ROY GROSSMAN, CONSTANTINE, MICHIGAN, AND THE CORN GROWN BY HIM WHICH WON THE GRAND SWEETSTAKES PRIZE AT THE STATE CORN SHOW
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THE KALAMAZOO NORMAL RECORD

ALUMNI NOTES

Mrs. Nellie Bek McGuinness has resigned her position in the Grand Rapids schools and has joined her husband at Ionia.

The Misses Meta and Lura Thompson, graduates in the general life course, are both teaching in Ogden, Utah, and reside at 539 23rd street.

Charles Johnson, '07, is attending the University of Michigan this year.

Supt. and Mrs. Chester A. Wells of Buda, Ill., were visitors in Kalamazoo during the holidays. Mrs. Wells was formerly Miss Elizabeth Emerson and attended the Normal.

Miss Margaret Parker, '11, is teaching in Wagoner, Oklahoma.

Miss Ruby Shepard, of the class of 1911, is at her home in Albion, Mich. She is in charge of the music in Bronson.

Among the recent visitors among the Normal alumni have been Howard Doolittle of the Saginaw high school, Clark Doolittle, of the Detroit University school, Hugh McCall of Pittsburgh, Pa., Harlan Colburn of Cadillac and C. A. Schaaf of Springfield, III. These young men are representative of the Normal's graduates and hold positions of importance in various schools.

Miss May Longman, '10, is engaged in teaching at Hackensack, New Jersey.

Miss Mary Phelps, a graduate of the Normal, is residing at 135 Figueroa St., Los Angeles, Cal.

Emanuel C. Judd is teaching in Waukesha, Wis., and residing at 208 East avenue.
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The Edwards & Chamberlin Hardware Co.

Oscar Harrington, '11, is superintendent at Tower, Michigan, this year.

Rush M. Sooy, manual training '10, has recently taken a position in the manual training department of the public schools of Battle Creek.

Blaine W. Storer, '10, visited in Kalamazoo during the holidays. He is cashier in the Pittsford bank and was recently elected township clerk.

Miss Grace Marshall, domestic science '08, has returned to the Normal this term for a little special work.

Miss Mary Richardson has charge of the dietetics department of Kalamazoo hospital this year.

Miss Jennie Lane, who attended the Normal for a year or two, is teaching in a Mormon school at Coalville, Utah.

Carl F. Rodgers is in his third year of teaching at Keokuk, Iowa, and is contemplating closing his career as a teacher and entering business life. He was a guest in the city during the holidays.

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

A SMILE OR TWO.

Mary's Little Cold.

Mary had a little cold
That started in her head,
And everywhere that Mary went
That cold was sure to spread.

It followed her to school one day
(There wasn't any rule);
It made the children cough and sneeze
To have that cough in school.

The teacher tried to drive it out;
She tried hard, but—kerchoo!—
It didn't do a bit of good,
For teacher caught it too.

—Congregationalist.

Doctor—Are you anaemic, Pat?
Pat—No, doctor, Irish.—Life.
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YOU HAVE TO.
You have to hold your head up,
You have to lift your chest,
You simply have to set your teeth
And live your splendid best.

No matter if you're growing old,
Or if you're growing fat,
No matter if you're weak and poor—
The most of us are that.

No Matter if long years behind
Show failure deep and dead—
You have to live your splendid best
In the short years ahead.

—The Forerunner.

Patron (to very slow waiter)—Bring me some salad, please. And you might just send me a post card every now and then while you're away.—Judge.

Reporter—I suppose your success has been achieved only after a hard struggle?
Actor—Yes; there was a time when my name appeared oftener on a board bill than on a bill board.—Judge.

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EXCEPT on such that the price is named and restricted by the manufacturer
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chandise, and a real guarantee
of 100% satisfaction at greatly
reduced prices—prices which will
enable us to carry out our policy
of selling everything during the
season for which it was bought.

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124 E. Main Street
The Social Motive in School Work

In the maze of discussion in the educational world of today it is refreshing to come upon a book treating of things actually being done; of the mistakes and struggles, as well as the successes, in the accomplishment of these things. So the Year Book published by the Faculty of the Francis W. Parker school, is a source of pleasure and inspiration from cover to cover. It is a book which every progressive teacher should know, and although it may suggest some things which seem too good to be true, it is, on the whole, full of practicable suggestions, which any teacher may adapt to her own peculiar situation.

It is stated in the preface that the function of the Year Book is to describe such phases of the work of the school “as seem to the faculty worthy of consideration as educational data.” It is the purpose of this first book to “strike the keynote upon which the school is based.” The belief is that “education is essentially a social process,” and all examples given describe “activities vitalized by impelling social motives.”

That the reader may understand and interpret the meaning of the activities described in the book, a clear statement of the origin and aims of the school is made at the outset by Mrs. Emmons Blaine. She states,

“that it is safe to say that the moving power towards the establishment of this school was the belief that the current general process in the education of our youth contains much waste of inner human values which we sum up in the word character—that it squanders much of the best for the sake of the attainment of the less good—that the prime aim of a real education must be to conserve and develop these finer values—that no good purpose can be conserved by their neglect and disintegration—that the usual educational institution is so hampered by the weight of ignorant demand and blind conservatism that is laid upon it by a dominating public that where it would, it seldom can be free to take such steps as might even seem very sure ones towards a better education.”

With freedom then, to carry out those “educational policies which seemed to further a truer education” the Frances W. Parker school was established.

The educational policies of a school are necessarily influenced by the ideals of the school. The aim of this school is “the development of the right attitude of the individual to self, as related to
others; and the development of the individual’s initiative in all of his own processes” or “the true and inner—as against the artificial and unreal.”

The school plans for the growth of the “triple nature” of the child—body, mind and spirit” and “maintains that none of these integral parts of his life may be injured or neglected.” Furthermore, “the school holds that the motive of the individual’s activities is a dominating factor of importance to his activities—as vital in importance as is the breath to life.” That these motives may not be for self aggrandizement “competition is ruled out as a force in the school work” and “the furtherance of one’s own powers and possibilities as a factor for all” supplants it.

The belief that “the hand of man is the immediate upholder of the brain” and that in “the early years, it is the hand that contributes to the brain,” and “later the developed brain power contributes constantly to the ability of the hand” leads to a close connection between the intellectual work and the hand work through all the school years. Another distinctive feature is the belief that the growing mind may be brought into such contact with history and nature that “the individual may enter into some parts of the kingdom of the world and possess them as his own;” and, also, that such a possession of the world may lead to a mastery of the technique, in the various subjects, in such a way that the process may be “allied with the whole school life instead of being left as segregated, unrelated spots of half awake activity which are never quite joined to the personality of a pupil’s work.”

So this school becomes not a place “given over wholly to a routine preparation for some other sphere of living,” but “is itself an opportunity for living.” It counts its success in the “production of brain achievement, of hand achievement, of physical skill, of literary outpouring, of dramatic grasp, of musical joy and fineness, and, above all, the expressions of self control and self contribution, that are its constant inspiration.”

Under “The Social Motive in School Work,” Miss Flora J. Corke, with several others of the faculty, state as their belief “that one of the most effective and wholesome motives of work is the social motive.” They go on to show that it is the “controlling principle in social organization everywhere” and when introduced into school, “converts school activities into earnest living” and brings to the individual the realizing sense that one does not and cannot work alone, but that each is contributing to a larger whole and that “under such circumstances work is judged indisputably by being put to the proof of use.” They also state as their belief that because this is not the predominating motive in the average school of today that there is a “culpable waste of child energy” and that young men and young women are not trained for social service and that the pupils have not gained mastery, even, in those forms of education for which so much young life is sacrificed—they cannot read, write, and spell creditably.” That there is “no experience more enervating to the soul and the intellect than continual working under artificial stimulus.” They suggest that these evils may be remedied by filling the children’s lives with wholesome social stimuli, with small but vital social undertakings, which demand activities of all kinds and expression in all forms, which appeal to children of different ages as being delightful enterprises.”

They believe that in a school in which each child has a part in some “vital social undertaking,” that the children will learn that “drudgery, disagreeable tasks and hard work are the necessary price of true success and that the work will be done cheerfully, that efficiency of many kinds will result, also, that knowledge will be eagerly sought and assimilated through use.

A description of work done in the school, illustrating these principles, has been carefully worked out in detail by different members of the faculty.

The account of the preparation for Thanksgiving and Christmas is full of pertinent suggestions for every teacher. Although the detail might not be carried out as described, the suggestions are practicable and adaptable and would put much more of the true spirit into the celebration of these holidays than is usually found.
"Investigation Lane" has a charm quite its own. Oh, that every school might have one, and almost every school could if it would. If studied carefully it would mean a better understanding of the child, the solution of many playground problems and many happier children.

Much is made today in the schools of dramatizing,—of playing stories, acting out scenes and situations. No teacher who is doing this kind of work, or who is not for that matter, can afford not to read the part of the "Year Book," devoted to "Drama." Miss Jennie Hall writes of "The Function of Dramatic Expression in Education," Miss Katherine Clements of "The Setting and Costuming of a Play," and Miss Helen Putman of the "Faculty Discussions of School Plays."

Miss Hall calls our attention to the fact that "our modern life is tending to absorption," that "most of us spend our days gathering in; we have no time or reason to act out," consequently "our natural impulses to express, die; our outlets of expression become choked." That our schools have recognized the "consequent dangers of mentality" and have introduced painting, drawing, modelling, sewing, cooking, dancing and construction that the children may think more clearly and truly and "acquire a usable stock of real thought material." She claims, furthermore, that "the expressive man is the socially useful man," and that without facile expression among us, and yet more without the quick, responsive emotion that is the child of expression, national art, and high national art standards are impossible." She expresses the belief that training in artistic expression would result in beautiful singing, mumming and dancing on New Year's Eve and Hallowe'en instead of the usual "hobble-de-hoy celebration" with which we are so familiar.

Miss Hall says, "The play is but one means of self-expression, but it seems to me one of the most satisfactory for us teachers." She gives as her reasons for feeling thus, that it furnishes a varied training to the child, that more real joy results from this work than from most other lines of work and that it is an "inherently socializing force." It is socializing because "every child recognizes that the play without the audience is bare" and "team work" is necessary for the right presentation of the subject. Furthermore, it has a direct moral influence upon the child. The studying and portraying of a character makes a deeper impression and leads to a better understanding of human action than almost any other form of art.

There is a fine distinction drawn between the school stage and the professional stage, that is full of suggestion. And equally full of suggestions is the discussion of the type, form and adaptation of the play. The emphasis that is put upon letting the kindergarten and primary children act out their stories as they see them, the intermediate grades as they understand theirs, and not as the teacher sees and understands them is most welcome.

Many practicable and helpful suggestions are given for the work in dramatizing; the type of subjects best adapted for different grades, how to avoid some of the mechanical difficulties that come up in dramatizing, how to help the children to grow in the appreciation of the structure of a play—and many other equally pertinent points.

Miss Clements in her article on "The Setting and Costuming of a Play" gives a most interesting account of how the children in the eighth grade gave the Nativity Play at Christmas time. Many ideas are given which would be of great value to any teacher who is attempting to do anything of this kind. It gives the details of how the presentation of this play was planned and worked out and also some excellent suggestions for the costuming and setting of all school plays.

Any teacher who is trying to persuade her superintendent or superintendent who is trying to persuade his teacher that dramatizing in the school is of value, will find Miss Putman's article "Faculty Discussion of School Plays" rich in valuable hints.

Music has long been recognized as an important factor in socializing a group. Miss Helen Goodrich in her article on "Music in the School Community" tells how the demand for music in the year's school events has become traditional, so that a spirit of responsibility has been
aroused in the children, "making them flexible, sensitive and full of the spirit of good work." How in meeting these demands the child's attitude toward music changes, and from looking upon it as an "entertaining accomplishment," he comes to appreciate the serious possibilities of musical experiences. Helpful suggestions are given for handling of groups of children for chorus work and in selecting songs.

Miss Julia Canfield writes on "Original Composition" in music. She argues, and rightly it would seem, that if original work is essential in the development of initiative in other lines of work, it is equally essential in music. A brief resume of original work of the primary grades is given. This is worthy of careful study as are also the original songs which are printed.

Mr. Charles M. Kinney tells of the "Work with Children Backward in Music." He points out the necessity of separating these children from the larger group, of discovering why they are backward and of dealing with them according to their needs. Some of the causes which make children seem unmusical and how different cases have been handled are given in a helpful way.

Every school that has a printing press will admit, without doubt, that it is a most valuable possession in a school equipment. "Printing is distinctly a social Art," says Mr. Leonard W. Wahlstrom, and after reading what Mr. Wahlstrom says about it in "The School Print Shop" one is quite convinced of its great value as a social factor in the school. Those who possess a press will be glad of the many suggestions in this article and in Miss Elsa Miller's account of "Printing in the Seventh Grade."

Miss Bertha N. Enochs and Miss Mary B. Bradley tell of an experiment, in letting second grade children care for chickens, in which they found "the work to react favorably upon the children's mental and moral attitude." The plan was carefully worked out and is described in detail. It would seem after reading this that many second grades or even third grades might attempt to take care of a few chickens and gain much pleasure and profit from the experience.

It is the custom of almost every eighth grade to give to the school it is leaving something for remembrance. The usual gift is a picture, a piece of statuary, something that they club together and buy. One of the eighth grades in the Frances W. Parker school realized the greater value of a gift in which they had put something of themselves, so they decided to build a house for the playground. Miss Irene L. Cleaves and Mr. Leonard W. Wahlstrom tell how the children planned and made the house and of the great growth in team spirit, initiative and general development that resulted from the work. A last word in the article points out the great advantage of this type of work over much of the bench work that is usually done in eighth grades. It is worthy of careful consideration.

EDITH C. BARNUM.

TALKING SHOP

THE friendly reader of Charles Lamb nowadays often wonders why he did not include among his "popular fallacies" the widespread conventional absurdity "that one should not talk shop." It is possible that the genial humorist may never have heard this precept of social behavior, and one smiles as he fancies with what uncontrollable anxiety the essayist would have longed for an opportunity to phrenologize the skull from whose shriveled contents such maxims are born. In those days men were not entertained by boring and being bored; neither did they consider it an established custom that only those subjects are suitable for conversation about which those conversing know little and care less. It was accepted as matter of course that people would talk about the things in which they were interested, and that a truly social circle is a common gathering where one may meet people as they are.

In these days of telephones and clubs we no longer have excuse to stand at the alley fence or run into our neighbor's kitchen unannounced; we receive and
transmit gossip much more rapidly and effectively in a manner that does not expose our kitchen apron or our rusty tinware. Even our parlors and drawing-rooms are becoming more and more out of date; it is so much more convenient to entertain our friends at the hotel, the club-house, or perhaps even the theater. At times one even questions whether it is not fast becoming very convenient not to have friends at all, but rather to have common acquaintances whose social requirements can be met by exchanging trite memory gems for the performance of which it is hardly necessary "to take off one's things."

In this I fancy the ladies, to whom society has ever been a very indulgent chaperon, could help much, for under the new rules of the game they appear to be as heavy losers as the men. Just the other day Mrs. Oldstyle, who is the anxious mother of six marriageable daughters, was lamenting how times had changed. "No, winsome young men are not as aggressive as they were when your father was young; they are more versatile and resourceful. I was sure Mr. Newstyle was proposing last night, and now you say he was only telling you about the illness of his sister's puppy." Not long ago I noticed the following inscription on the first page of a New York belle's autograph album:

January 1, 1913.
Leap year's hopes have gone again,
And now a "spinster" I'll remain;
For let a girl try all she can,
It's O, so hard, to catch her man;
Though both are willing when alone,
Bring them together, their wills have flown;
For whenever men and women meet,
Convention with them takes her seat,
And then they may sleep, or eat, or hop,
But never, never, may they talk shop.
Sorrowful Genevieve.

I will not vouch for the truth of the following narrative, but I saw it dramatized at a Christmas entertainment given by the teacher and pupils of Greenbrier school not long since. The wife of a wealthy real estate man, while waiting in her husband's office for his return, availed herself of the opportunity to give the office girl personal character sketches of her absent husband. "Samuel is so inconsiderate, in fact, he is becoming a social bore; he talks of nothing but houses, land, and mortgage loans. He mars the bliss of every social function we attend together, and, when home alone together it's nothing but shop, shop, shop." "How strange," replied the modest little girl of twenty, "he never talks shop to me when we are alone in the office."

But is it not a mammoth joke indeed, this infinite pains we take to bore and be bored? What is more natural than that a horse jockey should talk about races and a miner about strikes? We expect lovers to converse of marriage, widows of their husbands, and old maids of election. Even great men are most delightful when talking or writing about what is nearest their hearts; Goethe has his Charlotta, and Carlyle his dispepsia. But when school teachers come together, how great is our chagrin! They talk about fall styles, the weather, and hard times, when we had hoped they would be enthusiastic about the stars, Shakespeare, and babies. Therefore, be not deceived; man is not mocked; for out of the fullness of the heart the mouth speaketh! The quintessence of genuine society is always to keep open house and to talk shop.

GEO. SPRAU.
Translation of Ode 13
Horace, Book III

Oh, spring Bandusia, crystal clear!
Sweet Wine, and still more pleasing sight
Earth’s choicest flowers, our heaven here,
Shall honor thee with morrow’s light.

Yon sportive goat, for peace or strife
With proud head raised recks all in vain.
To honor thee must give his life,
With rich, warm blood thy stream to stain.

Canicula, thy coolness mocks,
Oh gentle spring, for in thy stream—
The wandering herd, the weary flocks
Find rest from noon-day’s fiercest beam.

Oh, noble fountain, nobler still
Since now my strain shall sound thy praise,
Which falls o’er rocks in babbling rill,
Deserving song for thee I’ll raise.

LOIS HALL, 1913

The Window Opposite

WONDER how many innocent men are suffering for other people’s sins,” was my thought as I finished reading an account of the conviction of a noted criminal, who had confessed during his trial that no less than four persons were serving sentences for his deeds. The idea kept recurring to me throughout the day, and by evening my imagination had seized upon it, and expanded it until all sorts of dire and dreadful deeds of which I was accused, or of which I was guilty, and of which others were accused, were running through my head. I pictured myself making off with the family silverware of some lonely mansion; while the butler, who tried to stop me, was accused and convicted of my crime. I thought of how easy it would be for some worthy old gentleman to be held up by foot-pads, who would escape through an alley just in front of me; leaving the police, hot on his trail, to come upon me with perhaps the identical amount of money in my pocket which the old gentleman had just lost.

The fact that I attended a performance of The Third Degree in the evening, did not tend to turn my thoughts into different channels. After the play, still lost in melancholy musings, I returned home by the less frequented streets, which was contrary to my usual custom. By that time it was past midnight. I did not immediately turn on my light, but sat for awhile by the open window, smoking, and enjoying the coolness of the night breeze. My room opened on a paved alley, which was at the most seven or eight feet across. I had noticed while passing it, that a lad lay, where some painters had left it, just below me on the pavement; and along with my other thoughts came the idea that it would be the easiest thing in the world for a burglar to raise it and climb into one of the windows opening on the alley.

I had not sat long at my window when
a light appeared in the room just across from mine; soon I saw the man who lived there put two small bundles on his table, and then tear off their coverings, exposing what seemed to be piles of bank notes. These he proceeded to count.

I let my pipe go out watching him. Suppose he should be robbed; suppose that after he were robbed he should remember that my window was directly opposite his, and that I could observe him — even as I was doing now — without his knowledge. He had doubtless watched me at times when his light was off, and mine on. Suddenly, he seemed to be struck by the same idea as mine, for he stopped counting, looked in my direction, and then walked over and pulled down his shade. In a moment the light went out in his room.

For a few minutes I sat still, dreaming, and was just about to begin to undress, when I heard a faint sound, as of some one trying to move about quietly in the alley below. For an instant my pulse stopped altogether, and then leaped to double its normal rate. I grasped the arms of my chair, every muscle growing harder and more rigid as I strained my ears to hear more. I dared not look for fear I should be seen. Soon a slight scratching noise told me that the ladder was being raised against the building; then the top of it appeared, not across the alley as I had expected, but over my own low window sill. Startled by this change in the situation, I resolved to resist the intruder; if need be, with my last breath. I quietly got up and raised my chair aloft, ready to strike as soon as the burglar's head should appear.

I never knew it to take so long for anyone to climb a ladder. My arms began to ache from the weight of the chair; my muscles to shake. Soon I was shivering all over from excitement and suspense, my teeth chattering so that I feared my burglar might hear them. My eyes, too, from straining to see through the gloom, began to water and blur. Suddenly I saw, or thought I saw, a dark object, like a man's head, rise up over the window sill. On the instant I brought down the chair with all the force within me; as I did so, my foot caught in the frayed edge of the carpet, and headlong out of the window I plunged. Very probably my existence would have ended then and there, had I not been blessed with a strong arm and a good grip. As I shot out of the window, I clutched frantically at the sill, but only scratched it with my finger nails. I did, however, manage to grasp one of the uprights of the ladder. The terrific momentum carried latter and man out away from the wall so that both fell toward the opposite side of the alley; the ladder meanwhile whirling around on one leg — so to speak — and crashing into the window opposite mine, where it stuck. My arms were pretty well strained by the jerk; but I managed to hang on and clamber upon the ladder. The burglar meanwhile had slid to the ground; then I heard his footsteps dying away around the corner, as my neighbor, whom I had seen counting his money such a short time before, appeared at his window, dressed in his night clothes. "Stand still!" he cried, as he pointed a revolver at me; and I did so. Windows went up on both sides of the alley. Someone, somewhere telephoned for the police. I was soon locked up without even a chance to explain. When I did get a chance, the police sergeant looked incredulous.

My trial took place some time later; not for a single moment was my guilt in doubt. The prosecuting attorney argued that I had been caught red-handed, attempting to climb into my neighbor's window; and my neighbor's statement that he had seen me watching him, only a little while before, when he was counting his money, gave plausibility to the argument. It was pointed out that I had, it was probable, unwittingly placed the ladder against the window-pane, and my weight, as I mounted it, had broken the glass just as I was nearing the top.

My own story was thought to be too absurd to even command serious consideration. The chair with which I had struck at the burglar must have been carried away by some one as a souvenir of the sensational arrest, at any rate it was nowhere to be found next day, and the whole affair had happened so quickly that no one remembered anything excepting what they saw after my neighbor had covered me with his gun.
Although convicted, my youth, and my lack of criminal record, brought me a suspended sentence. My ordinary activities are not seriously interfered with, but I still have to report once a month to the police. My landlady has started to convert me to the Baptist faith, in the hope that “the one lost sheep” may be brought into the fold. My neighbor, after becoming satisfied that I was not evil at heart, has got me a better job; and altogether I am receiving much more attention than I did before I became a criminal. A good while ago I ceased trying to tell my story to anyone; I found that it prejudiced them against me. Taken altogether, I am not suffering for the crime which I did not commit.


Some New Year’s Customs in Japan

The newcomer in Japan is surprised and delighted to find so many things that seem very like those in the homeland. If he lives anywhere except in the most foreign parts of the large port cities, however, he soon discovers that the resemblance is only a seeming one after all.

“So you also celebrate New Year’s Day! That is just what we do in America,” Mr. Newcomer remarks to his new friends; but before the san ga nichi (the three lucky first days) are over, he is ready to declare that this is no more like our American New Year’s celebration than “the moon is like a turtle.”

In the Land of the Rising Sun the celebration of New Year’s is most elaborate. In fact, a week is set apart for the purpose, and many weeks are required to make the preparations. Everyone, from the highest to the lowest, takes part, and it is the custom to forget for the time being all cares and troubles. New Year’s Day is the one day in the year when all business is suspended and all shops are closed as well as offices, public and private. But in spite of the unbroken line of closed shop-fronts, never do Japanese streets present a gayer and more animated appearance than at this time, with their unique decorations and teeming life. Above every gateway and doorway flutters the sun-centered Japanese flag, and every one is out, and wearing his best clothes.

What particularly challenges the attention as one walks the streets are the decorations. First of all there are the kado-matsu (pines of the doorway). These are large pine branches placed one on each side of the door or gateway. In many parts of the country the kado-dake (bamboo of the doorway) is taking the place of the pine, perhaps because it is cheaper and more easily obtained. The kado-dake sometimes consists of three large stems of bamboo of unequal lengths cut obliquely to a point and bound into one; again bamboo saplings are used that wave gracefully in the wintry winds.

On the cross-beam of the gate or over the porch hangs the shime nawa (the sacred straw rope), caught up in the center with a curious device consisting of some fern-fronds, a bitter orange, a lobster, a piece of charcoal and a bunch of yuzuri-ha (laurel leaves).

The rope is of rice straw, as rice is venerated in Japan, and is twisted toward the left, which is considered the fortunate side. It has a religious signification, dating back to the very earliest times, to the myth of the Sun Goddess. According to the Kojiki, the oldest existing monument of Japanese literature, Amaterasu, the Sun Goddess, angered at her brother, the Moon God, withdrew into a cave, thus plunging the world into utter darkness. All the other gods and goddesses gathered before the cave and, in
their attempts to lure the Sun Goddess out, originated the various arts and industries. Among these was working in metals; they forged a metal mirror which to the accompaniment of music and dancing, they held before the mouth of the cave. When the Sun Goddess peeped out to see what the noise was about, she was so fascinated that she issued from the cave. Some of the gods, taking advantage of this happy chance, quickly stretched a straw rope across the entrance to prevent her from re-entering. The sacred mirror, one of the noteworthy objects connected with the Shinto worship and copies of which are to be found in all Shinto Shrines, dates back to this myth, as do also the mirror-cakes, which form an indispensable part of the indoor decorations at New Year's time.

All of the articles with which the sacred rope is caught up are supposed to have a lucky symbolism. The fronds of a certain species of fern are chosen, like the pine, because they are evergreen, and the leaves of the Yuzuri-ha signify uninterrupted succession in the family, as the old leaves do not fall till the new ones are well developed. The bitter orange is used because its Chinese name, daidai means "from generation to generation." The lobster also typifies long life; by its use the hope is expressed that the inmates of the house may live until their backs are bent double, like the lobster's. And the bit of charcoal plainly says to the initiated, "May your good fortune be as changeless as the charcoal's color!"

Indoors the chief decorations are the vase containing the sho-chiku-bai (the pine, the bamboo and the plum) which is placed in the toko-no-ma, or place of honor in the parlor; the above-mentioned mirror-cakes, set one above the other in three rows and surmounted by a fan, a tiny package of rice, a bit of dried fish, and like congratulatory symbols; and pieces of the sacred rope stretched across the principal parts of the house.

Not only are the houses gay with decorations, inside and out, but public buildings as well, and even ships in the harbors are decked out with flags and pine branches.

The decorations are gay and profuse, but inexpensive, costing little besides labor. This is in keeping with the character of the Japanese who are frugal about everything. May not we of the west, who require so much to satisfy us at the holiday time, learn a valuable lesson in this regard from our Oriental neighbors?

The streets on New Year's Day are alive with people going to and fro for the New Year's greetings; while little girls and even young men and women may be seen playing at battle-dore and shuttle-cock, often in the open road to the great obstruction of the thoroughfare. The fun of the game is that those who miss the shuttlecock have their faces smeared with white paint of India ink. The Japanese girl loves her battledores almost as much as she does her dolls; and well she may, for oh! such wonderful battledores as are sometimes to be seen—made of white wood and cushioned on the reverse side with a silk appliqued figure representing some noted hero, a lovely landscape, a garden, or a princess. And as they play, the little girls sing songs with a strange rhythm and melody, very sweet to hear, but quite impossible, for a westerner, to remember.

In some parts of Japan the special New Year's game for boys is kite-flying. Their kites often have the shapes of birds, insects and animals. Some boys discard kite-tails altogether, while others fasten pieces of glass to their kite strings with which they attempt to cut the strings of their competitors' kites. Very large kites are sometimes seen. In Nagasaki I once saw a company of boys fly a huge dragon-kite, no less than 20 feet long.

Calling is an important feature of the New Year's observance, and calls may be made during any of the sau-ga-nichi, the three lucky first days of the year. Formerly ladies made no calls during these three days, but now the second and the third are pre-eminently ladies' days for calling.

The manner of calling differs greatly from our American way. At the front entrance, you find the sliding doors standing hospitably open. Just inside stands a low table with a tray. If a maid is in sight, the caller bows politely to her, otherwise the card is simply deposited on the tray and the caller retires
without inquiry for anyone. This would, at first sight, appear to be very simple; but as custom requires that calls be made at the homes of everyone with whom one has had any dealings, New Year's calling really becomes a burden. Some societies do their calling through the newspapers. In many places professional men and officers unite in publishing a calling book, in which one may have his name inserted for a very small sum. On New Year's Day, all the contributors meet in some convenient place, congratulate one another and receive one of the calling-books. This ceremony over, each one is considered to have called on all of those whose names are in the book. In these days many people greet one another by post-card. Even an ordinary person who as a rule writes few letters, will receive dozens of New Year's greetings, and one who is a little extraordinary will receive several hundreds.

On the first day everyone gives presents and eats mochi (cakes made of rice dough). Gifts must be wrapped in white paper and tied with a red-and-white string. In every present must be placed a gift-paper, containing a bit of dried fish for luck.

The Japanese as well as the Chinese make it a sacred point of honor to pay every debt before New Year's Day. This may necessitate the sacrifice of some cherished possession, but the debts must be paid. Here again is a custom worthy of imitation.

On the second all shops are opened for a short time, and the first customers to arrive receive presents. On that day, too, the large wholesale shops send to the retail dealers their first loads of goods in hand carts. These carts are adorned with various felicitous symbols, with national flags and with banners bearing the names of the firms in large Chinese characters. In the evening hawkers come with pictures of the takara-bune (the treasure ship) with the seven gods of luck on board. These pictures are eagerly purchased as they are supposed, if placed under the pillow on this night, to give lucky dreams. Most fortunate of all is a dream about Mount Tuji, next in importance is a dream of a hawk, and third that of an egg-plant.

This resuming of work on the second by people of all classes is only a simulation; but on the fourth of January the government offices are formally reopened, and public and private offices follow suit. The sixth closes the New Year's festivities, and the decorations are taken down. On the eighth the Emperor reviews the troops in the morning; and on the same day most schools reopen after the New Year's holidays.

GRACE THOMASMA.

Condensed Contributions

REPORT OF AN INTERESTING DISCUSSION.

The Balkan question has been much in the public mind of late. The dramatic outbreak, the quick sure strokes and the unparalleled success of the armies of the Allies, have conspired to excite the interest and admiration of many and the fears of not a few. The suddenness of the outbreak and its success have brought clearly in the foreground the instability of the European concert—a concert apparently sadly out of tune,—and emphasized in a most indubitable manner the pitiful lack of preparedness of the Turks. The Balkan question may be called a timely one with all justice. It was my pleasure recently to hear it discussed from the standpoint of one of the parties to the contest.

The discussion took place before the Student's Forum of Columbia University, and the chief discusser was Professor Pupin—pronounced Pupeen—of the Electrical Engineering department of the University. Professor Pupin is a noted scientist whose inventions have done much to advance the cause of wireless telegraphy, telephony and long distance wire transmission of electric currents. He is a Servian—or as he prefers to call himself, a Serb—and is very proud of it. Owing to lack of foresight, however, on the part of his parents, he was born on Austrian soil and of this fact he is by no means proud. On the contrary he made it very plain to a true Servian such
a natal inheritance was instead of an asset, a real liability and it was perfectly evident from the tenor of his remarks that twixt Serb and Austrian no love is lost.

He described the Servians as entering the country they now inhabit from the north as a Slavonic wedge splitting the existing population into eastern and western fragments. Later they were joined by the Bulgarians on the east, the latter being like them racially but having a Tartar strain lacking in the former. The Serbs were represented as being possessed of a high order of civilization and as being the originators of the first common school system in vogue in Europe. They became enthusiastic converts to Christianity and were so ardent in proselyting that they soon carried it to Russia with such success that it was by them accepted. The assertion was made that the Russians still used in their ritual the original books of the faith as it was carried to them by the Serbs.

When the followers of the Prophet broke over Europe in a wave of devastation, the Servians were overwhelmed. They lost their freedom and were reduced to serfdom. They were forbidden to bear arms, were not in fact permitted to serve as soldiers, and now became the tillers of the soil. The land, of course, they were not permitted to own, but worked it on shares. As is usually the case under such conditions their share was very small. Outrageous taxation was the rule. Meanwhile the Turk toiled not, neither did he spin, but administered the land and the people and concerned himself with military affairs. Professor Pupin, however, was very vigorous in his assertion that the enslavement by the Musselman extended only to the body; the Servian spirits never being in bonds. He paid a high tribute to the wandering minstrels whose songs of bygone valor and virtue instilled the lessons of duty and of patriotism so deeply into the hearts of the youth of the land, that they could not be eradicated. Their watchwords were "The Honored Cross" and "Golden Liberty." No matter how heavy the yoke of the oppressor nor how desperate his fortunes, the true Serb kept these ideals ever before him.

Since winning their freedom from Turkey the Balkan states have had a more or less precarious existence. Between the Austrians on the north and the Turks on the south and the jealousies of the European powers, their political path has not been an easy one.

Professor Pupin declared that the present struggle was as much against the Austrian as it was against the Moslem. Austria was represented as holding a club over Servia just now for the purpose of trying to browbeat her out of her rightful spoils of war. Austria's policy toward Servia was said to be a long record of broken promises. His own birth in Austria was due to an emigration of 37,000 Servian families to the Austrian frontier made on account of promises, all of which were basely broken. It was plain that between the two countries a feeling of deep resentment exists and that Austria's present course does nothing to reduce the tension. It was also evident that, to the speaker, Austrian promises were made only to be broken. He spoke of Austria as siding against Italy's struggle for liberty while the world said "Italy has the right," but "Austria the might;" and then came Marengo and the Austrian defeat. A little later and the movement for the unification of Germany was on and again the prophets ascribed the might to Austria, who opposed the movement. But Sadowa came and Austria went down in defeat once more. Now again the world says Austria is strong though Servia is right. Perhaps said Professor Pupin, history will repeat itself again.

After the speech there was an interesting discussion. One young foreigner wanted to know why if the Servians were such lovers of liberty as the speaker declared, they yet resisted the idea of Albanian Autonomy. To which was made the reply that they did not, except as it came through Austria. The latter they distrusted and always would and would yield no willing consent to autonomy guaranteed by her.

Another seeker after truth wanted to know why a port on the Aegean would not be as satisfactory to Servia as one on the Adriatic. In his reply Professor Pupin showed how Servia was cut off from the sea on all sides. Her com-
merce, he said, was mostly with Ger-
many and Belgium and to reach these
trade centers her goods must cross Aus-
trian territory. Austria made use of
this fact to bring the Serbs to terms.
Only a few years ago, he said, Servia
had been brought almost to economic
ruin because of arbitrary tariff laws
passed by Austria. Moreover, a port
on the Aegean would force them to
cross Bulgarian territory and while the
Allies hoped to form a permanent con-
federacy, still this route to the sea had
the objection that it would not be Ser-
via's very own. Albania had formerly
been a Servian possession while Austria
never did have a claim on it, and there-
fore on that score there was justice in
her demands. However, even if Servia
did not get Durazzo, a purely Albanian
port, there were to the north two ports
in territory largely peopled by Serbs and
not belonging to Albania, where access
to the Adriatic might be had. At any
rate Servia's desire for a port of her
own was a perfectly natural and just
one and the speaker seemed to think the
objection of Austria was simply due to
her desire to hold a club over Servian
commerce because of the control she was
able to exercise over the land transpor-
tation routes.

One got from the meeting a confirma-
tion of the general view, i. e., that the
Allies are liberty loving and are fighting
for rights long since promised them and
guaranteed by solemn treaties. That
Austria is selfishly looking for her own
interests and doing her best to nullify
the success of the Allies, and that Italy
was rather suspiciously eager to overlook
previous cases of Austrian hostility.

An interesting view advanced by one
speaker was to the effect that possibly
the larger European nations might be
fooling themselves in thinking that their
people would blindly accept any war they
might declare. The assertion was made
that the Soicalists; that is, the working
people, were pledged not to fight—and
it was likely that in this case many would
keep the pledge. It was also charged
that Austria had grossly misrepresented
the episode of the Servian treatment of
her consul with the direct purpose of in-
flaming the passions of the people.

WM. McCracken.

A VISIT TO THE STOVE WORKS.
(By Students in Tenth Grade English
Class.)

Saturday, November 23rd, we made a
trip to the Stove Works. There were
six girls from our English class, accom-
panied by a girl friend. We were to
meet at the Edwards & Chamberlin
Hardware store at two-thirty. Two of
the group were brought in an automo-
obile, the rest of us walked down, which
we very much enjoyed. We went down
East Main street and just before reach-
ing the C. K. & S. depot, we turned up
the right-hand walk leading to the Stove
works buildings. It rained very hard
the whole afternoon.

We went to the office first, where we
saw many bookkeepers busily working.
This day had been arranged before
hand, so that they expected us, and also
planned their work for our benefit as
well as their own. The man who was to
guide us from room to room was in the
office. From there we went to the rooms
where many men were making molds.
There was a large number of molds
made in the afternoon while we were
there.

We passed through a room where
there were two large cupolas which will
be mentioned later as they were not then
in use. Going from here we went to a
room where great tumbling-machines
were turned by means of electricity.
These molds were taken from the forms
and placed in the machines for the pur-
pose of cleaning them. The noise in
this room was so great that we could
not hear one another speak. The next
room we entered was where these differ-
ent castings were taken and polished by
means of emery wheels. Here many
men were working, some polishing cast-
ings, others cutting and shaping sheets
of tin used for different purposes in
making the stoves. Next, was the room
containing great tanks of copper-solution
into which these castings were put. They
were extended from wires placed across
the tops of the tanks. This solution
plated them with nickel. After being
taken from the tanks, they were scrub-
bed with brush and hot water and then
dried in saw-dust.

We spent a little while there and then
went to the rooms above the ones before mentioned, where we saw the various parts of stoves that had been completed and among them, I especially took notice of the furnaces. How carefully they must be constructed to be so perfect. There were also the gas-stoves that had been set up. They looked very fine.

We again visited the rooms in which were the great cupolas. Upon entering we noticed great streams of melted iron were pouring through the opening of the cupola. Men with big long-handled cups were kept busy catching this iron as it poured out. The iron was poured in holes left in the molds to form just such shapes of iron as they needed. This work is very difficult and dangerous. This work is the hardest work done in the building, consequently the men were better paid.

As we had seen the making and shipping of the stoves, we started on our return trip. It had been raining quite steadily during the afternoon, yet the time went very swiftly. At the corner of Main and Portage we separated to go to our homes. I enjoyed the trip very much.

S. NOBLE, H. S., '15.

MOULDING PROCESS.

In the morning the furnace or cupola is filled with coke and pig iron. The cupolas when running full blast hold twenty tons of iron. This is heated as hot as is possible, which takes until the middle of the afternoon. The Kalamazoo Stove Works has two cupolas. In one they put the finer iron and in the other the coarse product. The cupolas cannot be closed if they have once been opened.

One day when there were eight tons of iron in one, the bottom fell out and all of the iron fell on the ground.

While the iron is being heated, the men prepare the moulds. First they take a frame, put a pattern for some part of the stove on it and then they pound sand on this with a pounder. They put gray powder or graphite on the pattern so it will not stick to the sand when taken out. When the pattern is taken out, it leaves a form just like it in the sand. The bellows are used to blow the dirt from the pattern. The workmen smooth the top of the mould off with a board. Then they put an iron top on it, which has a hole in the center. The sand which is used comes from New York, near Albany. It is a dark brown and very sticky.

When the iron is hot enough, they open the cupola, and a stream of red hot iron comes out. All the men stand near with their ladles. These are made out of cast iron lined with fire clay. A small piece of cold iron is in the bottom of the ladles so that it will cool the other off. Then the men go to their moulds and if any unmelted iron or dirt floats on top, they take it off with an iron rod. Next the iron is poured into the mould. When the ladles are empty, they throw the moulds on a pile. When the castings have cooled, they are taken to another room to be finished.

About two thousand moulds are made in one day.

They put the iron which is not needed at the side of the cupola in moulds.

ANNA V. KLING, H. S. '15.

TOOLS AND MATERIAL.

From Freeport, Illinois, the Kalamazoo Stove Company gets the materials used in polishing the different parts of the stoves. Clay is sent from Albany, New York, and iron comes chiefly from Alabama, but also from other southern states. The galvanized iron for furnaces, both the corrugated and the plain, comes ready made from Chicago and from Edwards and Chamberlin’s.

They make a great many of the special, small tools used. The tool shop is on the second floor and is partitioned off from the furnace department which is on the same floor. The tool maker is an expert and invents new tools for the company’s use. All the tools are made from tool steel, which is very hard. The threading machine is very interesting.

Next we visited the polishing rooms. The emery wheels are made of circles of smooth cloth. Several of these are sewed together to make one wheel and emery is rubbed on them every few minutes. Before the iron is put against the wheels, it is very dull in coloring, but afterwards, it is bright and shiny and resembles nickel.
The stamping machine to weld wire and sheet iron was of their own invention. The day before we made our visit to the stove works, one of the company's employees lost three fingers in the machine.

The foundry was the most interesting place we visited. The men use spades, pounders, small knives made in the factory and other tools, while laying the molds. When the furnace of melted iron is opened, there is no way to close it, so a steady stream of red hot iron keeps pouring out of it. The molders use ladles made of cast iron lined with fire clay, in which they carry the melted iron. Before they fill their ladles, they put in several pieces of broken iron, which serves to cool the hot metal. The foundry is divided into two rooms. Each one contains a melting furnace, but in one, the iron is of a better grade than that in the other.

From the foundry we went into the pattern room. The stove patterns are invented by the men in the shop and are made of plaster of Paris.

MARIAN HILL, H. S. '15.

POLISHING STOVES.

The iron castings of a stove are polished by emery. This is placed on cotton pads which are circular and resemble a wheel. They are about eight inches in diameter.

These emery wheels are used when the castings first come from the tumbling machine (where the wires scrape off the sand that has stuck to the castings). They look something like churns and they make a very loud noise.

After the emery is used, the castings are polished by using cotton polishing wheels and a polishing powder.

Emery is found in large boulder-like masses around the Grecian peninsula, but is ground to a very fine powder when used in polishing. The cotton wheels are made in Freeport, Ill.

In order to turn the iron nickel color, they place it in a strong acid. The men who work about this have to wear wooden shoes, as the acid eats shoe leather.

After being taken from the acid, the iron is placed in a copper solution. The plating is deposited by an electric current passing through the solution.

After the pieces are plated, they are washed in hot water, scrubbed and dried in sawdust. Then they are polished again. This finishes the process.

BESSIE MOSHER, H. S. '15.

THE SHIPPING DEPARTMENT.

The shipping room of the Kalamazoo Stove Works is the largest room in any of the buildings, having a capacity of forty thousand stoves.

If you are afraid of rats, don't go into this room. There are plenty of boxes to jump on, but even then it is rather dangerous. In a box filled with excelsior there was a ferret. This is a small, yellowish gray animal with large eyes. Ferrets catch the mice by the jugular vein and kill them, but do not eat them.

It is in this room the stoves are crated and prepared to be shipped. The nickel parts are wrapped in excelsior and paper, the other parts being simply crated.

There are about four hundred and fifty stoves shipped daily. The trains run into the yards, making easy transportation. The stoves are sent all over the United States and recently one was shipped to Shanghai, China.

The moulders receive the highest wages, the finishers second, and those who set up the stoves third, the craters receiving the smallest wages, usually being men without a trade.

All stoves are sent directly to the consumer, thus saving the cost of the middle man. There are no salesmen, as they advertise through catalogues and magazines.

The "Kalamazoo Direct to You" has done more to make Kalamazoo famous than any other slogan.

FRANCES De MEYER, H. S. '15.

CLUBS FOR FARM BOYS.

In a neighboring state there lives a farmer of Scotch Irish descent, now nearing the three score year mark. He was reared upon the old homestead, which the labors of his father and grandfather had prepared for the plow. As an inheritance, the farm came to him, still retaining the larger portion of its vir-
gin fertility. But during the years of his stewardship, this fertility under constant and unwise cropping, gradually diminished.

During this same period, another generation had also come forth to claim sustenance from mother earth. On this farm the son “Jim” was now approaching manhood. Jim was the pride of his father’s life, and as the law of diminishing returns was slowly and surely taking its course on the farm, his one thought was, to make his son’s lot in life easier than his own had been. With this desire foremost, Jim was sent to the city schools, where he might associate with boys and young men of urban life, for there, the father believed, were better opportunities for his son.

The boys fortunately possessed sterling qualities and much against his father’s will and in spite of his city associations, each summer returned home to assist on the farm. Now it happened that at this time, poor tillage and the lack of farm labor had given sassafras a chance to grow unhindered along the fence rows of the old farm, until at places strips, rods in width were gradually growing wider, as each year, new sprouts sought new homes farther from the parent wood. The father and son worked hard each summer with brush hook and matlock to arrest the spreading “sassafake” as Jim was wont to call it.

One day, when things looked rather adverse on the farm, when the growth of everything but “sassafake” seemed to be at a standoff, the father and son were discouraged almost to despair. At last the father said, “Jim, your school days will soon be over. I want you to seek a vocation, where “sassafake” does not grow. This father, like many of our days, saw only unplucked opportunities in other vocations ready to fall at the slightest touch.

With the good wishes of his father and mother, as well as the money derived from the sale of some stock, Jim started to seek his fortune. Unlike Rasselas of old, the flame of wanderlust was not burning very brightly in his young life, but like Johnson’s fellow wanderer, Jim proved to be somewhat of a philosopher.

Jim went to the city, where he tried hard to make his way among men. He held different positions, but never was satisfied. The call of the open country kept constantly ringing in his ears. Finally he left the city, and went west, where he took up a claim on the once great grazing country. All seemed well for a time and he was about to send for his father to come west and join him, when “sassafake” appeared there too, in the midst of the vast treeless plains.

It was eight years now, since Jim had left the old home farm. Jim wrote to his father as follows: “Father, I am coming home. I have held various positions in the city. In each case my work was a mere drop in the great industrial bucket. My life as the lives of my fellow workers, represented only so much energy-bearing material, which was slowly wearing out. I saw these units of energy-bearing material, obliged to drop out gradually to make room for new recruits not yet weakened by hard service. The “sassafake” of the city was too much for me, and I went into the great undeveloped grain regions of the west. For three years I have eaten sour dough bread and canned goods, hoping to make good, but just as fortune seemed to dawn upon me in the midst of this vast treeless country, “sassafake” appeared here too, stronger and thriftier than I had ever known it on the old home farm. Yesterday I dreamed of a rapidly approaching fortune. Today I look out upon my 160 acres of almost ripened wheat, beaten into the ground by the ice storm of last night.

Father, such “sassafake” never grew where my boyhood days were spent. The sassafras which does grow there I can conquer, for I have learned to use my head during these eight years in the university of life, while you and I in the years past worked only with our hands. What is more I have nurtured during these eight busy years an inner voice, not of the head or hand, which kept saying to me, young man there are chances for you back in the midst of your boyhood haunts, which will give you greater joy than you will ever know elsewhere. There the same birds sing, the same flowers bloom and the same brook winds about through meadows, bog and wood. The same old brook where I used to wade, and watch the tadpoles turn into frogs, or catch the
shining minnows on a bent pin. Father, on the old farm are the many associations which make me see the old place in a new light. All is not "sassafake" there for me any more. I will be home soon."

How many young men from the farm, who are today helping to swell the rapidly increasing and already congested urban population can not tell a similar story of early training, not of the farm but for the city, or being less fortunate than Jim as is true in many cases, have been forced by lack of proper encouragement and finances, to seek employment in the city. Once there, the majority of these young men soon have found themselves so drawn into the great industrial whirlpool, that escape into the open and freedom of their childhood days seem impossible to them. The flame of individual initiative has gone out in their lives. The individual is gone. They are where they are to stay.

On the farm we need today and will need more tomorrow men, more zealous men. Men, who think as well as labor with their hands. Men, who see in the men and women on the farm and their proper stewardship of the nation's greatest asset, her soil, the future of our national growth and greatness. The boys of today on the farm should therefore be given every opportunity to develop into such men as the farm needs.

The club for farmer boys has a mission to fulfill to this end. What can such a club do may be asked. Can it furnish more than limited instruction in better farm economics and better agricultural methods? No. At least not for the present. It can, however do a vast deal more than this. It can furnish the country boy with a place for social amusement with his fellows. It can develop in him a pride, which will cause him to say with a strong, firm voice, when he visits his city cousin: "My home is in the country and I propose to stay there." And now, the farmer boy's club can furnish the farmer boy with those little essentials of proper poise and good bearing, which cause self consciousness to disappear.

In other words, the country boy's club can help to develop a rural patriotism, for the farm which has been so sadly lacking in our country for at least the past few decades.

Of course, I hope to see the club for farmers' boys develop into an institution of still greater usefulness as time passes. It was with such a beginning, that under the leadership of the zealous Grundtweg, were developed the rural colleges of Denmark. These schools have done more than all else to bring Denmark out of a state of national despair, into her present condition of national patriotism and economic greatness. Denmark is justly called today a commonwealth of farmers.

It is such a spirit as this which has brought about this marvelous change in the little country of Denmark, which I desire to see fostered and developed by the clubs for farmers' boys in our own country.

JOHN S. BORDNER.
Challenge by "Write it on your heart that every day is the best day in the year. No man has learned anything rightly until he knows that every day is doomsday. Today is a King in disguise. Today always looks mean to the thoughtless, in the face of a uniform experience that all good and great and happy actions are made up precisely of these blank todays. Let us not be deceived; let us unmask the King as he passes."

Annual One of the outstanding results of the Holiday season is an inventory of public and personal good will. The increased capital of society is measured in mutual confidence and in friendships. Personal capital that passes current in the acquisition of the enduring satisfactions of life, is measured in the same terms. Friendship in the best sense is the pure gold of the social kingdom. It is indeed true that "Happy is the house that shelters a friend! It might well be built like a festal bower or arch to entertain him a single day. Happier, if he know the solemnity of that relation and honor its laws."

New How do you like the new Cover? That appears with the new year? It was one of the successful covers that were made for the art work in the Nature Drawing during the past term. There were a score of others that might have been chosen from their strength and individuality. This one, by Ruth Appledorn, was so much admired by Mrs. Waldo upon a visit to the art department that it was chosen,—for the "Record." Miss Appledorn is a special art student in her junior year and has shown marked ability along art lines. She has had considerable work in the Kalamazoo high school and her work has frequently appeared in the "Delphian." This is the first cover in two colors. Two engraved plates are used—one carrying the black, the other the color—in the process of printing. Buy an extra copy and send it to a friend.

Getting Probably all students have Rushed, used, or at least heard, the expression, "I am so rushed with work I don't know where to begin." This probably is the case; but the truth of the matter is that a lot of work has been left till the last minute and other things have come up unexpectedly which must be
done at once. Consequently people get "rushed" with work. It happens many times that a student has something extra for two or three subjects at the same time, but usually a reasonable length of time is given for each assignment. The teacher knows better than we do what the average student can do in a given length of time, and also what the required amount of work is. If we would do our work as it comes and as we have time for it we would get better results both for our marks and our health.

Remarks on Examinations. Of course everyone is tired of hearing sermons on examinations. We have all been told twice a year regularly ever since we entered high school that there was nothing to get nervous over, no reason why every last one of us should have a horror of "Exams." But the fact remains that we are all more or less afraid of examinations, and more or less nervous over them. You all know the person who begins a full month before examinations to express his firm belief that he is going to fail in a certain subject. He "just knows he'll flunk in Geometry, for he's simply scared stiff over it," and so on and on, until everyone hopes he will fail, if that is what he is so determined on. No one has any sympathy for him; he becomes disagreeable to his associates and a nuisance to his teacher. Perhaps he is going to fail, but working, not talking, will make it less probable; and very often the person who does the most worrying is in least danger of failing. No matter what his chances of failing are, it would be much more pleasant for all who are near him if he would keep still about his prospects. Each one has enough worrying of his own to do, without doing any one's else, and it is especially tiresome to hear someone else fret, when the listener himself doesn't have to. So worry all you want to, fret all you want to, but for the sake of your companions, keep still about it.

Library Suggestions. One of the librarians, when asked for a certain book for English composition just before the Thanksgiving recess, was heard to exclaim, "Why, some of your class have stolen the books outright!" This illustrates the shameful extent to which the scramble for the needed reference books for this subject has been carried. It is admitted that a trying situation exists when sixty people, in order to prepare a week's lesson, really need a certain book of which there are only five or six copies. But, in spite of the limited material, there is no excuse for dishonesty. This seems to be only one form of expression of a general disregard of the rights of others to the school library, and the proper use of books. Anyone who notices the stack of books at the library door mornings before school, will admit there is justice in criticism of the way books are handled. One morning, they were scattered in all sorts of positions on the floor, one even standing on the front edges of its cover, the whole weight of the pages on the binding.

Again, in spite of the librarians' requests that books be returned to the stock-room table, a number may still be seen at the close of any period, scattered on the reading-room tables. Then, if someone who has only fifteen or twenty minutes to read, comes in and asks for a book, to find it probably necessitates a search of the three rooms. A very little effort on the part of the person who last uses the book would spare this needless waste of time. Those who have noticed these incidents will agree that all that is needed to remedy the situation is a little consideration for the rights of others.

Things Doing. In the first week of this term students were aware that something was going on in the assembly room, but it is doubtful if a hundred students of the nearly seven hundred who came daily to the building, knew or cared to know exactly what was up. This was largely due to the hurry and pre-occupation incident to the first week's anxiety about class schedules, textbooks, and various personal adjustments. Then, too, the attendance and the exhibits of the State Corn Improvement Association were both unusually small this year and not likely to attract much attention. However, the
Corn Show typified, even if in but a small way, yet none the less truly, one of the greatest agencies which is being worked today to help solve a fundamental problem of national welfare—the problem of food production. Corn is the king of food products, and the sixteen years old boy, Roy Grossman, of Constantine, who won the grand championship prize by showing the best ten ears of white dent corn, certainly did a great patriotic service. He proved that 160 bushels of shelled corn can be grown on an acre of southern Michigan soil. Whereas the average yield for a decade in this state has been 32 bu. per acre. This certainly ought to arouse many corn growers to more worthy effort, and as these demonstrations of the ease with which present average yields per acre in the staple food cereals may be so greatly increased, are repeated year after year, it will be surprising if statistics of production do not soon show an increase in the state's greatest contribution to progress—ample foods for the human family. Demonstration as a means of public education is coming rapidly to the first rank as a method adapted to extension teaching, and, since extension instruction is to be one of the major divisions of public education, teachers and prospective teachers may well take advantage of every opportunity to become informed about it.

OUR GROCERY STORE.

(Dictated by the Children.)

We talked about the Cave Dwellers' food. Then we talked about our own food. We found out that much of our food came from the farmer, he sold it to the grocer and then the people bought it. We thought we would like to make a grocery store.

First, we made some boxes to put things in. Then we printed the name of the food that was in the box, on the box. Some of the boys made a counter and some others made the shelves. The girls made baskets. We brought signs and put them around our store. We cut pictures of different kinds of food. Then we fixed up our store. We made some paper money. We chose some clerks and the rest of us were customers. We have had a lot of fun playing with our store.—Grade II.

THE GROCERY STORE.

The second grade has written a good description of "Our Grocery Store." I would like to add a few points to show the growth of the children while making the store.

The children developed independence in planning the store and definitely carrying out their plans. Their interest in the work was shown by their bringing boxes and pictures of things which are found at the grocery store.

Exact measurements in inches and half inches were used in the making of their boxes and baskets. The shelves and counter were carefully planned and measured before they thought of using their saws.

The children's growth in handling the scissors and crayon could be noted in the different kinds of fruit and vegetables which they made.

When playing store the children had the valuable experience of making change with the paper money which they had made.

In selling articles from the store the clerks were very polite to their customers, and the customers were polite in turn, thus learning a lesson in courtesy.

When making the store got its supplies, and in making the answer clear, we took a trip to a wholesale grocery store, where the children saw the great supplies of everything that could be found in a grocery store.

The results of the making of our store have been most satisfactory and, as the children said, "We have had a lot of fun playing with our store."

LURA OSWALT, '13.

TRAINING SCHOOL GYMNASIUM

The boys of grades 5 and 6 are enjoying the game "Side Kick." The players are divided into two teams or captains.
are appointed who choose teams. Two drivers' lines are drawn ten feet apart and parallel to each other. Two goal lines are drawn 7 1-2 feet distance beyond the drivers' lines and parallel to them. The lines should not be longer than about three feet for each player of one team.

The players line up behind the goal lines, join hands and face the opposing team. The first member of each team is driver and takes his place inside the drivers' lines with his back to his own team.

The object of the game is to kick the ball over the goal lines but under the arms or between the feet of the opposing team. If this is done, a score of two points is made by the side having kicked the ball.

As soon as a two-point score is made, a new driver from each team steps into the drivers' field and the old driver joins his team. The referee shall designate before the game begins which end of the team shall supply the new driver and the old driver takes his place at the other end of the line.

If the ball is kicked over the heads or arms of a team, that team scores one point, not the team whose player kicked the ball.

The driver may not kick the ball over his opponent's goal line; his duty is to manipulate the ball in such a manner with his feet that his own team may get a good opportunity for kicking the ball. The players must try to prevent the ball from going over the goal line by obstructing it with legs, bodies and arms, but they may not break the line by loosening their hands. No score can be made by a team if its line is broken at the time the kick is made. If the line is broken in an attempt to obstruct a ball the opposite side shall score one point.

The ball is put in play by the referee at the beginning of the game or inning, after a score has been made and whenever the ball rolls out of bounds. The referee stands out of bounds and puts the ball in play by bowing it into the drivers' field in a line parallel to the drivers' lines.

The teams line up behind their goal lines at every new play.

The players may, during the play, move forward or backward over the goal line, but at no time may they cross the drivers' line. If any player advances over the drivers' line, the opposing team shall score one point.

The drivers play inside the drivers' lines; if a driver steps over the drivers' lines the other side shall score one point.

One inning shall consist of 20 points. A game shall consist of 3 innings. The teams change goals at the beginning of each inning. The team making the highest total score shall win the game.

"Side Kick" is primarily an outdoor game, but is well adapted to the gymnasium. The game played according to the above rules is popular with the public school children of Cambridge, Mass. It is taught by Mr. Ernst Hermann, Physical Director of Public Schools, Cambridge, Mass.

HELEN FROST.
During the winter term the athletic activity of the school will center in the inter-class basket ball series, comprising the Seniors, Juniors, Preps and Rurals. This custom of playing basket ball entirely among ourselves has been in vogue for the past two seasons and has been so successful in supplying the demands of a great number of men, rather than a few, that it has become the most interesting feature of the indoor athletic work.

Following is the schedule of games:

INTER-CLASS BASKET BALL SCHEDULE.

Wednesday, Jan. 15—Seniors vs. Juniors—Preps vs. Rurals.
Friday, Jan. 17—Seniors vs. Preps—Rurals vs. Juniors.
Wednesday, Jan. 22—Seniors—Preps vs. Rurals—Juniors vs. Preps.
Friday, Jan. 24—Seniors vs. Juniors—Preps vs. Rurals.
Wednesday, Jan. 29—Seniors vs. Preps—Rurals vs. Juniors.
Friday, Jan. 31—Seniors vs. Rurals—Juniors vs. Preps.
Wednesday, Feb. 5—Seniors vs. Juniors—Preps vs. Rurals.
Friday, Feb. 7—Seniors vs. Preps—Juniors vs. Rurals.
Wednesday, Feb. 12—Seniors vs. Preps—Juniors vs. Rurals.
Friday, Feb. 21—Seniors vs. Rurals—Juniors vs. Preps.
Friday, Feb. 28—Seniors vs. Preps—Rurals vs. Juniors.
Wednesday, March 5—Seniors vs. Rurals—Juniors vs. Preps.

DENSMORE-PHELAN.

A wedding of deep interest to all who have in any capacity been connected with the Normal school was solemnized on the afternoon of New Year’s Day at the home of Dr. and Mrs. H. H. Tashjian, when Miss Ida Densmore and Mr. John Phelan were married.

Mrs. Phelan has been connected with the Training School for the past seven years, for six years of this time acting as its director. During this period she has made a deep impress, not only upon the students and members of the faculty who worked with her, but upon the character of the institution itself. The Training School, recognized as one of the best in the country, has reached its present high standard under her leadership.

Mr. Phelan was connected with this institution until last June, at which time he was chosen as the one most fitted to create a Rural School Department in the Normal school at Stevens Point, Wisconsin.

Mr. and Mrs. Phelan left directly for their home in Stevens Point. Although with their going there is a strong sense of personal loss for those who stay, yet both have made splendid contributions to this institution, the memory of which can never be lost.

A host of students and co-workers extend their congratulations and best wishes.
AMPHICTYON SOCIETY.

The Amphictyon Society held their last meeting of the fall term, Thursday evening, Dec. 5. The first half of the evening was devoted to a literary program, and the last half was turned into a business meeting, the following officers being elected for the winter term: Hazel Payne, president; Lloyd Tryon, vice president; Sue App, secretary; Harriet Rickson, treasurer.

Each Amphictyon should be filled with pride over the progress that was made in our society during the past term. Last June, when school closed we were indeed, in a forlorn condition, but all of that changed very rapidly, and now we can boast of being in a first class condition with 150 members in our family group.

We meet every two weeks on Thursday evening, and our programs are always entertaining, usually consisting of readings, debates, music, bits of humor and various other things which go towards making well planned programs.

The officers of the fall term were as follows: Marie Hoffman, president; Clyde Smith, vice president; Madeline McCrodan, secretary, and Maude Baughman, treasurer. Chiefly through their untiring efforts the society has been brought up to its present level, and with the advance of the new term and new officers it is our desire to make many improvements along every line.

Co-operation has existed very strongly throughout the term, and this has been very evident at all our meetings and social functions.

Miss Flora Rice, who very ably acted as chairman of the program committee, will be succeeded by Miss Ruth Sharpsteen, whom we know will “make good.”

Now with the beginning of the winter term, let each member of this wide awake society do some act which will promote progress along some line and always be ready to take active parts in such an excellent organization as the Amphictyon Literary Society.

MADELINE McCRODAN, ’13.

CORN IMPROVEMENT ASSOCIATION.

The annual meeting of the Michigan Corn Improvement Association was in session in the assembly room of the Normal during the week of January 6 to 11. Beginning on Tuesday afternoon programs were given each half day. Tuesday was alfalfa growers’ day, and A. R. Potts was in charge of the discussion. Wednesday was juvenile club day, and C. A. Rowland was in charge. The chief talks were made by school commissioners W. H. Faunce of Wexford county, and T. H. Sattler of Jackson county. A boys’ corn contest club for Kalamazoo county was organized.

On Thursday there was a general discussion of soil improvement, and on Friday the chief addresses were by J. C. Ketcham, Master of the State Grange, Miss Lucy Gage, director of the kindergarten department of the Normal, and Dr. H. W. Gelston, of Kalamazoo. On Saturday afternoon, L. J. Bradley of Augusta, secretary of the Association, lectured before a group of teachers. He made many practical suggestions for instructing school children about corn.

The grand championship prizes were won by Robert Duncan, of St. Joseph county, on the best ten ears of yellow dent corn; by Roy Grossman of St. Joseph county, on the best ten ears of white dent corn; and by D. E. Turner, of Jackson county, on white capped yellow dent.

Mr. Duncan’s prize was the silver loving cup given by the Michigan Gleaners, Mr. Grossman’s prize was a twenty-five dollar grain cleaner, and Mr. Turner’s prize was the silver loving cup given by the Michigan Farmer.

Leo Wooden of Jackson county won the first prize for adults on white capped yellow dent, and in the several competitions open to boys prizes were won by Clifford Ward, A. W. Jewett and Milan Jewett of Ingham county; Ferris Bradley of Kalamazoo county; Paul Gleason, of Cass county; and Harlan and Milton Turner of Jackson county.

Officers for the ensuing year were elected as follows: President, D. E. Turner, Nashville; vice president L. J. Bradley, Augusta; secretary and treasurer, A. R. Potts, East Lansing; directors, G. D. Grossman, Constantine, C. H. Sudborough, Adrian, and W. F. Raven, East Lansing. The annual meeting is likely to be held at the State Agricultural college next year.
The Normal Literary Society is planning a term of excellent work, and the Record hopes to present the features of these plans at some length next month.

The Junior Rural Seminar held its first meeting for the winter term on January 17th. The prospects for a successful term are good. Antoinette Hutchinson is president, and Harold Milheim is secretary.

Professor B. L. Jones’ monograph "Outline Studies in English Composition" is being highly commended by authorities on the teaching of English composition.

The Erosophian Society elected officers for this term on Friday, Jan. 10. The officers are: President, Richard Healy; vice president, Emma Hanson; secretary and treasurer, Earl Warren.

A business meeting of the Senior Rural Seminar was held January 10th. Programs for the term were projected, a special music committee was appointed, and it was voted to hold the meetings this term at four o’clock on alternate Thursday afternoons. The officers this term are: President, Hattie Masselink; vice president, Inez Leverich; secretary and treasurer, Joseph Walsh; executive committee, Mabel Kline, Florence Smith, Levi Newton, Glenn Flannery and Bessie B. Goodrich.

Dr. and Mrs. William McCracken sailed January 18 on the steamer Franconia for Europe to spend several months. They will first go to Syria to be with Dr. McCracken’s mother and sister and later will travel on the continent.

An unusually enthusiastic class meeting was held by the seniors Thursday morning, Jan. 9. The special purpose of the meeting was to discuss the matter of the arbor day observance, which custom was established last year. Miss Hoffman, class president, was given the authority to name a committee for the purpose of selecting an orator, marshal and assistant marshal for this occasion. The class also voted to have a senior party Jan. 31 or Feb. 1, when each member will have the privilege of inviting a guest.

In Archie Nevin, a capable and active editor-in-chief has been named for the "Brown and Gold," the annual senior publication. Ollie Webb will assume the duties of business manager and Lloyd Tryon will act as advertising manager. Miss Ethel Foster, a talented member of the special art section of the senior class, has been named art editor. Other members of the staff will soon be named by Mr. Nevin.

A student party, one of the general series, was held Saturday evening, Jan. 18, in the gymnasium. Fischer’s orchestra played its annual good program of music and an informally enjoyable evening was passed by a large number of the student body.

The faculty members enjoyed a party Friday evening, Jan. 24, Miss Elizabeth Zimmerman acting as chairman of the occasion.

An announcement was recently received from Marble, Minn., of the marriage on Christmas day of Miss Edith S. Avery to Earl Garinger, a graduate in the manual training department of Western Normal. The wedding took place in Marble, where Mr. Garinger is instructor of manual training. The best of wishes go to Mr. and Mrs. Garinger from the Normal, where the former won the respect of faculty and students alike during his two years of residence. He has been a success in his work since leaving the Normal.

A wedding announcement of interest states that Miss Dorothy Grace Meek of Big Rapids, was united in marriage to Melbourne J. Kirkland on Monday, Nov. 9, at Big Rapids, where Mr. Kirkland is instructor in manual training in the public schools. Though not a graduate of
the Normal, Mr. Kirkland was identified with the school for some time and had many friends who will be interested in the event.

A third wedding of interest to the Normal was celebrated on New Year's day, when Miss Alvah Miller and Peter Pell were married at the home of the bride in Kalamazoo. Mr. Pell graduated from the manual training department of the Normal in 1911 and since that time has taught in Maryland, where they are residing. Miss Miller has attended the Normal for special work.

The juniors elected officers the last of the term, choosing the following members: President, Elzie Clifford; vice president, Miss Ruth Reynolds; secretary, Miss Esther Straight; treasurer, Miss Ruth Thompson.

School opened for the winter term Monday, Jan. 6, after the liberal holiday vacation of three weeks. Several new students entered at that time and practically all of the former students returned to continue their work. A few changes are noted on the faculty, the training school undergoing the most important changes. Miss Spindler and Miss Townsend are back after several months' trip abroad and the former is in charge of the training school, taking up Miss Denimore's duties as director for the rest of the year. Miss Braley is in California and in her absence Miss Olive Davis, a graduate of the library school at Champaign, Ill., is engaged in the library.

During the last week of school in December the young women of the domestic science department held a successful food sale. Rolls, salad, cakes, cookies, doughnuts, candy and other delicacies were quickly disposed of and the proceeds will be used for a contribution to the Ellen Richards memorial fund being raised by the National Home Economics Association.

Visits from various individuals and committees from the legislature are anticipated for the next few months. These occasions which provide an opportunity to present the needs of the Normal to the members of the House and Senate, are interesting and enjoyable events of the biennial struggle.

A membership contest is being engaged in by the young women of the Normal Y. W. C. A. The leaders are Miss Mina Hunziker and Miss Hazel Henry.

The calendar prepared and published by the Y. W. C. A. for Christmas met with a ready sale and was an artistic combination of views and verses.

In the last week of the term the German club and the German 10 o'clock class enjoyed German Christmas parties, singing carols in German and otherwise celebrating.

A splendid display of student art work, suggestive of Christmas, attracted many people to the Normal assembly room Dec. 10-11.

An informal conference of county school commissioners and President Waldo was held in Mr. Waldo's office Wednesday, Jan. 8th, for a discussion of summer school plans. The guests remained at the Normal for luncheon, and later attended the corn show. In the list of those present were the following: V. R. Hungerford, Van Buren; G. N. Otwell, Berrien; Ernest Edgar, Barry; F. D. Miller, Calhoun; F. E. Robinson, Branch; F. J. Wheeler, St. Joseph; Sheridan Mapes, Kalamazoo; H. H. McClave, Hillsdale; C. L. Goodrich, Allegan; N. R. Stanton, Ottawa; Thomas Sattler, Jackson, and W. H. Faunce, of Wexford.

Dr. Ernest Burnham has been engaged to speak at the State Farmers' Week, to be held at the University of Illinois, Champaign, Jan. 24th. He will also take part in institutes at Jackson and South Haven Jan. 29 and Feb. 3-4.

Prof. T. P. Hickey spoke before the members of the Rural Seminar Friday, Jan. 10, on the general subject of debating.

President Waldo will deliver an address Jan. 25 at Hart before the Oceana Grangers.
TO see a little farther into Fashion's Future; to dig a little deeper for quality productions; to know no mean between Right Merchandise and Wrong Merchandise; to Never be satisfied with "good enough," but always to supply even better than the customers expect—such is the principle that answers the question,

WHY IS IT ALWAYS BUSY AT GILMORE'S?

The Kalamazoo Laundry Co.

Try our Swiss HAND LAUNDRY Department

Save 1-4 to 1-3 ON YOUR SUIT or OVERCOAT

HERSHFIELD'S 14th Semi Annual Clearance OFFERS THIS OPPORTUNITY

219 North Rose St, Phone 146 121.125 EAST MAIN STREET
Some prospective assembly programs include addresses by Mr. F. M. Hodge on the topic of “Paper-making” and by Mr. Marvin Schaberg, a prominent local attorney, Feb. 18. On Jan. 28 the monthly musical program will be presented under the direction of Miss Hanson.

BOOK NOTICES.

Problems and Exercises in Arithmetic for the Eighth Grade, by John B. Faught, 17 pages. Published by the Author. Price 10c.

This is a collection of 211 problems and exercises suitable for a brief review of the entire subject for pupils of the Eighth Grade preparing for the final examination in May. These problems and exercises have been selected largely from recent examination questions prepared by the Departments of Education in Michigan, Indiana, Ohio and New York, and therefore indicate the standard required for the completion of Arithmetic in the elementary schools of these states. This little book furnishes enough material for a thorough review of the essentials of Arithmetic.

E. B.

Elementary Applied Chemistry — By Lewis B. Allyn.

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