Holiday Greetings

For somehow not only for Christmas, but all the long year through
The joy you give to others is the joy that comes back to you.
And the more you spend in blessing the poor and lonely and sad,
The more of your heart possessing returns to make you glad.”

— Selected
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Do You Know?
Mrs. Xmas Buyer
That our store is the place for you to select your men's gifts.

We will be glad to see you
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CLASSICAL CLUB NOTES
The first meeting of the Classical Club was held on Wednesday, October 16, in the assembly room. A most interesting talk was given by Prof. Wood on Italy and Sicily which he has recently visited.

A literary meeting of the Classical Club was held Wednesday, November 20. Miss Rice gave an excellent talk on Roman Life. The following officers were elected:
President, Devona Montgomery; Vice-President, Alice Waite; Secretary, Ruth Reynolds; Treasurer, Bessie Maher; Marshal, Hazel Payne.

The Classical Club held its first social meeting, Wednesday, December 4, in the assembly room. Athletic contests and a Latin spell-down furnished the chief entertainment. Light refreshments were served after which dancing was enjoyed.

ORGANIZATION EFFECTED
The organization of the Michigan Nature Study and School Garden Association was perfected by the committee appointed for that purpose by the election of Dr. LeRoy H. Harvey of Kalamazoo, president, and Mrs. Lou Sigler of Grand Rapids, Secretary. This Association will meet in conjunction with the State Teachers' Association in October.

ANNUAL LECTURE
President Kenyon L. Butterfield of Massachusetts' State College of Agriculture has been engaged to give the seventh annual rural progress lecture on March 14, 1913.

Brown:—"Jones, what makes your nose so red?"
Jones:—Mr. Brown, my nose glows with pride at having been kept out of other people's business,
Miss Minnie Harmon of the domestic science class of 1909, is now Mrs. Lawrence Fuller and resides in Kalamazoo.

Leo J. Pritchard, '09, is still engaged in teaching in the manual training department of the Indianapolis public schools.

Miss Ruby Williams, '09, is at home in Plainwell this year.

Miss Marie Schaberg, 1910, is in her third year of teaching in a parochial school in Grand Rapids.

Miss Pearl Payette, 1910, is teaching in Battle Creek this year.

Miss Ula Grace, graded school graduate, is at Grandville.

Miss Carrie Minar, graded, is teaching at Bellevue.

Frank Ayers, rural 1912, is teaching near Cassopolis.

Miss Mae Symons, rural 1912, is teaching in the country near Dunningville.

Walter Nidy, rural, is teaching near Fulton.

Miss Alice Mack, rural '12, has a school near her home in Grand Rapids this year.

Miss Beulah Van Vranken, rural, is teaching near Hastings.

Miss Cora Snow and Miss Ellen Bachelder, rural graduates, are teaching in Kalamazoo county.

Miss Nita Butler, of the class of 1910, is at her home in Paw Paw this year.

John C. Salisbury, '10, is out of the teaching profession for the present and is engaged in insurance work.

Miss Fern Holden, '11, is teaching in Morristown, New Jersey.
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Who wear
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CHRISTMAS

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Let your gifts have an intrinsic value and at the same time let them be useful. Let them be personal, as nothing is more gratifying than to receive a gift which shows from its very nature that a personal sentiment is connected with it.

Our stock is replete with articles that in a way of a gift, would convey to mother, father, brother, sister or friend that sentiment of love and good will which should prevail at this season.

The store spirit which is always in evidence with us, that of making our visitors our guests makes it a delightful place to shop.

We can be reached by personal visit, telephone, telegraph or by mail.

Try us.

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Miss Arletta Drew, '10, is teaching domestic science and art in Pennsylvania this year.

Chester Wells, '10, is at Buda, Illinois. The Normal is in receipt of the school magazine from Buda which is a very creditable publication. In it is an article by Professor Wells.

Miss Blanche Batey of the class of 1911, is in Kent City.

Miss Audrey Bettes, '11, is again teaching in Sparta.

Miss Louise Bixby, '11, has returned to Comstock for the second year.

Miss Hazel Brown is in Watervliet.

Miss Hattie Carstens is attending Moody Institute, Chicago.

Miss Kate Chamberlin is teaching at Sparta.

Miss Gertrude Clark is in her second year of teaching in South Haven.

Miss G. Helen Cook, 1911, it attending the University of Michigan.

Miss Grace Shick is again connected with the Battle Creek schools.

Miss Helen DeGraff, 1912, has returned to Traverse City.

Carl Cooper of the class of 1912, is teaching in the ungraded department of the Kalamazoo city schools.

Miss Ruth Foote, '12, is teaching at Perry.

Bert Ford, '12, is principal of the high school at Royal Oak.

Richard Kribs of the class of 1912, is superintendent at Climax.

Rex Nutten is in charge of the manual training work at Amasa, Michigan.
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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?

Do this and before another October rolls around your money will be earning INTEREST upon INTEREST at the rate of 4% compounded.

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PICTURES FOR SCHOOLS

1 Hear a Voice
Maude Earl

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Seldon S. Tingle is teaching manual training in St. Paul, Minnesota.

Miss Florence Esselburn of the class of 1909, is engaged in teaching at Everett, Washington.

Cylde Overholt, '08, is at Ada this year.

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ADVICE FROM THE GALLERY.

Speaking of bad boys, Tully Marshall tells a story of how a wicked youth in the gallery once came near upsetting a show in which he was playing.

"We were doing stock," says Marshall!, "and had put on a heavy melodrama. I was the hero and in one scene several villains caught me and bound my hands to my sides. I had to squirm, and wriggle, and moan, 'Oh, if only my hands were free!'

"Then the chief conspirator would snap his fingers in my face, and I would hiss through my teeth, 'Loose my hands, you devil!'

"One evening I had just got the words out of my mouth, when a kid in the top seat piped: 'Kick him in the shins, Too-ley! Yer feet ain't tied!'

"It broke up the audience, and it pretty near broke up the actors."—Frances The- len, Golden Rod, Minn.
The spirit of Christmas is everywhere—The whole store is ready with hundreds of **Practical Gift Suggestions.**

**Toyland** A most interesting place for children as well as grown ups. The entire Basement given over to the sale and display of Toys, Dolls, Games, etc.

**The Book Stall** Is rich in suggestions for gifts for each member of the family.

**The Center Aisle** Handkerchiefs, Cut Glass, Ribbons, Silverware and Leather Goods.

**The Ready-to-wear Dept.** Dozens of articles for mother and the daughter. Furs, Negligees or may be a fancy apron.

**By all means Shop Early and in the morning if possible**

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**For Men's and Boy's Gifts**

If you want Christmas gifts of the better sort—the kind that carry with them a message that endures longer than the moment—we believe that our Christmas lines in mens and boys apparel will be of more than passing interest to you. Hundreds of attractive and useful articles are offered at sensible prices, and it will be a pleasure for us to show you.

Why not come in today?

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**BELL SHOE HOUSE**

Louis Isenberg, Mgr.

124 E. Main Street
SURVEY of the graded school curriculum for the last twenty years shows it to have undergone constant repair. To keep the course of study even within a decade of current and progressive thought has been the magnus onus of educators especially concerned with this phase of our public school system. The dogma of the three R.'s, as an educational panacea, has proved a failure, an aid to mental indigestion and even oft times has led to mental or physical incapacity. However, the tenacity of this dogma has served a purpose, for revolution has given place to slow evolution of the course. And there can be no question but that further progress is inevitable looking toward the most insistent demands of our modern social and economic organization.

We are constantly alarmed by the announcements of sociologists that crime, insanity and degeneracy of a pronounced as well as subtle nature are on the increase, a condition which is especially dangerous as the results are cumulative. We must look almost entirely to the public school for vigorous corrective and preventive measures and the curriculum of the graded schools seems to occupy the strategic position in our educational system. It is not that a child should know so much English, so much History, so much Mathematics as it is that he should leave the school with a healthy body, a healthy mind, and noble ideals. The preponderating significance of this becomes forcibly evident when we consider that 60% of our school population terminates its school training for life with the eighth grade. And that one-third of our children are repeaters and this due mainly to physical defects.

Looking toward the accomplishment of this higher ideal in physical and character development—Nature Study and School Gardening are demanding universal admittance to a place in the graded school course of study, commensurate with their demonstrated value to accomplish these ends—an accomplishment which even the most loyal supporter of the common branches must candidly admit.

In the first place may I call your attention to the fact that in the social history of our race we find an unanswerable argument for this work. The story of social evolution is fundamentally, in point of cause, a story of soil culture. The hunting stage gave way to the pastoral stage with the subjugation of animals.
The semi-barbaric life of this latter stage passed with the domestication of plants and the advent of the agricultural period. Cultivation of the soil was the fundamental cause in the origin and evolution of the home, village, society and civilized life, while today agriculture is the solid warp of our social fabric whose woof is as multiple and labile as the genius of man.

Specialists tell us that the child in pre-adolescent development passes through these stages of savagery and barbarism. To deny the child the influence, during these periods of his development, of this underlying factor of social evolution is to negate the educational doctrine of recapitulation, to turn him into the world out of harmony with and unprepared to take his place in a society thus determined and is a reversion to barbarism out of which the race has so painfully and laboriously toiled. The soil is pregnant with forces for the normal and healthy development of the child in character, mental training and physique, just as it is potential to produce splendid crops under adequate culture. It may also be noted that intensive utilization yields proportional results in both cases.

We may now proceed to an analysis of the influences of soil contact as it reacts upon the child. (1) Garden work is auto-educative—if such a thing is possible—to an extent unequaled by any influence which the graded school can bring to bear upon the child. The results of his planting and care stand forth evident to all, including himself, powerfully reflecting the child’s habit of work and thought. Slovenliness confronts him in irregular rows, scattered seeds and later weeds. Contrast results in stimulation oft repeated and usually fructifies in a prize garden next season. In the garden care and patience bring their rich reward and create confident expectation as the result of energy and application, a valuable asset to any individual throughout life. Here the child comes face to face with the forces of nature and learns to organize his energies in harmony and co-operation therewith and is forced to realize that antagonism reaps disaster.

(2) Soil contact creates producers. The School Garden for the first time in most cases brings a feeling of possession; it is all his own. The child reaps the reward of his industry and labors and there rises in his soul the exhilaration of self-expression, the joy of producing and the satisfaction of honorable profit. Herein lies the secret of making producers of our children and instilling a dignity in labor.

The world moans with an over-production of non-producers—that great class of middle men—those of the “clean-handed” occupation who prey upon the producer and the needs of others. What the world needs is less second-rate citizens and more first-rate producers. This is the great economic and social need. It is so easy for our boys and girls (this 60%) to drift into the “go-betweens.” They have never experienced the exhilaration of adding to the world’s supply, so are sucked as by a whirlpool into the rising flood of consumers. We have scarcely evaluated the potential social force thus diverted. Upon our souls rests a serious social crime when we fail to provide this opportunity for our children, and obviously the duty lies at the door of the public school system.

(3) School Gardening instills civic interest and engenders the aesthetic. The possession of a garden plot brings the child at once to the realization of property rights; first his own and then his neighbors; a lesson frequently fought out as man to man. This golden rule of property right rises primarily from the savage instinct to defend his own but is ameliorated through contact and the child has forced upon him a great lesson. Individual rights develop into general rights of all and an interest and pride in school and public property results. The child thus becomes a civic guardian of law and order. And particularly is this important in the Americanization of the children of our alien population.

Garden possession during the elementary school years would go far toward the elimination of many of our social and economic evils which are a serious burden upon us all. If we could secure universal adoption of school gardening throughout the eight grades of our public schools in a few years our prisons and houses of correction would decay from want of use. In the words of Wordsworth—“One impulse from the garden sod may...
teach you more of man, of moral evil and of God, than all the sages can."

(4) Garden work results in developing the faculty of co-operation. The establishment of villages in the agricultural stage of our social development soon resulted in a division of labor for economical reasons. There soon appeared the tinker, the tailor and the candle-stick maker. Each individual of that society now becomes more dependent upon the other members of the community. As civilization progresses the division of labor becomes more minute. The little shoemaker gives way to the gigantic shoe factory and a hundred hands become linked to a single process where one was sufficient for its accomplishment before, but with a gain in both quantity and quality of product. Never has society been so complex and so intricate as it is today. Reflecting this we find its members more inter-dependent than ever before. Inter-dependency forces the necessity of co-operation and the future holds nothing more certain than further individual helplessness. Success then under this economic condition seems to vary directly with one's ability to co-operate with his fellow-man. "Science and co-operation play leading roles in each day's business," however great, however small. In the garden both of these accomplishments are unconsciously attained. The child is trained in science and partially acquires its method of approach and its attitude of mind. In thus training the mind to an exact and impartial analysis of facts Nature Study and School Gardening furnish an education pre-eminently fitted to start the child on the road to sound citizenship. It is not so much the material but the method of its consideration.

Garden work offers, through the organization of Children's Garden Clubs under the auspices of the School Garden Association of America unusual opportunities for training in co-operation; a training sadly needed to offset the usual anti-social competitive system which permeates our grade schools. Co-operation especially functions in the establishment of comradeship in a common undertaking, in the stimulation of initiative and in the production of leadership. Personality is here unmasked and common sense and industry reach their proper valuation.

Co-operation is the modus operandi in the business of the world. Why not initiate our children in our institutions which proudly proclaim themselves "preparatory schools for life." The School of Experience is dear in time and money. School efficiency demands training in co-operation. In the garden human character is openly revealed and evaluated by the child's fellow workers. In the placing of reward the judgment of the child is far less liable to err than that of his teachers. If for no other reason than exhibiting to the teacher the true child nature with which she works School Gardens are abundantly justified. Without prolonging argument on this point it is evident that the world places highest value upon science and co-operation. Can we do less than lay the foundations?

(5) Soil contact fosters adaptability, resourcefulness and self-reliance. The farm has been highly favored as the nursery of men of affairs—notwithstanding the higher percentage of immorality and disease and its lower social and educational standards. I need not present the statistical evidence pro and con upon this claim. The general acceptance of such a belief demands our attention and is quite in point in our consideration. Prof. Bailey has made the statement that in his teaching experience he has found that the country boy could turn his hand to twenty things when his city cousin was able to handle but one. It is my belief that the city with its greater social and educational advantages and its higher hygienic standards is today the most desirable place for young America, and this without depreciating the value of training of farm life. It is further my conviction that the School Garden will supply just the training which farm life has provided and without its serious limitations. The imperative need of the School Garden in the city is thus forced upon us.

(6) The "missing link" between home and school is the school garden. Inefficient is a school garden which does not reflect itself in a home garden. The path is now straight and smooth. Teacher must visit the home garden, a
natural and unforced entrance to the home—and a better understanding of the child and his needs result. Mother must visit the little plat at school—an interest, sympathy and understanding follows. Home and school may now work in cooperation. To the child there comes a great pleasure and happiness which stays with him through life and which makes of him a more nearly normal man or woman with widened interests. Whether he turns this to practical purposes in seeking a livelihood matters not; he has an equipment which will furnish him splendid recreation and diversion in later life. The purpose of School Gardens is not primarily to make agriculturists but to make men.

I am not unaware of the difficulties and problems concerned in garden work. I am sure that a slow beginning is better than a rapid failure, that thorough organization is better than enthusiastic abandonment, that there is a real problem involved in the summer vacation and acquisition of ground; yet I am equally sure that these problems have been satisfactorily solved and can be solved by any school in this state. Such are problems without the purpose of this discussion. I have attempted to show you that School Gardens are not only good but fundamental in the training of our citizenship of tomorrow; that they are potential in the conservation of child life and finally in the words of Dr. Eliot—"the most living working laboratory of any dimensions is the school garden. The time is coming when such a laboratory will be as much a part of a good school equipment as blackboards, books and charts are now." LeROY H. HARVEY.

**Child Welfare Exhibit of Clothing**

As a result of conferences during the past year between the mothers of Kalamazoo and the Kindergarten Club regarding the various phases of Child Welfare it was proposed by a joint committee who planned the 1912-13 program that the first meeting be an exhibit of clothing loaned by the mothers to make more clear many points of discussion which arose when this subject was under consideration last winter.

To this end district meetings were held in each public school and the Normal Training School two weeks previous to the date of the exhibit when mothers of each section of our city came together to plan and discuss the types of garments necessary to the success of the project. A printed outline embodying suggestions for mothers read as follows:

"There will be exhibited both home made and ready made garments suitable for boys and girls from infancy up through eight years of age. We would like to have your help in this and ask you to lend us some article of clothing that you have tested and found satisfactory because of its durability, comfort and economy. This may be for either summer or winter wear and need not be new. Articles that are simple, easy to make, easy to launder and not expensive will be especially appreciated. The following list though not complete may be found suggestive,—outdoor garments, underwear, stockings, bloomer dresses, sleeping garments, dresses and suits for schools, aprons, dresses and suits for play. If you can help us, fill out the following slip:

Name of article..........................
Age intended for................. sex......
(a) home-made material.............
(b) ready made...
Amount of material..................
Where obtained.....................
Price............................... make..
(can pattern be supplied...... price...
Special reason for recommending the article
Name of owner.......................
Address.............................

This slip was in duplicate attached to the above suggestions and sent to over one thousand mothers. Both slips were filled out by mothers, one sent to the district to serve the general arrangement committee and the duplicate was pinned to the garment as a means of ownership and also to serve visitors as an explanation at the exhibit. The response of the mothers was very hearty and cooperative and over 700 garments were loaned. These were classified by a joint committee of mothers and teachers and arranged..."
in four rooms of our new Y. M. C. A. building which is centrally located. The infants' room held everything necessary from birth to two and a half years, including out-door and sleeping garments. Another room was for underwear and hosiery; the third room was the boys' and the fourth the girls'.

The merchants loaned us dolls and forms and furniture by which we could arrange a more life-like setting and which showed the garments to much better advantage. Our leading florist contributed plants and ferns which added greatly to the attractiveness of the rooms. Our press was most liberal in its effort to promote the idea and mothers gave freely of their time and energy to visit other mothers of their neighborhood and make clear the purpose of the exhibit.

On the afternoon of November 14 the first Child Welfare Exhibit of Kalama-zoo was opened to the public. A steady stream of visitors continued throughout the evening and following day and when it closed Friday at 6 p.m. our register showed considerably over 1000 people had responded to our invitation. From every walk of life they came. At each session there was a committee of mothers in charge, consisting of a representative from each district to greet other mothers and show them about. There was no feeling of class distinction because everyone there had a common purpose—the welfare of the child. A mother from our celery growing district conversed freely with one from our best residence districts about the merits of this material or the cut of that garment. Our Holland mothers and our American mothers were equally interested and no one seemed shy or indifferent. The pattern table was kept busy taking down requests for patterns for baby's bonnet or that carriage blanket or the tights made from tops of old stockings or those knickerbockers that I can easily make from father's trousers. Patterns for bloomer dresses were in great demand and one Holland mother was delighted to find they would simplify the laundry problem and also be more comfortable for her little girls. Most every mother found something better than she had used. This exchange of ideas more than any other feature of the exhibit served to emphasize the true spirit of democracy and we believe this mutual helpfulness knit the motherhood of our city closer and will serve for further civic effort in behalf of childhood.

On December 5 there will be a discussion of this exhibit led by Miss Charlotte Waite, who will bring to the mothers the value of a knowledge of materials in buying based upon a little pamphlet "What was the matter with Mary's last dress." Did it fade? Did it shrink? Did it go to pieces when rubbed on washing board? All these are vital questions to mothers and the Child Welfare Exhibit of Clothing we hope may serve as a means to many ends rather than an end in itself.

LUCY GAGE.

Dorothy Weston's Mistake

Dorothy Weston was indeed a happy girl, the happiest girl in Kern County, she told herself as she unfolded her contract and re-read it for the twentieth time. She was engaged to teach the intermediate room in the school at Beverly, three miles away. Dorothy could not remember when she had not looked forward to teaching. As a little child she
had played "school" with her dolls and even improvised rag dolls to fill the vacant seats. Later after her own school-days had begun, she took infinite pleasure in playing "school" with her little classmates. During her four years in high school she had been forming definite plans to teach in the future and had succeeded in passing the teachers' examination much to her parents' delight.

Dorothy was an only child and her father and mother were as ambitious as she in regard to her future. She had been graduated from high school in June with honors and, now, early in July, had come this final bit of success which was to insure the carrying out of her cherished plans.

It seemed to Dorothy that night that she had never been so happy before, not even on the day of her graduation. She was impatient for school to begin. Meanwhile she wrote joyous letters to her friends telling them of her position and invited them to visit her room.

The weeks crept by and the eventful day finally arrived. Dorothy's father drove to the school-house with her, stopping at her boarding place on the way to leave her trunk, heavy with books. The day did not turn out quite as Dorothy had expected, but she comforted herself with thinking that she could not expect to have everything just right the first day. The children were unused to the confinement of the school-room, and even those who meant well found it hard to sit still. Not a few improved every opportunity to "try the new teacher on." They wanted to find out what she was like and how much they could do behind her back. Dorothy made no "rules." She thought children should be allowed as much freedom as possible. Neither had she troubled herself very much about discipline. She had theories that the school should "govern itself," just how she did not see clearly. She had been so engrossed with the work of organizing and assigning lessons that she had missed a great deal that had been going on. For several reasons her first day had not been an entire success.

The week passed quickly though not entirely satisfactory to Dorothy. She consoled herself with thinking that this was only a beginning and next week would see things going better. She said little about her work at home, but expressed her satisfaction at having such a pleasant boarding-place. When pressed further about her school, she explained how pleasant she had found the principal and primary teacher to be, how nicely equipped the building was, and how beautiful the surrounding country looked in its autumn coloring.

Another week passed eventfully. The children were not particularly disorderly, but it seemed to Dorothy that she had not succeeded in "getting hold of them." They liked Dorothy but did not respect her as much as they would have done had she been a little more exacting of them. They brought her bouquets from the gardens at home, apples, candy, and one little Holland boy even wanted to give her some of his "strop bread." But in spite of these favors, Dorothy began to have some serious misgivings before the end of the second week. Somehow, she did not feel so enthusiastic about her school as she had expected. Suppose she should not like teaching after all? Suppose she should fail? What would her father and mother say? What would her teachers and friends think of her? It would not do to have things go on as they were. She must take more pains to work out her lesson plans. She must read some books on school management. She must try to use some of the suggestions in her teachers' papers and magazines.

Each night found Dorothy tired and discouraged. Each evening she poured over lesson plans and books on school management when she should have been resting. Even when she had gone to bed she often lay awake for hours thinking of the next day's work.

Week by week her life became more unhappy until it seemed that she could bear it no longer. But what should she do? Could she tell her father and mother that she wanted to give up her school? There had been no complaint from parents or school officers. Would her people understand in the least what she was suffering mentally? Her principal had encouraged her and offered only kindly criticism. Yet in her heart Dorothy felt that she was wrongdoing the children. If she could have been brought
up with younger brothers and sisters, she felt sure she would have understood her pupils better. During those days of happy anticipations in the summer she had looked forward to having her friends visit her room. Now it seemed that a visit from one of them would be the most exquisite torture imaginable.

She had no plans for the future, but she could not go on this way. Much as she dreaded it, she resolved to tell her people that she would have to give up her school. It was as she feared. They could not understand and would not hear to such a course. If her health had failed, that would change matters, but this idea of giving up they declared to be the foolish whim of a humored child. They did not want her to be a "quitter," and she would have to brave it out.

Every word cut like a knife. She realized that it was not a creditable thing to do, but what alternative was there? Everything had changed so in these few short weeks. Life was one continual nightmare with not one moment of "release." Books and magazines were unbearable. Every bit of scenery which had been such a source of delight seemed to mock her. She fairly hated the sight of the school-room and dreaded to see the children coming. She wakened in the morning only to be weighed down with an overwhelming sense of gloom, and went to sleep at night wishing that she might sleep forever. If there were only some means of escape from it all! If only something would happen to her for which she was not to blame—typhoid fever, a broken limb, almost anything would be a relief. She felt it was wicked to entertain such thoughts, and this only served to increase her misery. She would end it all. Her parents and friends would be ashamed of her if she gave up and she could not go on. Therefore * * *

MYRTLE B. BROWN, '12.
(The Record will welcome suggested conclusions for this story.—Ed.)

SHYLOCK

WHEN but a small child in one of the lower grades in school the story of "The Merchant of Venice," was told to the class by our teacher. I remember distinctly my sympathy for Antonio, my admiration for Portia and my hopes for Bassanio's success, but more than all these do I remember my dislike of Shylock, the Jew. A few years later the same class were studying the play, and my feelings toward the characters remained about the same, as when the story had been told me.

It was not until the time came when I had to act as instructor that my attitude toward the principal characters changed. I can see now very clearly that my prejudice against Shylock was due largely to the many caustic remarks of my teachers who deemed it wise to point out all the faults of the poor Jew, while in vivid contrast Antonio was portrayed as a hero, and Bassanio as a model lover.

There are Jews, and Jews, but not all of one type in every respect. If an American had the same characteristics, in fact, everything a Jew has except name, what a world of difference there would be! The American would be a self-made man, a money getter, close-fisted perhaps, but how he would be looked up to by the many, and how different his treatment. There are hundreds of Americans today who are Jews in every respect, as far as money is concerned, and many of them are lacking in the virtues to which the Jew may lay claim.

Although we are broader minded and more liberal in our views today, still the very name Jew seems provocative of a funny story or satire.

In the age in which Shakespeare wrote, the Jews were a despised and downtrodden race, driven from place to place, persecuted, reviled and shunned except when money was wanted of them, and if it could not be obtained by fair means it was by foul. The coffers of more than one king and noble were refilled by extortions from rich Jews.

Just what Shakespeare's attitude toward Shylock was is rather hard to determine, although I'm inclined to think he looked upon the Jew in much the same
light as all Jews were regarded at that time. In "The Merchant of Venice," Shylock is portrayed as a man past the prime of life, living in joy of his wealth in spite of the fears and doubts which constantly beset him. The loss of his loved wife leaves him no home companionship except that of his daughter Jessica, a frivolous love-sick girl, incapable of high aspirations, and seemingly lacking in those qualities that might have softened her father's heart. I never think of Shylock in connection with Jessica, but that there comes to me a contrasting picture of Isaac of York and his daughter Rebecca, as given us by Scott in Ivanhoe. The tender, persuasive powers of the loving daughter Rebecca did much to make her father more charitable and kind. Dearly as he loved his gold, it was not as precious in his eyes as was his child.

Was there aught in Shylock's life for him to care for except his gold? Not much. He realized the lack of affection on his daughter's part, and knew the bond between them was held lightly.

When Shylock was asked for a loan of three thousand ducats, and he demanded a promise of a pound of Antonio's flesh, should the money not be forthcoming on the appointed day, I believe the Jew was profiting by the example so often set before his tribe. "Pay or persecute." Not one of the men, Antonio, Bassanio or others of their class, would have deigned to notice the Jew in times of prosperity, unless to revile him, but in the hour of financial ruin, they seek him out and with soft words try to win from him a promise of a loan. He is justified in his response. If he had been an American he would have responded by a blow for such an insult, for insult it surely was, and Shylock knew it.

When the fickle Jessica elopes with Lorenzo, taking with her money and jewels belonging to her father, he wails and storms. Is that particularly Jewish or is it simply human nature the world over? He mourned more for the loss of his money and gems than for his child. Well he might. They had undoubtedly brought him more comfort.

When Antonio fails to repay Shylock, and all are assembled in court, the old Jew is in his element, for now he can show his powers of persecution. His day of triumph has come, yet he is no more cruel than thousands are today who stoop to even worse deeds for revenge. The joyous Shylock is soon changed to a humble, cowed and disappointed man. If he take one drop of Antonio's blood in cutting the pound of flesh, he loses all he has, even his life. Once more the martyr, the all-sufficient Antonio stands forth a free man with no dark cloud hanging over him, but still he will find some excuse to pity himself. He sees so little of brightness in this world it seems almost a pity that he could not have been transported to a brighter sphere, where his cold blood would perhaps have been heated to a proper temperature for enjoying happiness.

In all the court room has Shylock one friend, one soul who pities him? Not one! All but him are Christians, yet not one of them gives him a kindly glance or word. It is their hour of triumph and banded together they enjoy it to the full. Even Portia, woman though she be, shows none of the gentleness of her sex. She has rejoiced in the downfall of the Jew.

He leaves the court a sad, wretched and penniless man, but worse than that he must become a Christian, a sinner like those he has just left. The lot is cast and he bears it with good grace. If there is self pity he does not show it, but bends his steps homeward where no kind or pitying face greets him.

I admire Shylock for his true Jewish worth. He lived up to the convictions and traditions of his race. He was frank and straightforward in his address. There was no deceit in his attitude toward the Christians. He would ask no favor of them, and in granting them one showed why he did so.

Antonio may be considered the hero of the play, but Shylock is the man.

God sends His teachers unto every age,
To every clime, and every race of men.
—Lowell
NEW YORK CITY'S WOMAN'S SUFFRAGE PARADE.

Twenty thousand women, and men in sympathy with them, marched in the great torchlight procession held in New York on Saturday night, November the ninth. Half a million spectators looked on with cheers. The New York Times says:

"It was a wonderful spectacle and was witnessed by a crowd that jammed Fifth avenue from Forty-ninth to Fourteenth street, where the paraders turned east to Union Square. Not once was there a jeer or a word of ridicule. It took nearly two hours for the women to pass a given point, and the only reason they were able to do so in that time was because they marched in columns of fifteens and twenties instead of by fours and twos.

"The parade was a line miles long, of well-dressed intelligent women, deeply concerned in the cause they are fighting for; and of men, some of them old, but the majority young, husky fellows who marched as haughtily as their sisters and carried high the yellow pennants of the cause and the big, yellow pumpkin-shaped lanterns that more than anything else made last night's parade a thing beautiful to look upon. With the exception of the men's organizations, practically every person in that vast line of marchers held aloft one of these gleaming lanterns."

The lanterns were the most striking feature. One report compares them to "a great amber necklace"; another to "a rolling stream of fiery lava." The marchers carried candles and matches so that as soon as one of the lights went out, it was quickly rekindled.

"The world moves on, wake up, New York, And give your women votes!"

Fifth avenue rang with the jubilant refrain.

And what was the meaning of this monster demonstration? To celebrate the victory achieved by the granting of equal rights to women by four states in the last election (This account tells of the parade as it happened, and it was written before the adverse decision by the completed count in Michigan) Michigan, Kansas, Arizona and Oregon. There was great rejoicing, especially over Michigan, in the east. They called us the "Banner State."

It would be impossible through lack of space to give one-tenth of the interesting features of this magnificent outburst. The parade was led by Mrs. Beatrice Robertson Hale, on horseback, as grand marshal. Miss Isabel Rea, in glittering armor, on a white charger, was an imposing figure as Joan of Arc.

Eleven young women clad in white represented angels with long golden trumpets, which were supposed to be pouring fourth strains of triumph. Four real trumpeters concealed in long cloaks made the music, playing the march from "Aida."

The six states which already had exercised power to vote were represented by six golden chariots from Baltimore, while the four new converts were greeted with resounding cheers as their float appeared. Four happy-looking young women represented these, the latest arrivals, Fola La Follette personating Michigan. "Kansas for Liberty," "Michigan for Cooperation," "Oregon for Freedom," and "Arizona for Justice," read the transparencies.

ALICE LOUISE MARSH.

FROM A JUNIOR STANDPOINT

I believe it is customary at all banquets to entertain or to be entertained by toasts and responses. Now I do not know whether I am supposed to give you a toast, or a response or simply to talk to you, but I wish to say as a Junior and I think I may safely say—in behalf of the Juniors—that we surely appreciate what has been done in our behalf by this society.

An organization of this kind can do wonders for an institution and I believe the Amphictyons have the proper material to prove the truth of this. We cannot lie idle—any one of us. Though we are new members and not well acquainted
in the school, we will do our best to keep
the society at its present high level.

And how can this be done? First, by
doing everything as well as we possibly
can. Secondly, we will not for a mo-
ment admit but that our society is the
best society and that we are for it—heart,
and soul, and body. Spirit is that stuff
which prompts the most far-reaching and
effective actions and we must all have it.
Third, we will not keep it simply to our-
selves and believe our attitude proper,
but will continue to remind others and
have them remind still others.

The Amphictyons have a very efficient
and industrious corps of officers and were
it not for them, we probably could not be
here enjoying ourselves so much this
evening. But the members of an organ-
ization should not leave everything for
those holding the responsibility of being
in office or on a committee. They must
have the co-operation of each and every
member and that is one reason, I believe,
why the Amphictyon Society is the lead-
ing society in our institution.

There is, in Africa, an organization
which allows the speaker only so long
a time as he can stand comfortably on
one leg. According to that discipline, I
have consumed more than my allotted
time—but

Here's to Amphictyons,
The best crowd in school.
May they live long and prosper;
And their ardor ne'er cool.
May each loyal member
Sing out a glad paean,
And swear to be true
To our old Amphictyon!

SUE APP '14.

ORGANIZATION OF THE MICHIGAN NATURE STUDY AND
SCHOOL GARDEN ASSOCIATION.

At a section meeting of the Michigan
State Teachers' Association, Friday, No-
over 1st, in the auditorium of the
Fountain Street Baptist church, a special
meeting was called to consider the orga-

nization of a state association to unify the
nature-study and school garden interests
in the state.

Following a paper by Dr. LeRoy H.
Harvey on "School Gardening—A Fun-
damental Factor in Education," the busi-
ness meeting was called to order. Pro-
fessor Praeger of Kalamazoo College,
was appointed temporary chairman and
Miss Ora May Carrel, Grand Rapids,
was appointed temporary secretary. Profes-
sor Praeger stated the object of the meet-
ing and the question whether the society
should be affiliated with the M. S. T. A.
or become an independent organization
was brought forward for discussion.

Dr. Harvey said, "Owing to the great
multiplicity of organizations it might
seem best to organize as a round table of
the State Teachers' Association for at
least a few years."

Dr. Harvey made a motion that we or-
ganize as The Michigan Nature Study
and School Garden Association. Motion
seconded.

Discussion. Prof. Magers, "Since
numbers of people are working along
these lines in our state, we should co-op-
erate. The school garden is a training
school; it is worth while to organize and
make some plans for carrying the work
along. For a few years it would seem
best to meet as a round table of the M.
S. T. A."

Brief reports were given of nature-
study and school-garden clubs in various
parts of the state, viz., Grand Rapids, De-
troit, Saginaw, Battle Creek and Mar-
quett.e.

Motion before the house—Carried. A
motion that a committee of five be elected
to effect the organization and nominate
permanent officers was made. Motion
seconded—Carried. A second motion
was made to change original motion to
read—A committee of five be elected
to effect the organization, nominate and
elect permanent officers. Motion second-
ed—Carried.

The following committee was nomi-
nated: Chairman, Dr. LeRoy H. Har-
vey, Western State Normal, Kalamazoo;
Mrs. Lou I. Sigler, Principal Buchanan
Avenue School, Grand Rapids; Profes-
sor W. H. French, Michigan Agricultural
College, Lansing; Mr. R. G. Mallory,
Glenn; Professor Magers, Northern
State Normal, Marquette.

A motion that the secretary cast a bal-
lot for five members nominated for the
committee was made. Motion seconded
—Carried. A motion was made that the
committee be instructed to provide a program for next year's meeting. Motion seconded—Carried. A motion was made to adjourn. Motion seconded—Carried.

ORA MAY CARREL,
Temporary Secretary.

OVERHEARD.

Mr. M.—Do you expect to go home for Thanksgiving vacation?
Miss N.—Well I guess. It's quite a trip, but I wouldn't miss being at home for Thanksgiving.
Mr. M.—By the way, your home is at Reed City, isn't it? Where is Reed City, anyway?
Miss N.—About seventy miles north of Grand Rapids.
Mr. M.—Oh, yes, in the upper peninsula. You will have quite a journey.

Mr. Smith—Allow me to introduce Miss Brown, Miss Normal. She is one of our teachers.
Miss Normal—Glad to know you, Miss Brown. At which school are you teaching?
Miss Brown—The Frank St. School.
Miss Normal—Certainly. I remember now that I have heard you mentioned as being a teacher there. You teach the inefficient, don't you?

Two first grade girls were passing down the side stair of the training school. A young high school miss was going up. "Stand back, Lucile, and let the lady pass," said Eunice.

"She isn't a real grown up lady," replied Lucile.
"Yes she is," said Eunice, "she wears hatpins in her hat."

Miss C.—Will you tell us, Mr. North, which of the three Shakespearean plays we have read in class you like the best?
Mr. North—The Tempest.
Miss C.—A fine choice. Please give us a full explanation of The Tempest's literary qualities that made it a favorite of yours.
Mr. North—Well, I don't know as I can. I liked it because it was the shortest.
First Student—(Coming up, out of breath)—"There I have forgotten my arithmetic, I'm sorry."
Second Student—"Did you have all the problems worked?"
First Student—"Yes."
Second Student—"Then I am sorry, too."

Little Girl—"May I have a second dish of pudding?"
Mother—"A little boy got sick eating a second dish of pudding."
Little Girl—"Who ate the rest of it?"

President of a Normal Society—"We will now listen to the meeting of the minutes."

Joe (After men's banquet, very sick)—"I know I'm going to die."
Glenn (Joe's roommate)—"Well, Joe, you are not afraid to die, are you?"
Joe—"No, but I'm ashamed to."
Holiday

The Record gives the season's greetings to all friends and patrons with wholehearted thankfulness and joy. The new associations of the past three months are rich in promises of personal stimulations and permanent friendships. The really "New" students afford the perpetual frontier of opportunity in all educational work. The ever renewed challenge of this frontier is the true giver of a youthful attitude to teachers. And teachers who keep young in love and thought and enthusiasm are an antidote for pedantry, that ignoble satisfaction of fools paradise. Militant youthfulness in daily work is one of the rich gifts which the Record covets for all readers; and for the unspeakable gift of the Christmas spirit the Record unites in the unanimous acclaim of gratitude.

Co-operation

The editors of this Journal have great appreciation of the co-operative effort on the part of students and faculty members, which is represented in every issue. This month having but two weeks of school, it became imperative that contributions be handed in very promptly, and all that was needed was a general notice of this fact. It is not always possible to handle contributions to the best advantage by reason of limited space in each issue. Then, too, for typographical effect it is not always best to credit short articles by printing in the signature of the writer. The editorial department illustrates the case in point; and here there is the further complication that editorials by the editors do not often call for a signature. Therefore, no signatures will be used in this department, but the authorship of editorials will invariably be indicated in the table of contents, and where no credit is given by naming the author of an editorial, the supposition that the editor wrote it himself will be correct. Continued liberal patronage by advertisers, an increasing subscription list, and interesting contributions from the widely scattered clientele of the Record are gratefully acknowledged. Certainly it will not be out of place here to make special mention of the very interesting and instructive article on "A Trip to Ellis Island," contributed to the November number by Dr. William McCracken, who was for the past two years our editor. William McCracken has a large place in the general welfare of this institution, as well as a place of sincere
The Record wishes Dr. and Mrs. McCracken a Merry Christmas and a Happy New Year. May they in their Sabbatical year through all journeys by land and sea be kept safe and well and thus brought back to us.

Football  The football season of 1912 Season, has been a success. A coach, some twenty-five candidates for the team, a loyal student body numbering nearly seven hundred, and a faculty, were the factors involved.

There is only one Spaulding. The men who have come under his coaching during the past six years have found not only a man clean, honorable, fair, but one who is an unquestionable authority in the game and an inspiration to hard, aggressive, intelligent football. It is worth any man’s while to get his point of view and the athletic lessons he hands out whether he makes the team or not.

It was a fine lot of fellows who represented Western Normal this year and another fine lot who tried to represent it. Second team men must come in for a good measure of praise. The men who trotted onto the field in the games we won and the games we lost were “our type” of fellows. It is not one long, grand holiday to go through a football season and be in condition to give the best there is in us for the institution we represent, and the right to wear “the letters” involves sacrifice as well as playing ability.

The brand of football shown in 1912 has done credit to the coach and the players. No team we met showed a better knowledge not only of straight football, but of the fine points of the game. No team had any more of that legitimate thing called “fight,” and it is safe to say that we earned more than we got.

The student body and the faculty displayed an unusual interest in the team. Sometimes it may seem to the men who are actually doing the work that few seem to care, but every loyal Western Normal heart beat faster as the days approached for the games, and felt the exultation of victory and the much rarer depression in defeat.

To have won from Culver, Albion and Hope, to have tied Hillsdale, and to have lost to such teams as M. A. C. and Ypsilanti, marks a season of unusual success.

Best Christ- The Bible is the Christmas Book mas Book for excellence. It is the book of righteousness. No other book in the world fixes our thought so steadily upon the great interest of character. It keeps always before us the fact that the one great concern of every man is to be right in heart and in life. Man knows intuitively that he ought to do right; and his notion of what is right is continually being purified and enlarged. This is moral progress. The Bible is the record of this moral progress in the one nation of the earth to which morality has been the great concern.

Dr. Washington Gladden estimates the Bible as follows: “If light is worth anything to those who sit in darkness, or hope to those who are oppressed with tormenting doubt, if wisdom is to be desired by those who are in perplexity, and comfort by those who are in trouble, and peace by those whose hearts are full of strife, and forgiveness by those who bear the burden of sin; if strength is a good gift to the weak, and rest to the weary, and heaven to the dying, and the eternal life of God to the fainting soul of man, then the book that tells us of Jesus Christ and his salvation is not to be compared with any other book on earth for preciousness; it is the one book that everyone of us ought to know by heart.

The value of the Bible, the greatness of the Bible are in this life that is disclosed to us.”

In regard to the permanency of the effect upon one who studies the Bible President-elect Woodrow Wilson once said: “It is very difficult for a man, for a boy, who has been taught the scripture ever to get away from it. It haunts him like the memory of his mother; it inspires him like the word of an old and revered teacher; it forms a part of the warp and woof of his life.”
TRAINING SCHOOL

THANKSGIVING.

The Training School children are gaining some experience in personal charity this fall. In this age of boards and departments and committees, the personal factor in giving is often lost. The children’s assembly committee felt that the gift without the giver was none the less bare than the gift without the recipient. So they secured from the District Nurse and from a well known physician who does much work among the poor, the names of four needy families.

These families were visited by a committee of two children and one teacher, and their names, ages, and other personal data secured. The reports of these visitors to the groups of children taking each family in charge are meeting with interested and eager response. Each child of the poor family has a list of clothing to be provided.

As articles are brought in they are checked on the lists, to insure completeness and avoid duplication.

In addition a list of food staples and some of the more palatable foods for the Thanksgiving dinner are being supplied in like manner.

The packing and delivering of these articles will not be the least part of the pleasure of giving.

TRAINING SCHOOL ASSEMBLY.

The assembly program for November sixth was presented by Miss Hanson of the music department, and by Miss Forncrook of the expression department. The following songs were beautifully sung and much appreciated by the children and assembly guests: Dandelion; Daddy Long Legs; In Germany; The Eskimaux, and In China.

Miss Forncrook delighted her audience with the story “The Little Lion with the Big Voice.”

Several grades contributed the following program, November thirteenth:

Game—The Jack horse by Grade II.

Introduced by recitation of rhyme “The Jack-horse” by Donald Summer.

Dumbbell Drill—Boys of V. and VI.

Poems

The Flag—Donald Crosby, VII.

Autumn Bonfires—Francis Nicholas, I.

Youssouf—Evelyn Van Haafsten, VIII.

The school was delightfully entertained November twenty-first by Miss Thomasma, of the Training School. Miss Thomasma gave the children vivid and charming pictures of life in Japan, especially describing the Japanese house. We hope to have the pleasure of hearing Miss Thomasma again on this fascinating country with its quaint customs and picturesque life.

Wednesday afternoon, November twenty-seventh, was given over to a Thanksgiving celebration. The kindergarten classes of plays and games presented an original play representing a Michigan Thanksgiving. It is to be hoped our readers may hear more of this entertainment in the next issue of the Record.

ART WORK.

By none is the Christmas thought of making and giving enjoyed more than by the children, and it is this idea which will direct the art work of the Training School and give joy to the pupils there during the rest of this term.

The babies at home are to be thought of, and for them the first graders will crochet reins made of yarns, directed by the fourth grade pupils. The second graders will make the soft prettily colored worsted balls; and both grades will make fringed mats decorated with little stencil designs done in crayon.

The construction of fancy boxes will be a feature in the third grade, and circular premimmers will also be made for which the children will cut their own designs.

Blotter backs of oblong proportion ornamented with appropriate corner motives and stamp books will keep the fourth grade busy.

The fifth grade pupils are showing
much care and skill in wrapping some boxes made of raffia over a pasteboard foundation. These are made very attractive by combining a color with the natural raffia in well proportioned bands. The sixth graders have worked out their own pillow designs which will be carried out in easy dyes on the putnam cloth. These pupils will also construct and decorate whisk broom holders. Desk blotter backs with corners decorated with butterfly motives have been nicely worked out in the seventh grade. These have been constructed of a soft green paper over a pasteboard foundation.

Both the seventh and eighth grades will illuminate initial letters for Christmas greetings, and the eighth grade will make memorandum packs and grocery lists.

RUG WEAVING IN FIRST GRADE. The children in the first grade have for several years made rugs for their doll’s houses. In watching this work, it has seemed to those in charge that the materials used did not lend themselves to first grade fingers as easily as they should. Fine carpet warp has been used in the past for the warp and silkaline for the woof. This year a colored hemp cord (brown and green), very much coarser than the carpet warp, has been used for the warp, and pretty colors, browns, blues, greens, in gingham for the woof. The children have worked with these very much more easily, the rugs have been finished much more quickly, consequently, bringing greater pleasure and satisfaction to the children. The hemp cord was some which the school had in stock and was used as an experiment, a larger and softer cord would give even a more satisfactory result.

THE SNOW. The flowers had gone to sleep in their bed. The leaves had dropped from the trees to their bed, When the snow came down from the sky, so white, And made them a blanket all soft and light. Class Work, Grade II.

MY VISIT TO THE OLYMPIC GAMES. When I went to the O’lympic games I had to walk all the way. It took a long time to get there for it is a long way from Athens where I live.

The first day they had a parade and after this they had a solemn sacrifice to Zeus. All the people who wanted to take part in the games had to swear that they were free-born Greeks of unmixed blood and that they would obey the rules of the games.

On the second, third and fourth days there were racing, leaping, wrestling, boxing, throwing of quoits, and hurling of javelin. On the last day were the famous four horse chariot races. The men who won the games were given wreaths of wild olive leaves and they rode home in chariots. They were honored all their lives.

Helen Gorham, Grade V.

ONE OF OUR PROBLEMS IN SEWING. One day in early fall, a little girl came up to me and said, “Have you seen a cooking apron with lace around the bib?” She seemed to feel very badly, for she thought that she had lost it. I told her that I had not, and she went on to ask someone else. The next day when we went to sewing class, our teacher had some cooking aprons for us to mark with the names of the owners. We did them in red thread.

A week or so later I saw the same little girl who had told me her tale of woe. I asked her if she had found her cooking apron and she replied, “Yes, I did, but I had a hard time doing so.” I then inquired where she found it and she said with a very solemn face, “I afterwards found it in my coat pocket.” I laughed, but her little face was very sober. Then she brightened up and said, “I went to put my apron on the other day, and what do you suppose I found on it?” “I have no idea,” I replied. “Why, I found my name on it worked with pretty red thread, and now I won’t lose it any more.” I think that these little girls appreciate what we have been doing for them.

Ernestine Prentice, Grade VII.
SEVENTH GRADE CONSTRUCTION WORK.

Well, I suppose you would like to know what we are doing in our construction, (a necessary thing for developing art talent). We are making pretty blotter pads for use at the desk. They are a soft green, with designs on the corners painted in colors of various shades, suitable for any room. Being made of stiff cardboard, covered up by the tinted paper, they can be held on the lap when a desk is out of the question.

Then we have made book covers for keeping compositions in. They are of a gray paper, and have a design on the front, worked in crayon and are tied with cord, corresponding to the color of the design.

Nita Payne, Grade VII.

MY TROUBLES IN WOODWORK.

When we first went into the manual training shop and Mr. Sherwood told us we were going to make things with planes, rip-saws, marking gages, tri-squares, etc. As I didn't know the difference between a rip-saw and a cross cut saw. I wondered what he was talking about. When I planed the board which we were going to make into a key rack too much on one side, I had to fix it up so it would not be so uneven.

I didn't have any more difficulties with my key rack, but we made cutting boards next and then my troubles began again. We had to tie a string around two nails, driven into a piece of wood, to make an oval and every time my pencil came around, the knot would catch it. I next had trouble in cutting out my board. I cut too deeply with my chisel at first, because I didn't know how to use it; but after one of the students instructed me I got along better. My tool rack is not yet finished, and I fear I shall have more trouble.

Willard Bryant, Grade VII.

THE SCHOOL PRINTERS.

Last year in the sixth grade we learned to print. This year we are so rushed with orders that we can hardly keep up with them. We boys have regular times when we go in to work. Sometimes we are to get a story ready and have to work very hard to accomplish it. Most of our work has consisted of stories for the lower grades and notices for the school. Now we are again working on a story for the first grade.

Frederick Statler, Grade VII.

HILLSDALE COLLEGE 7, WESTERN NORMAL 7.

On Nov. 9 Hillsdale College came over to Kalamazoo to show the celery eaters how to play football. The Baptists brought along with them a clean record, and dangling from their belts were the scalps of Olivet and Albion, their ancient rivals. On dope the two teams seemed about equal in strength as both had won from Albion by one touchdown.

Hillsdale won the toss and choose to defend the south goal. Barker kicked off for the Normal and Burgett fumbled, a Normalite covering the ball. The teachers were unable to gain consistently and the ball went over. Hillsdale started with a rush and made two or three first downs before the pedagogues were able to size up their formations. The ball see-sawed back and forth during the first period, neither team having any great advantage over the other.

The second quarter saw the Normals picking up in their offense and the two
teams battled evenly until just before the close of the half when the teachers began a rush that took the ball to Hillsdale's six yard line.

Both teams came back strong at the opening of the second half. Hillsdale received the kick-off and tried a forward pass on the first play. McGuire intercepted the pass and carried the ball to Hillsdale's 40 yard line before he was stopped. Two forward passes from a line buck formation put the ball on the visitor's six yard line. On the next play, Webb went over for a touchdown. McGuire kicked goal and the score stood: Normal 7, Hillsdale 0.

The collegians kept coming stronger and early in the final period started a steady march for the local's goal. Harwood carried the ball on practically every play. This seemed to be the only time the visitors were able to gain consistently and Cater sent Harwood around left end for a touchdown. Harwood kicked goal and tied the count at 7 all.

The teachers chose to receive and started a steady march that completely baffled the collegians until the oval was carried to Hillsdale's one yard line. Here they held on the fourth down and Harwood punted out of danger just before the close of the game.

For the visitors, Harwood was the most conspicuous figure, making most of their gains. Had it not been for his brilliant work the visitors would undoubtedly have been beaten.

Every man on the Normal team played the best he knew how, and the line, especially, out-charged the heavier Hillsdale forwards. McGuire played a great defensive game and ran back punts for big gains. Henney played his best game of the season and figured prominently in the offensive work of the team. Barker and Empke distinguished themselves by being on the receiving end of several forward passes. Carpenter got in the way of the Hillsdale backs whenever they tried to tear through the Normal line, and his passing was above the average. Warren and Rowe were especially prominent in solving the visitor's delayed line bucks. Rhinesmith and Tomlinson broke up many of the opponent's plays before they were fairly started and Sooy also played a great defensive game in backing up the line. Webb played end on the defense and was instrumental in checking Harwood in his wide end runs by turning him in to the defense.

The team was without the services of Capt. Roper, who had been injured in the Albion game. The lineup:

Hillsdale College.  Western Normal.
Squires    L. E. Barker
Carpenter  L. T. Warren
Bishop     L. G. Tomlinson
Wilson     C. Carpenter
Mason      R. G. Rowe
Rennie     R. T. Rhinesmith
De Lapp    R. E. Empke
Cater, Rood Q. McGuire
Harwood    L. H. Webb
Burgett    R. H. Henney
Beck       F. Sooy


YPSILANTI 7, WESTERN NORMAL 0.

The Western Normal football team lost the final game of the season to Ypsilanti on Nov. 15 by one touchdown. This game shows that past records in football count for very little. Our boys had a fairly successful season up to this time, while the Ypsilanti team had won only one game and that from a weak team.

Kalamazoo won the toss and chose to receive the kick-off. After four downs the ball went over to Ypsilanti and before the visitors knew there was a football game on for the afternoon the ball was on their two yard line. Here they held for three line bucks and on the fourth trial the ball lacked about a yard from going over, however, a touchdown was declared and Rynearson kicked an easy goal. This was all the scoring there was done, but it was enough to get the verdict. During the remainder of the quarter the play was about even on both sides.

In the second period the Western Normal worked the ball to within the opponent's ten yard line. Here a forward pass was attempted and Barker came close to receiving the ball over the goal line. However, an opponent jumped for the
pass at the same time and the oval fell to the ground. Ypsilanti punted out from behind the goal to McGuire, who ran the ball back through the entire opposing team, but was forced out on the 15 yard line. A line buck gained seven yards, but a fifteen yard penalty put the ball back to the 30 yard line. Kalamazoo outplayed their opponents through the entire period but could not get the ball over the goal line.

Kalamazoo went back stronger the second half and worked the ball within scoring distance five distinct times, but after five 15 yard penalties for holding, were unable to get the necessary touchdown and tie the score. Once the ball was on Ypsilanti's one foot line and third down but for some reason or other the oval changed hands and was immediately punted out of danger.

The team lacked the drive that had characterized the play in some of the earlier games and although they fought hard, did not have the "punch" to gain consistently. On the other hand the Ypsilanti team played great ball, having found themselves after a season of reverses. They had the heaviest team we have met this season, and their back field cannot be beaten. Tenney at full, Pearl, at half, and Goodrich, at quarter, make one of the heaviest and fastest back fields that the team has lined up against this fall, while their line is heavy and strong on defense and fairly fast. Rynearson, captain and left end, could make most any team. He is a good punter and a fine defensive player.

McGuire played the best game for Kalamazoo. The little quarter ran back nearly every punt from 15 to 40 yards and his runs from scrimmage netted more distance than the combined gains of all others. He seemed to be able to go through the line as easily as around the end, but when within hailing distance some one would hold and so there was nothing doing along the touchdown line. Roper, although suffering from an injured leg, got into the game in his aggressive manner and played in fine style. Webb was a host of strength in advancing the ball, and Brown, who got into the fray in the final quarter, broke up several plays before they got to the line of scrimmage. The line-up:

Ypsilanti
Crouse
Wood
Skinner
Rice
Bahnmiiller
Hadley
Moore
Rynearson
Goodrich
Cole
Pearl
Tenney
Western Normal
L. E. Barker
L. T. Warren
L. G. Roper, Empke
C. Carpenter
R. G. Rowe
T. R. Tomlinson
R. T. Rhinesmith
R. E. Erickson
R. E. Empke, Roper
Q. McGuire
L. H. Webb, Brown
R. H. Henney
F. Sooy


NEWS ARTICLES

ANNUAL SESSION HERE.

The ninth annual meeting of the Michigan Corn Improvement Association will be held in the assembly room of the Normal Jan. 6 to 11, 1913. Exhibits will be arranged much as they were for the annual session held here last year.

The program will begin on Tuesday at 10 o'clock with Alfalfa Growers' experiences, an informal discussion, led by A. R. Potts, of the Agricultural College. Wednesday's program will consider Junior Corn Growing Contests and the chief speakers will be Commissioner W. H. Faunce of Wexford County, Cary A. Rowland of Kalamazoo county, and R. L. Nye of the Agricultural College.

Thursday will be Agricultural Day, with a program dealing with prairie, rolling and sandy soils. The discussions will keep in mind both extensive and intensive farming as related to the several types of soil. Milo Snow, J. S. Bartlett, Henry Whipple, L. J. Bradley, G. P. Osterhout, Jason Woodman and others will take part in the discussion.
The evening sessions held will be given up to planning for the future welfare of the Association. The faculty and students will co-operate in making the meeting a success, and many will take advantage of the excellent opportunity to get posted on corn. The Normal is asked to provide a program for Friday morning.

ART NOTES.

The Art Department has had very interesting exhibits of the work of the various classes the past few weeks.

The students in Art 101 have shown very creditable work in compiling their half term’s work in nature drawings and paintings together, in book form; with well printed title pages and decorated covers in colored paper.

Incidentally they have learned what is good and bad art in magazine and book covers.

The problems in room decoration included stenciling pillow covers and table runners using stencillex, a new material for stencil work, for sale in Normal Store at 10c per yd. Writing desk sets, consisting of blotter pad, blotter and stamp box were constructed of cardboard covered with colored paper or stencillex and appropriately decorated, and upon the walls of these students’ rooms will be placed several of their own studies under glass with passepartout binding.

Beautiful Christmas texts illumined in color and gold will complete the term’s work.

The class in Design has done some very beautiful stencil work on Russian crash in several colors. Useful articles in leather and copper have been made and decorated, which show considerable professional skill in designing.

The Training School under Miss Judson’s direction, with a corps of efficient workers in the Senior Art class, has been doing very practical work along the line of applied arts for Christmas work.

The students in large numbers were to be seen at the exhibition in the Burdick banquet hall enjoying the large collection of water colors, the work of the Philadelphia Art club, and the oil paintings by Jean Fournier, who has given us a fine study of the “Homes and Haunts of the Barbizon Painters.” The birthplace of Millet. His home at Barbizon, also that of Cavot, Rousseau, Dupre, Barye, Cazin, Diaz, Daubigny and Daumier helped to make more real the sketching ground of these artists. This exhibition was held under the direction of the Kalamazoo Art Association that is making every effort to bring the best art of the country to assist in elevating the taste of this community to love the beautiful.

This work should be supported by the educators of this community in becoming members of this association. Membership is one dollar a year, which is used to defray the expense of bringing such exhibitions to our city. More members, more exhibitions. For further information, ask the Secretary of the Association, Emelia M. Goldsworthy.

The “Holiday Greetings” goes out to the readers of the Record with the best wishes of the Art Department.

The “Torrey Pine” sketch used was made by Miss Goldsworthy last Christmas time in southern California. It has been bent by the winds of the Pacific and has formed its interesting individuality through some adversity.

The page may be carefully cut from the Record and tinted in sunset colors to serve as a wall text.

ANNUAL MEN’S BANQUET.

The sixth annual banquet of the men of the Normal was served in the Training School building at 6:30 o’clock Friday evening, November 22. The attendance of the men of the school was nearly unanimous, this function having become known to be one of the most enjoyable of the whole year.

The students in Domestic Science cooked and served the banquet under the direction of their teacher, Miss Florence Pray. That their cooking and serving were entirely satisfactory was sufficiently attested by the activity and happiness of the banqueters. The menu:

Roast Turkey
Cranberry Jelly
Mashed Potatoes
Ice Cream
Rolls
Coffee

Celery
Cream Onions
Cake
Dr. L. H. Harvey, chairman of the committee in charge, arranged the following program:

Song—Po’ Little Lamb.........Parkes
Manual Training Glee Club
Address—The Man of Tomorrow....
..................Hon. Louis E. Stewart
Song—Funiculi, Funicula.....Denza
Manual Training Glee Club

Miss Beulah Hootman’s success in training the Manual Training Glee Club was proven by the enthusiasm with which the songs were received, and the persistent encores which ensued. A Men’s Glee Club in a Normal school would be indeed novel in many states.

Attorney L. E. Stewart, of Battle Creek, made a very invigorating discussion of his topic—“The Man of Tomorrow.” His concise and convincing statements in proof of the need of a much more intelligently devoted citizenship in this nation, and his facility in pointed anecdote make him a popular speaker.

President Waldo’s remarks, as chairman, enforced Mr. Stewart’s suggestions, and his incidental remarks about the several football players tended to release the tension of the more serious discussion.

Coach Spaulding in appropriate impromptu remarks, warmly commended the attitude and the work of the whole football squad, including members of both the first and second teams, and then announced the result of the election of captain for 1913.

Captain-elect Barker responded with thanks for the opportunity given him, and promised to exert all possible efforts for the success of next year’s team. In concluding the program, President Waldo expressed appreciation of the faithfulness and efficiency of the work of Captain Roper and of Coach Spaulding.

ASSEMBLY EXERCISES.

The student body is beginning to observe that it is poor policy to remain away from assembly exercises, for something worth while is being presented each Tuesday morning. The young man or young woman who mounts the pedestal of conceit and states that these men of practical affairs and often of more than local reputations, offer nothing that makes it worth while to attend, demonstrate two facts—narrowness of vision that badly needs lateral expansion and a lack of appreciation which demands sympathy.

On November 12, Dr. S. R. Light gave a splendidly practical talk on the “Relations of the Practice of Medicine to the Wayfaring Man.” He maintained that we ought to think more of the practice of medicine as a series of scientific achievements than so often as a business. He discussed the need of co-operation on the part of the agencies which are instrumental in bringing about better conditions of public health.

Dr. Light also decried the practice of self-medication, or the attempt to cure real or imaginary troubles by taking nostrums. The medical practitioner is an expert in his line and his most important function is to advise the layman in regard to whether medical treatment is needed and what that treatment shall be.

On the same morning Dr. Wilbur T. Crafts of Washington, D. C., gave a ten minute talk on the subject “Why Teach Physiology and Hygiene with Reference to the Liquor Problem.” He knew what he was talking about and stated some very convincing arguments.

On Nov. 19 Mr. C. S. Campbell presented some material on practical banking that, coming as it did from an expert in his line, carried valuable information on an every day subject. After explaining some of the simpler steps in depositing and “checking out,” he offered some suggestions on the present currency system, involving the newer ideas that are just now under discussion. “Get rich quick” schemes also came in for comment and very evidently aroused considerable interest among his listeners.

Mr. Campbell was followed by President S. B. Pittman of the Salem, Mass., Normal, who happened to be the guest of President Waldo that day. He drew some comparisons between the Normal school system of his state and Michigan, complimenting the west and Western State Normal in particular on the splendid development of practical new ideas.

Tuesday, Nov. 26, Prof. C. B. Williams of Kalamazoo College, handled clearly and effectively the present Balkan crisis. He cleared up many questions of cause, events, and possible effects of
Turkey’s present plight and left a very evident desire in student’s minds to follow up a bit of history in the making. Each Tuesday morning Miss Hanson of the Music Department, offers some excellent musical numbers, thoroughly appreciated by a school that is taking a lively interest in this student activity.

**NEWS NOTES**

With credit to themselves and to their director, Miss Hootman, the recently organized Manual Training Glee Club appeared for the first time at the men’s supper, November 22. Their numbers were well selected and rendered, the sixteen voices blending harmoniously. It will be a pleasure to hear this new organization in assembly and other gatherings during the year.

School will close Friday, December 13, ending the best fall session Western Normal has known. A vacation of unusual length will be given this year, the winter term opening Jan. 6. Members of the faculty will spend their vacations out of the city with few exceptions and students will leave for their respective homes in the closing week.

Dr. and Mrs. William McCracken, who have spent the past three months in New York, will leave early in the year for Europe to spend several months. They will first go to Syria to visit Dr. McCracken’s mother and sister and later will travel on the continent.

Announcement was recently made at a dinner given in the Hotel Burdick, of the engagement of Miss Alvah Miller, a former student in the Normal, to Peter Pell, a graduate in the manual training department. The wedding will be celebrated January 1, and they will go to Lonaconing, Maryland, to reside, Mr. Pell being engaged in teaching in that place.

Physical Director W. H. Spaulding has been asked by the Detroit News-Tribune to select an all Michigan football eleven, the request coming as the result of suggestions from various schools in the state.

The Junior Rural Seminar enjoyed a program of plays and games at the last meeting of the term, Friday, Dec. 6. After the program officers for the winter term were elected.

Twenty desks of the best adjustable type have been purchased for the Rural Observation School at Oakwood, by the district board, Messrs. Shirley, Gilbert and French. There has also been a very generous addition of helpful books to the district library.

The Senior Rural Seminar meeting on Friday, Dec. 6, was given up to a thorough discussion of the new constitution proposed for that organization. This discussion, together with the election of officers for the winter term, afforded a splendid experience in parliamentary drill.

Mary A. Betz, ’10, rural, who is teaching in District No. 4, Battle Creek township; Gail Koster, ’10, who is teaching in the grades at Augusta; and Zell Donovan, ’06, now superintendent of schools at Lawrence, were visitors at the Normal on November 24.

On Thursday, November 21, the four presidents of Michigan’s Normal schools met for informal conference at Western Normal. A luncheon was served by the senior domestic science girls in the training school dining room, a few members of the faculty joining the guests for this occasion. The visitors were Dr. Charles F. McKenny of Michigan State Normal College at Ypsilanti, President Charles T. Grawn of Central Normal, Mt. Pleasant and President James H. Kaye, of Northern State Normal at Marquette.

The marriage of Miss Ida M. Densmore, for several years director of the training school, to Professor John Phelan, a member of the faculty of Stevens’ Point Normal, Wisconsin, will
take place January 1, at the home of Dr. and Mrs. Tashjian, with whom Miss Densmore has made her home. Immediately after the wedding they will leave for their new home in Stevens' Point, where Mr. Phelan is director of the rural school department. Her general efficiency has made her a valuable member of the Normal faculty during the years she has been in this institution and the position left vacant by her departure will be difficult to fill. She has endeared herself to faculty and students whose best wishes go with her to her new home.

In honor of Miss Densmore several social gatherings have been held during the past month. The most pretentious of these events was the faculty party held Friday evening, December 6, at the residence of Dr. and Mrs. L. H. Harvey. Miss McConnell was chairman of the committee which planned the delightful occasion, which took the form of a Holland Christmas festival. A Christmas tree laden with gifts was an enjoyable incident of the evening, and the guests presented the guest of honor with an outfit of table silver at the close of the festivities.

There is in prospect a musical event at Western Normal. The music department is endeavoring to make arrangements to bring to the school Czerowonky, the noted violinist, whose solo work with the Minneapolis Symphony orchestra has won such high praise. It is probable that he will be engaged for some date in February and the musical will be held in the assembly room.

The Manual Training Glee Club has been asked to sing at Alma for an entertainment to be given in one of the churches.

An editor-in-chief will soon be named for the Brown and Gold, the annual publication of the senior class. Other members of the staff will also be selected in the near future and work toward the magazine will begin immediately thereafter. To maintain the high standard set by this publication in its two years of existence will require the best talent of the school and an effort is being made to select just the right corps of workers.

The seniors have adopted the class pin design used by the last two classes and are ordering their pins.

Miss Townsend and Miss Spindler, who have spent the past few months in foreign travel, will arrive in this country early in the year and resume their duties in the Normal at the opening of the winter term, Jan. 6.

The Y. W. C. A. members are at work on a Christmas calendar similar to the artistic one prepared last year for sale among the students. Views of the Normal, verses and other attractive features will combine in producing as popular a calendar as the young women had last year. There will be a limited number and the sale price will be low.

Dr. Samuel B. Pittman, president of the Salem, Massachusetts, Normal, was a recent visitor at the Normal.

There was a joint meeting of the two rural sociology seminars on Thursday evening, Nov. 21, in the Training School. Professor L. H. Wood talked very entertainingly of his travels in Switzerland. He also showed many interesting stereopticon views, illustrating the narrative. After the lecture a social hour of conversation and games was enjoyed. Fern Elsey, Forest Bair, Levi Newton and Mabel Kline were members of the committee on arrangements; Miss Goodrich, Albert Gorham, Lucy Ruess, Lylan Herdell and Clara Nowlin directed the entertainment; and Hattie Masselink and Laura Haynes, aided by volunteers, provided and served light refreshments.

The Erosophian Society met Friday afternoon, November 22, to listen to the following program: Debate—"Resolved, that a literary test be required of all foreigners entering the United States with the intention of becoming residents." Affirmative—Angeline Case, leader, Ruth Waldo, Carrie Wiese Montgomery, Gladys Taylor. Negative—Wayne Barney, leader, Emma Hansen, George Drake, Harry McCarty. After a spir-
The judges awarded the decision in favor of the affirmative side. The meeting closed after a solo very pleasingly rendered by Nellie Case.

Mr. Fox attended the meeting of the North Central Association of Science Teachers at Evanston, Illinois, during the last week of November. He was accompanied by Mrs. Fox.

Professor Herbert Richard Cross, of the University of Michigan, gave an address on "Venice and Her Art" before the Kalamazoo Art Association and others on the evening of Saturday, Nov. 9, in the assembly room of the Normal. With excellent views shown on a screen the talk was amply illustrated and made doubly enjoyable.

Two hundred and fifty girls, students in the Normal, enjoyed the annual "gym" party Tuesday, Nov. 19. In regulation gymnasium costume they spent an evening of fun in contests of various kinds and late in the evening were served to refreshments.

The members of the junior class which numbers over 200 students, held their first business meeting on November 21, making Lester Mack temporary chairman. A nominating committee later prepared a list of candidates for the consideration of the class and in the final election the following officers were chosen: President, Elzie Clifford; vice president, Ruth Reynolds; secretary, Esther Straight; treasurer, Ruth Thompson.

The men of the department of rural schools met Monday, Nov. 25, and organized their basketball team for the season by electing Levi Newton captain.

The regular meeting of the "Normal Lits" was held Monday, Nov. 25, after the Senior meeting. In addition to a short play, several musical numbers were given.

The Amphictyon Society gave their members a real treat in the regular meeting of Nov. 21. Besides several good musical numbers, a spirited debate, and an aesthetic dance, there were two readings by Miss Forncrook. New officers will be elected at next meeting.

BOOK NOTICES.

Professor Bertrand L. Jones, of this Normal, published in October through the Normal Co-operative Store in a monograph of 58 pages, "Outline Studies in English Composition." The mechanical execution, including the type used, the quality of paper, the binding and the durable cover, is all that could be desired. The Outline is intended as a manual for both student and teacher. Bibliographies both general and special, in well classified order and running closely parallel to the topics studied offer splendid advantages for collateral reading. The Outline is subdivided for XXIV lessons and is worked out in all necessary detail. There are five appendices, including manuscript details, correction symbols, proofreaders' marks, symbols for use in outlines, and Herbert Spencer's "Philosophy of Style," in outline form. This work of Professor Jones is a most helpful aid to students and teachers alike. It is for sale at the Normal "Co-op." at 50 cents.

"Rocks and Minerals," an outline for use in Nature Study and Physical Geography, by Professor L. H. Wood, of this Normal, contains an introduction which is a helpful discussion of the object in teaching, method of presenting, and sources of material for the study; and an outline of material of the lands and flowers. A novel feature of the evening was the Game of the Senses, in the working out of which there was much merriment and enthusiasm. Music was furnished by the Dore Players. After light refreshments, the company enjoyed an hour's dancing in the gym.
rock weathering, which is worked out in six sections with considerable fullness of detail. These sections deal with minerals and igneous rocks, rock weathering and the formation of sedimentary rocks, groups of sedimentary rocks, metamorphic rocks, ore deposits, and soils. This monograph is for sale by the Normal "Co-op" for fifteen cents.

Mr. Venable has presented in the short space of about one hundred pages the history of the "Hamlet problems," including summaries of the solutions offered in the past, and the weaknesses of these solutions. He insists on keeping in mind the distinction between the problem and the mystery of Hamlet. This makes for clearness in his own "solution." The latter cannot be stated fairly in a paragraph, for it constitutes the greater part of his concise and carefully planned discussion. But after Mr. Venable has had his full say, it amounts to little more than a new statement from a new angle of what Coleridge and Schlegel had offered before. That Hamlet was insane is, of course, not a factor in recent criticism. In Mr. Venable's way of putting it, Hamlet is acting throughout the play, under a powerful restraint; the conflict then is—a conflict not between clearly defined wrong and clearly defined right, but rather between two rights, the one relative and the other absolute." What Mr. Venable offers, therefore, is not a new wrong theory, but one which supplements that of Coleridge and Schlegel. His book should be read by the student who wants a clear and concise statement of what is ordinarily handled with indefiniteness and confusion. ("The Hamlet Problem and Its Solution," by Emerson Venable. Stewart & Kidd Company, Cincinnati).

B. L. J.

Row, Peterson & Company have published a splendid book by Miss Mabel Carney of the State Normal University of Illinois, on "Country Life and the Country School." This book contains a constructive program for the improvement of rural community life, as well as many definite and usable suggestions for the betterment of the country school.

"Architectural Drawing Plates" and "Drafting Instruments and How to Use Them," two very valuable aids for teachers of manual training, have been published by Ralph F. Windoes, '12. They may be obtained from the publisher at South Haven, Mich.

The State Female Normal School of Farmville, Virginia, has just published a bulletin on "Educative Seat Work," with an appendix containing a discussion of a schedule for a two-room school, and references and addresses for helpful books and materials. This pamphlet was written by Fannie W. Dunn, a supervisor of rural schools, but it contains much that is helpful for the primary grades of other schools. There are 76 pages of very practically helpful materials, and the pamphlet will be as first aid to the needy to many teachers of rural schools.

The Michigan Young People's Reading Circle last year, their first year, sent out over 18,000 books to benefit the boys and girls of Michigan. To illustrate how the books were read—nearly 4,000 children read sixteen books and received their diplomas and nearly 2,000 read twenty-one books and received the diploma and gold seal, while thousands of other boys and girls read from one to fifteen books last year and will this year read enough more to entitle them to a diploma or a diploma and seal, which they will receive through their Commissioner and teacher the same as last year. Circulars may be had from the manager, James Swain, Coldwater, Mich.

The American Book Company has published "Dinsmore's The Training of Children," by J. A. Dinsmore, of Berea College. This is a book for young, inexperienced teachers, and especially country teachers, furnishing sound instruction on the training of children, based upon well-known and fundamental truths. It includes as much of elementary psychology as is necessary, and possesses many commendable features not found in more technical works. The practical is happily combined with the theoretical in a manner that is helpful and interesting as well as easy of comprehension.
The Christmas Service

The first glimmer of December above the horizon meant the dawn of Christmas month.

Hundreds of sleepy people rubbed their eyes and started awake to the realization that Christmas was already with them.

Suppose the King of Christmas had waited until now to think about it?

Wake up, Mr. Selfishness, and see how you look all tied up in wrinkles, by the light of the Christmas sun!

Wake up, Miss Thoughtless, and little Lady Lazy, and Madame Care-not, and Uncle Too Busy, and Mr. Cynical, and look at yourself in the mirror of the year, with the Christmas Sun shining upon you and the faces of the home ones all around you.

We never see ourselves as others see us more clearly than under this twelfth-month searchlight.

For Happy children, and young people, loving fathers and mothers, and the grandfolks who live their lives over again in the growing family around them, the Christmas Sunrise brings a mouthful and a yearful of smiles.

The things which are to go to them as Christmas gifts seem to know it. They catch the spirit of brightness and shine it out in all directions.

You will see how radiant they make the store look now.

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“Payne’s Manual of Experimental Botany,” by F. O. Payne, of the New York High School of Commerce is a laboratory manual for a complete high school course, in which botany is continuously correlated with practical gardening, farming, and bacteriology. Outlines are given for 228 experiments, dealing with the following topics: Common elements, food materials, osmosis, soils, seed plants from seed to fruit, and cryptograms. Each outline consists of a statement of the object of the experiment, a list of apparatus, directions for doing the work, and questions or suggestions to guide the pupil to the interpretation of the results. This book is published by the American Book Company.

A SMILE OR TWO

Practice teacher in Latin:
Mr. O.—Translate “clara est insula Sicilia.”
Mr. O.—Clara is on the island of Sicily.

Gibbs—That’s a pretty rocky looking umbrella you have there, old man. I wouldn’t carry one like that.
Dibbs—I know you wouldn’t; that’s the reason I carry it when you’re around.
—Boston Transcript.

“They have such a simple way of telling if a new ship is a good one.”
“What is it?”
“They take her out to sea.”—Baltimore American.

“How do you pronounce ‘butterine’?” asked the grocer’s new clerk.
“The last syllable is always silent,” replied the grocer.—Saint Paul Pioneer Press.
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- Gibson Mandolin
- Harry B. Jay “Columbia” Cornet and Trombone
- Drums
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