something to do, and that the trouble with most men, who can't find a job, is that they are too particular what they do. (3) That any young man, who is not held down by family relations, can get a college education if he goes after it.

E. T. C.

PRACTICE TEACHERS' TEA.

Kalamazoo, Mich., Nov. 4, 1912.

Dear Faye:

You certainly are missing some good times this year—the Student Teachers' Tea for one thing. It was a "Tea" without tea, for the tea was cider. You may think that strange but the "Tea" was a week before Hallowe'en and so that idea was carried out in the decorations, refreshments, and entertainment. Autumn leaves were used in profusion and Jack-'o-lanterns also. The center-piece in the library, where the refreshments were served, was a miniature orchard. This was a very attractive room on account of the apples, popcorn and sweet chestnuts which were served here.

As you entered you were given a bag containing five "kisses" and a colored slip. You were told to earn more "kisses" by asking questions. Whoever answered "yes" or "no" had to give you a "kiss." Mr. Harrington proved to be
the most successful so we all had to give him a "kiss." I think he received enough to last the rest of the year. But if you didn't get a "kiss," you still had a chance to earn something worth while by bobbing for apples. You should have seen the Faculty carrying beans! Of course they were very bashful and pretended to have lost the slip, the color of which told that they were to participate in this contest but six were finally made to own up. There were two dishes of beans and two knives. Then they had to take turns carrying beans on the knives to another dish. It seemed to me that Mr. Burnham, as head of the Rural Department, should be able to carry beans better than he did. Of course Mr. Waldo's side won.

We were all very much delighted with Miss Frost's dance which was next. It was the only thing in the party which wasn't foolish and you certainly know how entertaining Miss Frost's dances always are.

Several of the men were given lumps of clay and told to model some animal. When they were through, you would have had a hard time to tell to which party they belonged for their mooses and donkeys were a strange mixture, except Mr. Fox's, which was a donkey.

Then six dwarfs appeared with huge caps which held their heads and arms. They gave a very grotesque dance, which certainly was laughable. However, I think two were maimed for life, for one lost a hand and another a face. I hope they don't miss them now. In two corners were fortune tellers for those who did not wish to dance in the kindergarten. We were enjoying ourselves immensely when the lights were turned down and so of course we had to go home.

Don't you wish you had been there, as was—

Your chum,
BERNICE MARHOFF, '13.

THE AURAND DISTRICT AGRICULTURAL AND DOMESTIC SCIENCE CLUB.

The Aurand District Agricultural and Domestic Science Club, which was organized January 2, 1912, in reality began its work in the fall of 1910. At this time the district board purchased twelve silver maple trees for the improvement of the school grounds, when the trees arrived the boys assisted in setting them out. They dug the holes, carried water, made frameworks for the young trees and mulched them. It could be seen at once that they were interested and the study of agriculture was accordingly taken up. At first there was one recitation period a week, this was on Monday morning from 9:00 until 10:00 o'clock. Nature Studies on the Farm was the text book used. It can be purchased for about forty cents. Many valuable suggestions were obtained from Farmer's Bulletins issued by the United States Department of Agriculture. The following ones were used: Boys' and Girls' Agricultural Clubs, No. 385; School Lessons on Corn, No. 409; The School Garden, No. 218; The Potato as a Truck Crop, No. 407; Tree Planting on Rural School Grounds, No. 134, and Thirty Poisonous Plants, No. 86. Any of these bulletins may be obtained free by addressing the Secretary of Agriculture, at Washington, D. C.

Practical work was at once taken up. The different kinds of soil, sand, clay, and loam, were obtained and placed in jelly tumblers for future use. The boys of the manual training class built trays for testing corn and other seeds. These trays when finished were about one and one-half inches deep, 15 inches wide, and 23 inches long. The trays were then divided into small squares by a checkerboard lacing of twine across the top. Kernels of corn were supplied to each pupil and the different parts noted as endosperm, embryo, etc. Drawings were made and topics pertaining to the work assigned for language exercises.

The next fall (1911) it was decided to make flower beds upon the school grounds. Two beds were set out, the care of one being given to the girls and the other to the boys. In these were set nearly 200 hyacinth and tulip bulbs for spring blossoming. The bulbs cost about $2.50, this amount being taken from premium money won by the school at the county fair. The beds were a great success, blossoming profusely and the children felt amply repaid for their efforts.

Just before Christmas it was decided to organize an agricultural club. During
the holiday vacation the teacher had cards printed as follows:

**This is to Certify that........................................**

is a member of the Aurand District Agricultural Club, and eligible to compete for any and all prizes offered by the club.

........................................... Teacher

On January, 2, 1912, the club was organized and the cards given out. The members pledged to do the work as outlined by the teacher.

The purpose of the club was to learn more about common things taught in the great book of nature, and to train the heart, head, and hands. The following was unanimously chosen by the class as a motto:

**Work makes the man,**

**Want of it, the chump,**

**The man who wins**

Takes hold, hangs on, and humps.

The cards seemed to give still more enthusiasm to the work, although in the heart of winter the members began to make plans for their gardens. The father of one of the boys gave him a quarter of an acre of land for his own use, at the same time expressing the opinion that, to his belief, it was one of the best features ever introduced into the rural school. This particular boy planted corn and beans, cared for them himself and as a reward for his efforts won two first premiums on corn at the county fair.

The first exhibit held by the club was at the county fair at Marshall, Michigan. There were melons, pumpkins, squashes, potatoes, corn, oats, fruits and vegetables, there were various articles of woodwork make by the boys, there were cakes, cookies, bread and fried cakes baked by the girls, and aprons, towels, sofa pillows, handkerchief bags, holders, etc., from the sewing classes.

Was it a success? Judge for yourself. Thirteen first and two second prizes were won, amounting to $18.75. But of greater value than the prizes won was the satisfaction of the members of the club who did the work, and of the parents under whose direct supervision the work had been done.  

GUY F. THENEN, Calhoun County.
THE KALAMAZOO NORMAL RECORD
WESTERN STATE NORMAL SCHOOL, KALAMAZOO, MICH.

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EDITORIAL

Record’s Friends. The October Record was well supported by three groups of friends. The contributors, who furnished variety and quality in the subject matter; the subscribers and others who have helped to give the issue a wide circulation; and the advertisers, who, for the most part, provided the funds to pay the printer. The November issue has also been fairly well remembered by contributors, and it is especially pleasing to note several articles by former students. Not only contributions of somewhat formal articles for publication, but also news notes about alumni and former students will be very thankfully received. Members of the faculty and of the present student body can help the pages of the Record most by passing in items of news gleaned from personal correspondence and other sources; and all can swell the purse of the Record by always remembering to say when trading with our advertising patrons—“I saw your advertisement in the Normal Record.”

Unwholesome Competition. It is said that competition is the life of trade; that the spirit of rivalry is a protection against a monopoly of prices or services. This, no doubt, we shall grant to be true. But how far should this rivalry be carried? What form should it take? Of course, there should be competition in regard to putting forth the best efforts of the organization, both in product, price, and distribution. But when this competition gives rise to bitter personal comments, denunciations of all similar organizations, and references not always authentic, then it has been carried too far. It has become a detriment to all concerned. Any organization, large or small, that tries to further its own end by destroying the policies of another, loses its own self respect and the respect of others.

A Junior’s Impressions. The thing which impressed me most when I came to Kalamazoo to attend the Normal was the extreme cordiality with which the Seniors welcomed those just entering. Some of the Seniors were even down at the depot meet-
ing trains on which the Juniors-to-be were expected. This was very thoughtful of them and very helpful to those to whom the town was strange. Then, at the Normal buildings, the Seniors were very helpful in explaining many difficulties and helping the newcomers to become acquainted with the buildings. Also during the first few weeks, they did not hold strictly to the rules of etiquette about waiting for an introduction before speaking. If they had, many a Junior would have felt much less at home and more foreign to the ways of the school. Before many acquaintances have been made at the beginning of the year, the new student probably does not know many people; and he is only too glad to talk with anyone whether he knows him or not. Thus by the Seniors, the line of propriety was often broken but with very beneficial results. Then, let the work of the Seniors of today, be an example for us who are now Juniors to follow when they have gone on and we have taken their places.

Student

The friendship, which exists among the young people in our higher institutions of learning, is one of the principal factors which gives life to the institution. It is very seldom that we find a student who comes to college for the sole purpose of the education which he receives from books—if he does, I believe we have a right to say that he is receiving a one-sided education. Since friendship is one of the most valuable things a person can have in business or in professional life, and since the person who has friends must give service of some kind in some way at some time, where have we a better opportunity for doing this than right in our own school and among those with whom we come in daily contact? It matters very little how much money we possess, how much knowledge we have, or in what trade we are engaged, these are not complete unless we have friends, whom we may fall back upon to aid us if it is necessary. The largest service for humanity, and the one that helps the human race the most, is the service of friendship.

Student

Friendships.

School

Did we ever really stop to consider what school spirit means? I think many of us think of having school spirit in regard to athletics, but that is not all. We can show school spirit every minute if we wish to, and the schools are having less school spirit all the time. For instance, on the first day of school we are confronted by many, many strangers, among whom we are strangers ourselves. Is it not better to be friendly to some sad-faced and unhappy creature than to walk through the halls speaking to no one and receiving no friendly greetings in return? Do we not feel better to have our schoolmates give us happy greetings and friendly smiles? I think we all do. Some of us wonder why our baseball and football teams are not always successful. No team is going to do good work unless an enthusiastic school body is sup-
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porting it. We must not go to the games and let the visitors do more rooting than we ourselves do. Oftentimes the enthusiasm at a game will help more towards winning the game than any other one thing. On the other hand, however, we are not going to root for our own team alone, but try to encourage the other fellows by giving them a friendly cheer once in a while. Let us also show our school spirit by the interest which we take in the many social functions which the faculty and various societies and organizations give us. The more that we appreciate these little things, the more we, ourselves, as a student body, will gain. And so let us all take such an interest in our school life that every student, in leaving our school, will have had a happy school life and remember us for a long time.

TRAINING SCHOOL

TRAINING SCHOOL ASSEMBLY.

On October eighteenth the Training School Assembly was delightfully entertained by Miss Goldsworthy of the Art Department. Miss Goldsworthy told the children in a most interesting way of her work and play during the past year in California.

On the screens were placed some interesting and beautiful paintings and charcoal sketches recently made by Miss Goldsworthy. The California landscapes were much admired by the children, while the Mexican, Spanish and Indian pose studies were altogether fascinating. It is of interest to know that the celebrated model, Antonio Corsi, posed for the latter.

The Training School appreciated very much the half hour with Miss Goldsworthy and her paintings.

There were two interesting features of the assembly program for October twenty-fourth. The first was a group of songs by the fifth grade. These were sung very sweetly and were much enjoyed both by the audience and by the singers. The names of the songs follows:
The Sailor.............Gaynor, Bk. I.
A Boy's Song.............Gaynor
The Clock..............Gaynor, Course Bk. II.

Eleanor Smith.

The remainder of the time was given over to a most interesting talk by Miss McPherson, a returned missionary from Brazil. Miss McPherson has been south for a number of years as teacher in a Portuguese school and is well acquainted with the country and life there. She told in a vivid manner of her trip up to the diamond town of S. Joao de Paragnassu. She spoke of the mountain rivers which are called snorers because they make so much noise in their onward rush. These river basins are often carefully tested by expert divers who hope to find diamonds in the river beds. She especially mentioned the value and uses of the black diamonds. Snakes, Miss McPherson said, are very common in this part of Brazil. In fact, the largest boaas are found near her school district. The children were surprised to hear that when a drinking glass is taken from a shelf, a little snake may be found coiled up in it.

The talk was made very profitable by means of a fine picture exhibit and by a collection of bugs and minerals. These were well labeled and Miss McPherson also kindly explained them to the different grade groups during the day.

Miss McPherson has been spending the fall term as an observer in our Training School. She leaves in December for Brazil. The Normal School will remember her most kindly.

Bertha Roskam, Grade IX.

THE KINDERGARTEN.

The children of the Kindergarten have been taking up the work of the mother in the home, especially the preparation of daily meals and food for winter. This has given them real experiences of cooking breakfast food, serving it, and of jelly-making. About fifty glasses of grape jelly nicely covered with paraffine are stored away on the closet shelf, and the children are waiting for Thanksgiving, when they will enjoy what they
have made. This is the only form of domestic work that we attempt with the young child and it is done in the same relation as the child finds himself assisting his mother in the home.

There have been many excursions to the woods these lovely fall days and many play excursions with nature materials. Leaves, nuts, seeds, and berries furnish many suggestions for fall time activities.

For fully two weeks before Hallowe'en the Kindergarten children were happy in anticipating the mystery and pranks of that October night. They dramatized with much realism the brownies and the witch dances.

The sources of supplies for our comfort, namely, the groceryman, the farmer, and the coal man and their readiness to provide for our daily needs are subjects which gradually lead to the appreciation of the harvest time and to our own Thanksgiving rejoicing for warmth and plenty.

SECOND GRADE COOKING.

We cook every Monday morning. One Monday we cook out of doors, and the next Monday we cook in the house. We baked apples in the house. Out of doors we cooked our apples over a bonfire. Some we put on a hot stone near the fire. We had to turn them around so they would not burn, and so that they would cook on all sides. Other apples we held on sticks over the fire. The apples cooked better in the oven. Most of us think it is more fun to cook out of doors.

Told by the Children.

NEWS ITEMS FROM GRADE III.

We have been making a fall garden. It is on the south side of the middle terrace. We have sowed wheat broadcast and planted some nuts. The wheat is now green and looks strong. It is five inches high.

We have been learning to sweep and dust. First we open the windows. We must hold our brooms upright. We begin in the corners and sweep toward the center of the room.

After sweeping, we wait a little while for the dust to settle. Then we take soft cloths so that we will not scratch the furniture. We begin with the tallest articles and finish with the shortest.

If you could see our sand table now you would see the Nile River with the valley and mountains and deserts. You could also see how the Egyptians water their farms.

Group Effort.

THE STORY OF A BURR.

I am a little burr. I had a long ride on the dog's tail. Now I have found a nice home in the warm earth. Goodbye, mother and father Burr!

Frank Smith, Grade III.

THE LOG CABIN.

We got our idea out of many books on Plymouth. We found that the Pilgrims landed at Plymouth. When they landed they had to build their houses right away. So we decided to build us a log cabin in our construction class.

We made our cabin in the sand table. It is made of twigs and straight branches. Four of the children and Miss Johnson went down on Davis street and got some good branches for it. We made our measurements for the log cabin in one of our Arithmetic classes.

Frank Arnold, Grade IV.

OUR TRIP TO OAKWOOD.

We went to Oakwood to get things for our aquarium. We caught over twenty-five frogs and toads. We didn't find any snails that were alive, but we found plenty of snail shells. Helen saw a water snake in the rushes. Most everybody went in wading. It was then we got most of our frogs.

We brought them home in a pail with a net over it. Then we put them in the aquarium. Most of the frogs and toads died a few days later.

Ralph Chappell, Grade IV.

SEED JOURNEYS.

In our nature study class we have been making collections of seeds. We have also been learning how seeds of plants and trees find homes for their children.

In our nature study class we have been making collections of seeds. We have also been learning how seeds of plants and trees find homes for their children.
One day we took a field trip to collect seeds. We took baskets with us to carry our seeds in. We found the mother plants and trees sending their children out in the world to find new homes. The wind, rain, streams, animals, people and birds all help seeds along on their journeys.

Some of our seeds had plumes and some had parachutes so they could fly away. The clematis, the golden rod, milkweed and the dandelion were some of our fly-aways. We found some seeds that jump out of their pods. The butterprint, the violet and the evening primrose are jumpers. The seeds of some plants are tramps and steal rides on the fur of animals and the clothes of people. Some sand-burs and stick-tights caught on our clothes as we walked along.

We collected many tree children. The tulip trees, the maples, and pines give their children stiff collars or flat tails so they can sail away. The seeds of the bass-wood and the locust are fine coasters. They can coast over the ice and snow faster than we can.

After we had collected our seeds we played a guessing game with them. Can you guess this? I am a seed. I am small and round. I have several brothers and sisters. We hold very tight to our brown sail. When the winter comes we shall coast over the ice and snow.

Grade V.

BULB PLANTING.

The first three grades have been planting bulbs for winter and early spring flowering. Each child has his individual pot which he carefully prepares with small stones for drainage and with good soil. Daffodils and tulips are chosen for these. There are also committees of children who plant bulbs for the hall window boxes. Chinese lilies, hyacinths and narcissus bulbs are also favorites.

If any of our readers are interested in this subject they will find a timely article in the October Nature Study Review.

The printing press has been moved into one of the sixth grade class rooms. The boys of this grade are being shown how to handle the type and press by former printers now in the seventh grade. The second grade is temporarily housed in the room thus vacated.

A Child's Welfare Exhibit of Clothing was held in the new Young Men's Christian Association building November 14 and 15. A meeting on arrangements was held in the Training School November 4, to which mothers of children under nine years were invited. This exhibit is being planned by the Kalamazoo Kindergarten Club, aided by city mothers. A report of the work will appear in the next issue of the Record.

ART WORK.

The children in the different grades of the Training School have been busy making some of the school room necessities. The eighth grade has completed blotter-backs which show originality and skill. First good original strap designs were made and applied to blotter-backs of toned paper. These were then transferred to the covers and the design was painted in two good harmonious colors.

The seventh grade has made covers for their English composition note-books. Nature motifs were cleverly executed. The sixth and fifth grades have made portfolios for their art studies. In the sixth grade the emphasis was put on good lettering, while in the fifth grade good corner units were worked out for the envelopes. In the fourth grade border designs of leaf motifs were made for a nature study note-book cover.

The third grade is showing interesting pose studies well mounted which tell the chief events in the Story of Joseph—a correlation with the literature for the month. These children are also exhibiting small mats which are worked in good harmonious colors of silk in original cross stitch designs. The mats are of use for pin-cushion covers, doilies, etc. They are now making border designs for book-bags out of the same materials. The children are fond of this form of design and sewing.

The second grade has made simple book covers, the decorations being of rhythmic borders. Free hand paper cutting of different trees has been helpful in the Nature work on trees.
ies in relation to primitive life problems have been made in the art class of this grade.

The first grade are weaving rugs. Part of the group are using soft colored jute, while the others are making rag rugs of cut gingham. A cardboard frame of nine by eleven inches is the loom used for these pretty little rugs.

The children are also making doll houses from wooden soap boxes. This work is done in the grade room. The rugs will be used in the little house.

WESTERN NORMAL 19, CULVER 13.

On October 12 the football team went to Culver for their annual tilt with the soldier boys. The cadets had been returned victors after the games in the past two seasons and the pedagogues were determined to fight every inch of the way rather than allow the hoosiers to make it three straight.

The game started out as in the two previous contests with the home team getting the jump and scoring a touchdown in each of the first two quarters. In the second period the Normals got busy and after a series of line bucks and forward passes sent Henney over for their first touchdown. Roper kicked goal and the score stood, Culver 13, Normals 7 at the end of the first half.

The third quarter saw a great change in the article of football displayed by the teachers over that exhibited during the earlier stages of the contest. After receiving the kickoff on the 20 yard line the visitors began to buck the Culver line for consistent gains, and about the middle of the period Shivel smashed off right tackle for the score that tied the count.

The teachers kept up their consistent playing during the last quarter but were held from scoring several times by the stubborn defense put up by the locals when their goal was in danger, however, late in the period Rhinesmith received a forward pass on a fake line buck forma-

tion and fell over the goal line for the winning touchdown.

During the entire second half the hoosiers were unable to make any material gains but played a great defensive game when their goal was threatened.

The team work of both teams was ragged, but the individual work of the men was all that could be expected so early in the season. For the pedagogues, Capt. Roper, Warren, Rhinesmith and Carpenter distinguished themselves while the entire team fought a great up-hill battle. For Culver, Capt. Patterson, Stiles and Stirrett were the bright stars.

The line-up:

Western Normal.

Empke  |  L. E.  |  Burke
Rhinesmith |  L. T.  |  Moore
Warren  |  L. G.  |  Kasten
Carpenter |  C     |  Weeter
Rowe    |  R. G.  |  Lahn
Tomlinson |  R. T.  |  Madden
Roper, Capt |  R. E.  |  Britton
McGuire |  Q. B.  |  Stiles
Shivel  |  L. H.  |  Stirrett
Henney, Webb |  R. H.  |  Patterson, Capt.
Sooy    |  F. B.  |  Fisher

Culver.

L. E. Burke
L. T. Moore
L. G. Kasten
C. Weeter
R. G. Lahn
R. T. Madden
R. E. Britton
Q. B. Stiles
L. H. Stirrett
R. H. Patterson, Capt.
F. B. Fisher

M. A. C. ALL FRESHMAN, 20; WESTERN NORMAL, 0.

The Western Normal football team lost to the Freshmen team of Lansing on October 19 by the score of 20 to 0. It seemed that the boys could not stand the prosperity of winning from Culver the preceding week and showed about as much football knowledge as would be expected from a bunch of wooden Indians. About half the team was over-confident, which is shown from the fact that several of the best players on the team did not "get in" the preceding night until midnight or later, being more interested in society than football. That game clearly demonstrated that it takes trained men and school spirit to win against any kind of a team. From the way the boys have been working since this game it is evident that they have seen their mistake and finally concluded that football and school parties do not go together very well.

The team played better football than the score indicates. They played good straight football and their defense seemed strong enough to stop any plays the farmers could show early in the fray, but their work was not consistent, allowing the visitors to pull off the simplest kind of tricks and forward passes for long gains and even touchdowns. The Freshmen had several good men and played to win. Their line charged hard and their backs knew what to do on all occasions. Miller, Field and McCurdy played the best offensively while Smith and Deprato were the best offensive players. For the Normals, Sooy and Rowe were the steller performers.

WESTERN NORMAL, 6; ALBION COLLEGE, 3.

October 26 was one of the greatest days in the football annals of the school. It was the first and only time in which the football team has downed Albion College. Although the score was close it was of sufficient size to put the teachers on the long end. In years past it has always been a "long ways home" from Albion, but this time the distance seemed several miles shorter.

This was one of the two games that the team wanted to win and therefore it was pointed for this battle. The boys responded in splendid fashion and outplayed the Methodists during the last three periods. The collegians set a great pace for the pedagogues to follow during the early stages of the game and it was only by great defensive play that the visitors were able to stave off a touchdown. After holding the Albionites on the ten yard line Dicky dropped back on the fourth down and put the ball over the bar by a beautiful drop kick for their only score of the game.

During the second period the Normals took a brace, the line especially outplaying the Albion forwards in such a manner that Dickey was unable to get his kicks away satisfactorily. The locals were fortunate in intercepting a Normal forward pass about the middle of the second period when it looked as if we were about to score and the ball was carried to the teachers' 20 yard line before half-back Lutz was downed by McGuire. However, the preachers were unable to make any gains and Dickey dropped back for a try at goal. It was here that the Normal line was getting in its best work, the attempted kick being blocked by Warren. Scarcely had the ball bounced in the air when Barker, the teachers' left end, scooped it up and raced 80 yards for a touchdown with the entire Albion team in pursuit. The half ended with the score Western Normal 6, Albion 3. Neither team could score during the second half, although the Kalamazoo team outplayed their opponents in both of the quarters. It was only by desperate defensive work that the locals kept the visitors from crossing the goal in the last period. The ball was carried to the 15 yard line on two different occasions, but each time the defense of the opposition stiffened. Once Henney muffed a forward pass on the ten yard line with no one between him and the goal. Carpenter once found himself in possession of a forward pass on the 20 yard line, but not being accustomed to such an occurrence, waited for some one to tackle him. However, Carpenter played a great game and it was through his alertness that Albion's famous Chicago "whoa-back" was stopped throughout the entire game. McGuire's tackling and running back
punts was the feature of the game. Roper's blocking on end runs was good, while Webb, Henney and Barker were the offense stars. The whole line out-charged their opponents most of the game and used good judgment in breaking up plays.

For Albion, the entire back-field featured in offensive work, Benjamin and Lutz hitting the Normal line harder than any set of backs they have encountered this season. Dickey, the Albion quarter, played a fine game for his team and used rare judgment in the selection of plays.

The lineup:

**Western Normal. Albion College.**

Barker L. E. Field
Warren L. T. Dyer
Empke L. G. Rowe
Carpenter C. Reed
Rowe R. G. Parrott
Tomlinson R. T. Higlemeyer
Roper, Capt. R. E. Strathorn, Allen
McGuire Q. Dickie
Webb L. H. Wheatley, Heavener
Henney R. H. Lutz, Gardener
Soooy F. Benjamin

Umpire—Hearst, Alma. Head Linesman—Barr, Albion. Time of quarters, 15 minutes.

**WESTERN NORMAL, 46; HOPE COLLEGE, 0.**

On Saturday, November 2, the Normals easily defeated Hope College 46 to 0. The Dutchmen put up their usual stiff defense, but were unable to make their downs more than once or twice.

The teachers scored their first touchdown after three minutes of play, when McGuire fell on the ball after Sooy had fumbled it in crossing the goal line. Henney and Webb also carried the ball over for touchdowns in the first period. Owing to the slippery condition the line did not charge as they should and the bulk of the work fell on the back field. Henney, Webb, Sooy and McGuire made gains almost at will, while Roper, Barker and Brown got away with six out of the seven forward passes tried.

The Hollanders resorted almost entirely to the forward pass for their gains, but most of these attempts were broken up by the opposition.

The Hope team is fortunate in possessing several good players and when they learn a little more about the fine points of the game will make it interesting for their opponents. Capt. Holleman played a great defensive game. He is the best tackler the boys have met this year and saved his team from a severe beating through his all-around work. Hoover, right end, played a star game for his school, while Poppen, the big center, broke up several of the Normal's plays before they were fairly started. The line-up:

**Western Normal. Hope College.**

Barker L. E. Vossett
Warren L. T. Bush
Empke, Rhinesmith L. G. Jongawaard
Carpenter C. Poppen
Rowe, Erickson R. G. Verhoek
Tomlinson R. T. Greenfield
Roper, Capt. R. E. Hoover
Empke
McGuire Q. Van Putten
Webb, Brown L. H. Steketee
Henney R. H. Stegeman
Soooy, Webb F. Holleman, Capt


**NEWS ARTICLES**

**GRAND RAPIDS BANQUET.**

Western Normal alumni, faculty and friends gathered in Grace Episcopal church on Thursday evening, October 31, during the meeting of the State Teachers' Association in Grand Rapids, for the annual banquet so long anticipated, to be and so long recalled as an enjoyable occasion. The response this year was unusually large, bringing together 250 people who have been closest associated with the Normal, over 100 more than any pre-
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?

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vious similar event has accomplished.

The parlors and banquet hall of the beautiful parish house of Grace church were opened to the Normal and with the decorations arranged by the Grand Rapids teachers who have been connected with the school, presented a brilliant appearance. During the dinner which was prepared and served by the women of the church, music was furnished by a victrola and following the serving of the menu Dr. Ernest Burnham, acting as toastmaster, took charge of the brief program. The first numbers were three songs charmingly rendered by Miss Hildred Hanson, director of music in the Normal, accompanied by Miss Florence McIntyre, a graduate. Enthusiastic applause followed Miss Hanson's numbers.

Mrs. Nellie Bek McGuinness, '11, first responding to a toast for the alumni. She talked about the great call to teachers to work among the little children of the foreign population and ably represented the alumni of the school.

"Parallel Experiences" furnished the topic of a clever talk by Professor L. H. Wood, who has been away for a year. He urged community of interest for the purposes of keeping young, useful and happy. His remarks were illustrated by entertaining incidents of his foreign travel.

President B. D. Waldo then set forth concisely in his response to the toast "Retrospect and Prospect," the growing needs of the Normal and pointed out ways in which alumni and other friends may co-operate in building up the school.

In the fourth and last toast "Stay-at-Homes" Miss Lucy Gage called attention to the increasing age of the Normal and stated that there is need of a certain permanency in what we undertake. Her sincere though brief response held the audience from first to last.

In the list of guests at the memorable banquet were Professor L. D. Coffman, of the University of Illinois, one of the principal speakers at the Association; Hon. W. J. McKone, of Albion, Commissioners F. J. Wheeler of St. Joseph County, F. D. Miller of Calhoun, A. M. Freeland of Kent County, G. N. Otwell of Berrien, Ernest Edger of Barry and others.
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NEW SUPPLEMENTARY READERS

Old Time Tales—Oswell.
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Stories of Great Operas—Bender.
Nonsense Dialogues—Warner.
A Fairy Book—Oswell (for 2nd or 3rd grade.)
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TWO ASSEMBLY PROGRAMS.

The monthly musical program for assembly was given before a large audience on Tuesday morning, October 29, under Miss Hanson's direction. The Choral Union and Chaminade Club sang for the first time in public and reflected credit upon their director and themselves in several numbers. A delightful feature of the program was a violin number by Mr. Jesse W. Crandall, a performer of marked talent, who generously responded to the repeated applause with an equally pleasing selection. Mr. Glenn Henderson, organist of the First Presbyterian church, acted as accompanist during the morning. The entire program follows:

(a) Gloria—12th Mass ....... Mozart
(b) Brooks Shall Murmur ... von Bret

Choral Union.

Violin Solo—Selected ...... Mr. Crandall

Violin Solo—Selected ...... Mr. Crandall

Gypsy Chorus ................ Balfe

Choral Union.

Clarinet Solo—Selected ...... Mr. Mack

(a) Sweet the Angelus Is Ringing ...
(b) Swing Song .......... Swart

Chaminade Club.

Announcements.

Lovely Night, O Tender Night ...... (Offenbach)

Choral Union.

At the assembly exercises Tuesday morning, November 5, a talk was given by Rev. E. W. Merrill of the Simpson Methodist church, on "Some Lessons from Football." "Football," said Mr. Merrill, "furnishes some excellent lessons in the way we should meet the problems of life. Among the lessons we learn are those of courage, fairness, and stick-to-itiveness. One of the most important factors in life is co-operation. The greatest need of the farmers of the country today is more co-operation. No one man can make a football team or play the game alone. So in the battle of life we must work together as a team. Then, in order to win in life, we must live clean. The football player who lasts through the game and is safest from injury is the fellow who lives clean. Football victories are seldom won on the field. They are won in the long weeks of training and practice, and the winning team is the one that goes into the battle prepared.

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HEADQUARTERS AT ASSOCIATION.

Fully 300 guests, most of them Western Normal graduates, registered in the headquarters of this school in Room 16 of the Morton during the State Teachers' meeting in Grand Rapids. Banners and pennants proclaimed the presence of the school's representatives, the "brown and gold" attracting many people to the headquarters. Open house was held from Thursday morning until Friday night and members of every class which has been graduated from Western Normal were received. From the first class, that of 1905, to the graduates of 1912, were representatives, a feature of the reunion which was particularly enjoyed.

THE GYMBLOOM BOOM.

The J. W. Knapp Co. of Lansing, Mich., certainly made a happy hit when they landed on the name "Gymbloom." By a glance at the adv. on another page the reader can see the long list of normals, high schools, colleges and universities that have adopted the suits upon examination of the sample sent them. The quality of the goods, the well-fitting and becoming garments, the seal of the National Consumers' League, that is a guarantee of sanitation and total absence of sweat-shop labor, the fair and reasonable price, the candor, square deal and courtesy of the J. W. Knapp Co., all unite to make the Gymbloom go. Every school having girls' gym work, basketball, athletics or swimming, should get in touch with the makers of the Gymbloom. The company have now arranged to make some bloomer suits in the U. S. army khaki uniform cloth for use in outings and field tramps. Write to J. W. Knapp Co., of Lansing, Mich., for details.

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Montmorency County Normal, Hillman, Michigan
Ontonagon High School, Ontonagon, Michigan
University of Michigan, Ann Arbor, Michigan
Alma College, Alma, Michigan
Nebraska State Normal School, Peru, Nebraska
State Normal School, Edinboro, Pennsylvania
Oak Park School for Girls, St. Paul, Minnesota
St. Mary's School, Nauvoo, Illinois
Bernard-McAuliden Healthatorium, Chicago, Illinois
Battle Creek Sanitarium, Battle Creek, Michigan
Geo. M. Peck Company, Elgin, Illinois
Ackermann Brothers, Elgin, Illinois
High School, Elgin, Illinois

Please send to the address below GYMBLOOM
as per these measurements:

Measurements

<table>
<thead>
<tr>
<th>Measurements</th>
<th>In Inches</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUST—Entirely around body, or over fullest part of bust and well upon shoulder blades in back (A)</td>
<td></td>
</tr>
<tr>
<td>NECKBAND—Length of neckband that fits you right (B)</td>
<td></td>
</tr>
<tr>
<td>WAIST—Around body at smallest part of waist (C)</td>
<td></td>
</tr>
<tr>
<td>HIPS—Entirely around body at hips, about six inches below waist line (D)</td>
<td></td>
</tr>
<tr>
<td>SLEEVE—Length of inside seam of sleeve to elbow, arm hanging at side (E)</td>
<td></td>
</tr>
<tr>
<td>BLOOMERS—Length of bloomers from waist to bend of knee (F)</td>
<td></td>
</tr>
<tr>
<td>BACK—From bottom of neck band down back to waist line (G)</td>
<td></td>
</tr>
<tr>
<td>SHOULDER—Distance from neck to shoulder seam (H)</td>
<td></td>
</tr>
</tbody>
</table>

Give actual measurements, we make all allowances.

Date: 191...

Name...

Address...

Do not fill out the following blanks:

Order No. Date promised...

J.W. KNAPP CO.
LANSING, MICH.
AMPHICTYON NEWS.

The first regular meeting of the Amphictyon Society was held Thursday evening, October 24, in the assembly room. A very interesting program was given and a large audience enjoyed it, among whom were a number of our dignified elders—the Faculty. The program was as follows:

Roll Call. Secretary
Piano Duet. Misses Parker and Miller
Reading of the Constitution. Madeline McCrodan
Current Events. Stephen Starks
Vocal Solo. Bess Hanncn
Reading from “Rebecca”. Harriet Riksen
“Fall Styles as I See Them”. Lloyd Tryon
Reading from “Dickens”. Ethel Young
Stray Sunbeams. Flora Rice
Amphictyon Song. Double Quartet
Yells. Rush Sooy, Yellmaster

The second meeting of this same flourishing Amphictyon Society took the form of a mock banquet which was delightfully carried through with both dignity and fun.

Rush Sooy acted as toastmaster and called for toasts from the following:

“To the Students of the Amphictyon Society”. Miss Zimmerman
“To the Amphictyon Faculty”. Eva Dottie
“To the Girls”. J. O. Brown
“To the Boys”. Ruth Ralston
“To the Society”. Ethel Kendall
“To Normal Lits”. J. Erickson
“To Amphictyon Officers”. Howard Hoyt
“From a Junior Standpoint”... Sue App

Music was furnished in the form of a violin solo by N. Schoonmaker and a song by a double quartet composed of Max Grant, Madeline McCrodan, Seth Baker, Bess Hanncn, Lloyd Tryon, Sue App. E. C. Clifford, and Marion Campbell.

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KALAMAZOO, MICHIGAN
NORMAL LITERARY SOCIETY.

Much interest and enthusiasm has been shown this year by the members of the Normal Literary Society. The first step taken was to hold a contest which greatly increased our numbers and added some new talent which will be used in our future meetings.

The first regular meeting was held October 24, in the rotunda of the Training School, when the following program and social half hour were much enjoyed by all:

Piano Solo—Norma Carrier
“A Basket of Chips”.............
...Contributed by several members
Piano Solo...........Inez Leverich
“Our Presidential Candidates and What
They stand for:
President Wm. Taft—Harry Day.
Honorable T. Roosevelt—John Hoyt.
Governor W. Wilson—Marie Kell.
Readings:
“Opportunity” (Favorite of Woodrow
Wilson).............Theda Snow
“Opportunity” (Favorite of Theodore
Roosevelt).............Mary Howe
The room was very prettily decorated
with autumn leaves, flags and the pictures
of the presidential candidates. The burning
logs in the fireplace added to the cozy
appearance of the room.

On October 30, the following program
was given in the Assembly Room:
Piano Solo..............Viola Hull
Reading................Beth Corey
The Normal Literary Digest:
Editor-in-Chief.........Lon Bolster
News Editor............Eva Vaughn
Cartoon Editor.........Erma Conkrite
Sporting Editor.........Mr. Haner
Parliamentary Drill.............Led by Professor Rheinhold
Piano Solo..............Ina Eaton
A business meeting was held in which
the following officers were elected for the
remainder of the term:
President (re-elected)......Alfred Wilcox
Sergeant-at-Arms..........Leon Leonard
Chorister..............Norma Carrier

Much interest has been taken by the
society in the presidential campaign, so
the evening of November 5th was spent
in the Assembly room, where the election
returns were thrown on the screen as
soon as they could be received from the Academy of Music.

The interval between returns were spent in listening to a stereopticon lecture given by Professor Wood on his recent travels in Europe.

A reception to the Amphictyons will be given in the rotunda of the Training School, November 14. Elaborate plans are being made for this event.

The new program committee is working on plans for the remainder of the term, and some good things are promised. Come and enjoy them.


NEWS NOTES

On Thursday, October 24, at the residence of the bride's parents in Covert, Miss Lepha Vaughan, a graduate of Western State Normal School, was united in marriage to Charles Nelson Spring, of Kalamazoo, where they will make their home.

A glee club has been organized among the young men of the manual training department of the Normal. There are about 15 members who meet each Wednesday evening at the home of Mr. Waite. Miss Hootman directs the rehearsals and the club will soon make its appearance before the school.

President Waldo will speak before the Men's Club of St. Luke's Episcopal church on Thursday evening, November 21, on "Gettysburg."

Mr. W. W. Powell, a well known newspaper correspondent, spoke in assembly on Tuesday, October 22, before an interested audience. His subject embraced a discussion of the various phases of newspaper production and his own experience in gathering news furnished an amusing and enjoyable part of the unusual address.

The Normal orchestra has appeared in assembly and in other gatherings recently to advantage. Their numbers, under the direction of Miss Hanson, are well selected and rendered and the organization is a creditable adjunct to the music department of the school.

PHOTOGRAPHIC STUDIO OF F. T. NEIFERT

Successor to J. M. Reidsema

Kal. Nat'l Bank Bldg., KALAMAZOO, MICH.
Western State Normal School
KALAMAZOO
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A High Grade School for the Training of Teachers

The faculty consists of 46 efficient instructors who have been trained in the institutions named below:

Armour Institute, Albion College, University of Chicago, Chicago Art Institute, Chicago School of Physical Education and Expression, Columbia University, Eureka College, Harvard University, University of Illinois, University of Indiana, Michigan Agricultural College, University of Maine, University of Michigan, Michigan State Normal College, New York Institute of Musical Art, Northwestern University, Oberlin College, University of Ohio, University of Pennsylvania, Pratt Institute, Sargent Normal School of Physical Training, Terre Haute Normal School, Wabash College, Western State Normal, University of Wisconsin.

The buildings are new, large, well planned and attractive, and the equipment is excellent. The library numbers 9000 carefully selected volumes, all new, and is growing rapidly. The gymnasium is the largest structure of its kind among the normal schools of the Middle West. The training school building is a model of convenience, practicability and architectural beauty.

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

Students may enter at the opening of any term. The Winter Term opens Jan. 6, 1913. The year book will be mailed on application.

DWIGHT B. WALDO, President.
Kalamazoo, Michigan.