THE KALAMAZOO NORMAL RECORD

PUBLISHED MONTHLY BY THE FACULTY AND STUDENTS OF THE WESTERN STATE NORMAL KALAMAZOO MICHIGAN

FEBRUARY, 1913
WINTER

SUMMER

OAKLAND DRIVE ENTRANCE TO NORMAL CAMPUS
The Kalamazoo Normal Record

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Vol. 3

CONTENTS FOR FEBRUARY, 1913

No. 5

EDUCATIONAL
Hugo De Vries—Biologist................................. William McCracken... 177
Cultural and Vocational........................................... Compiled by Editor... 179

LITERARY
The Brown and Gold.............................................. Eva M. Vaughan... 181
Letters of Charles Lamb........................................... Maude Baughman... 181
A Comparative Study of the Social and Economic Conditions in the Colonies............................ Bert Cooper... 183

CONDENSED CONTRIBUTIONS
Miss Joseph's Letter............................................... Hilda Joseph... 186
Changing the Commercial Map................................ Carl Rodgers... 187
South America Visited........................................... Robert Upjohn... 188
Normal Literary Society........................................ “P. C.”... 190
Dr. McCracken on the Ocean................................... William McCracken... 190

EDITORIAL
Attention Alumni...................................................... 193
Personal Growth...................................................... 193
Nature is Complemented.......................................... 194
Authorities Quoted.................................................. 194

TRAINING SCHOOL
Dramatization of History Work by Fourth Grade................................. Winifred Heffernon... 195
Mary and Her Mother Talking Together............................ Donald Gorham, Ralph Chappell... 196
Sarah's Coming to Stay with Mary............................... Edna Frobenius, Dorothy McManis... 196
The Father's Bringing Good News................................... Mclvile Westerberg, Herschell Carney... 197
A Trip to the Blacksmith's Shop................................ Robert Stein... 197
How We Sent Our Folders........................................ Jeanette K enam... 197
Basketry in the Fifth Grade...................................... Pearce Shepherd... 197
Training School Assemblies........................................ Nellie McConnell... 198

ATHLETICS........................................................................ W. H. Spaulding... 198

NEWS ARTICLES
The Rivals............................................................... Alice L. Marsh... 199
Seventh Annual Lecture........................................... Katherine Newton... 200
Assembly Programs.................................................. Catherine Koch... 200

NEWS NOTES........................................................... Katherine Newton... 202-4-7-8

ALUMNI NOTES........................................................ Katherine Newton... 171-173

ILLUSTRATIONS
Summer and Winter Views of the Oakland Drive Entrance to the Campus........................................ Frontispiece
Log House made by pupils in Fourth Grade, as a model of Cabins built by Earliest Settlers; and Scene from Play given by Fourth Grade Pupils showing Home Life in the Plymouth Colony........................................ Opposite Page 196
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"Use short words; they are the kind to use."

"I know," said the hen-pecked husband, "and thin words; the kind you get in edge-wise."—Louisville Courier-Journal.

"Is this a tentative arrangement?"

"Nothin' like that. It's jest to try it out fer awhile."—Baltimore American.

He—Some tunes quite carry me away.
She—Only tell me one and I will play it with great pleasure.—Lippincott's.

NEWS NOTES

Dr. A. E. Winship of Boston, editor of the Journal of Education, was a guest at the Normal on February 10, when he gave a very interesting and instructive lecture.

The members of the Erosophian Society enjoyed a social afternoon on Thursday, January 28, from three to five. Dancing and games formed the entertainment, and at its close all partook of bountiful refreshments in the shape of a "box lunch." It was voted by the large number present one of the most enjoyable functions ever given by this organization.

On Friday, February 7, a fine program was presented by junior and senior men students in the Erosophian Society; Trip to Commonwealth Power Company, Charles Jacobson; The Transformers, Harry McCarty; Alternating Current Generators, John Giese; Boilers and Self Stokers, George Jacobson; Waterworks, Cornelius Rynbrand; Music, piano duet, Misses Stirling and Parker; Panama Canal, Richard Boynton.

A SMILE OR TWO

"How does Dorfling stand in this community?"

"Old Bill Dorfling?"

"Yes."

"Why, he makes about as much noise in this community as the letter 'b' does in the word 'debt.'—Birmingham Age-Herald.

"Have you decided on a name for the baby as yet?"

"Not as yet. My family has named one member of a commission and my wife's family has named another. These two are to agree on a third and the three of them are to decide on a name."—Louisville Courier-Journal.
ALUMNI NOTES

Western Normal has sent out many of its graduates to superintendencies in the state and at the present time there are fully twenty-five of the alumni successfully filling such positions. In this list are Supt. C. F. Rees of Colon, a graduate in the class of 1912; J. H. Goldring, Superintendent at Columbusville; John L. Kraft of Kent City; M. L. Fear, Hopkins; George East, Covert; Charles Appleton of Nashville; Norma Luneke, Plainwell; Harry La Barge, Linden; Lee Barnum of Millersburg; J. G. Chapel of Clio; Clyde W. Overholt of Cannonsburg; A. D. Granger, Hale; Supt. A. M. Nutten of the Comstock consolidated school and Supt. C. L. Poor of Hudson; Supt. F. W. Emerson, Watervliet; Supt. G. V. Fales, Wayland, and Supt. G. I. Leavengood of Shepherd.

Gale Hambleton, '07, is attending the Chicago Dental College this year and pursuing his voice work in connection with his dental work.

Miss Mary Ruthrauff, a graduate of the Normal, will receive her degree from the University of Michigan in June and anticipates accompanying Miss Marie Rasey of Durand, also a graduate of the Normal, on a trip to Europe next summer.

Monica Manning, Maude Hilton, Jessie Emig, and Frank Ayers, all Rural '12, are teaching in Cass county. They enjoyed a reunion at the institute in Cassopolis.

Announcement was recently made of the engagement and approaching marriage of Miss Lucile Watts of the 1912 class, to Mr. Russell Norton of Sault Ste. Marie. The wedding will take place in March. Miss Watts was active along many lines during her attendance at the Normal where she was very popular among the students. Mr. Norton is a graduate of Kalamazoo College.

The social occasion, which the two rural sociology seminars enjoy together, each term, took place Saturday evening, Feb. 22. Plans for the annual rural progress lecture and reception were elaborated, and committees were appointed.
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Miss Anna Van Buskirk of the 1912 class, is principal of the Tekonsha High school this year.

Miss Marie Smith, kindergarten '10, is teaching in Eaton Rapids.

Miss Gladys Snauble, kindergarten '10, is in charge of kindergarten work at Pentwater.

Miss Harriet Barrett, a kindergarten graduate of '08, is in charge of kindergarten work in Flint.

Eldon B. Adams, who graduated from the Normal in 1911, and attended M. A. C. the following year, is at present teaching agriculture in the high school at Elyria, Ohio. He was married last fall.

Miss Eva Marshall, '07, is teaching at her home in Lawton this year.

Announcement was recently made in Holland of the engagement of Miss Rose Brusse, daughter of former Mayor Brusse, to Harold R. Grant, a graduate in the manual training department of the Normal in 1912. Mr. Grant is supervisor of manual training in Manistee. Miss Brusse attended the Normal where both young people were very popular.

Carl F. Rodgers, '10, who furnishes the excellent contribution on "Changing the Commercial Map," is superintendent of the Manual Training department of the public schools of Keokuk, Iowa.

Harold F. Adams, '12, is located at Grand Bay, Alabama, where he is in charge of a three room consolidated school. Two years of high school work are done.

Catherine Herzog, Rural '12, who is teaching near Watervliet, likes teaching very much and she is already planning more work in the Normal.

Pearl Hoag, Rural '12, is teaching a large rural school near Lacota, Van Buren county.

Anna Milheim, Rural '12, who is teaching near Dorr, Allegan county, writes that most of the children in her district are Polish, and attend the parochial school, so that although primary money is received by the district for 55 children, only nine attend the public school. She adds: "This would be a good township for the township unit system. There is a new graded school at Dorr, which is exactly in the center of the township."
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MISTAKEN.
Mr. Timid (hearing noise at 2 a.m.)—I th-think, dear, that there is a m-man in the house.
His Wife (Scornfully)—Not in this room.—Tid Bits.

It is recalled that a great punster was once asked to make an extempore pun.
“On what subject?” he asked.
“On the king,” was the reply.
“O,” said the punster, “the king is not a subject.”

“Opportunity really knocks at many a door.”
“Then why don’t more of us succeed better?”
“The trouble is that opportunity wants us to go to work.”—Louisville Courier-Journal.

Griggs—I hear that Sapleigh has run through his inheritance and is looking for a job. He won’t have as soft a thing as he has had.
Briggs—O, I don’t know; he’ll have a soft thing as long as he doesn’t lose his head.—Boston Transcript.

MOMENTUM.
The old mountaineer, who was standing on the corner of the main street in a certain little Kentucky town, had never seen an automobile. When a good-sized touring car came rushing up the street at about thirty miles an hour, and slowed down just enough to take the corner on two wheels, his astonishment was extreme.
The old fellow watched the disappearing car with bulging eyes and open mouth. Then, turning to a bystander, he remarked, solemnly:
“The horses must sho’ly ha’ been traveling some when they got loose from that gent’man’s carriage.”—Youth’s Companion.

Student—Did you receive my letter and that batch of jokes?
Editor—I received the letter, but I didn’t see the jokes.—Satire.

THE WORLD’S LEADING CITIZEN.
To the Editor of the Sun Sir: Speaking of the A’s I claim to be first in war, first in peace and first in any directory.

A. A. Aal.
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HUGO DE VRIES—BIOLOGIST

One of the advantages of life in a large city is the opportunity frequently presented of seeing and hearing some of the world's celebrities. Such an opportunity was mine recently when Dr. Hugo De Vries, the famous Dutch scientist, delivered an address on Mutation at the National History Museum. This venerable man is one of the world's most renowned biologists and has written his name high upon the scroll whereon are inscribed the names of the greatest Evolutionists. His contribution to the origin of species is perhaps the most important since Darwin promulgated his epoch-making theory.

In the beginning of his address, he gave a brief account of how Darwin's interest was aroused by the characteristics of the plant and animal life he found on the Galapagos Islands. These forms while resembling those on the adjacent mainland to some extent, were yet largely individual, as were frequently the types upon contiguous islands. He went on to explain how Darwin was led to his idea of Natural Selection from a practice then much in vogue in agriculture. It was common for agriculturists in order to insure a better type or race of plants, to select several different ears of some grain, mix all the seeds from these ears together and sow this mixed seed for the new crop, the process being repeated year after year. On the whole the method justified itself by the results for, generally speaking, though by no means invariably, better yields resulted. The idea was that in Nature a selection always was made from such a mixture and out of such a mixture by Natural Selection and Survival of the Fittest, new species at length arose after a long interval.

To a Swede, Nilsson, however was due the proof that for agricultural purposes this was a poor sort of selection. He, by exact experiments running over a series of years proved conclusively that the proper way to perfect a type of plant was to select one good specimen and plant its seeds; select the best specimen of this crop and plant its seeds and so continue till a high standard was reached. Under such a system there were no failures, but always the new crop was better than the parent one. The speaker asserted that Nilsson had reached such perfection in his results that in a whole field of grain, for instance, all seeds would sprout, all stalks flower and all fruits ripen on exactly identical days.

It was at this point that De Vries took up the problem of evolving new species.
He grew his plants in his own garden and aimed to secure his results by careful selection of seeds and regulation of growth and fruition. At this time it was known that occasionally here and there would appear a specimen of a plant varying greatly from the parent, enough different indeed to form a distinct species. These variants, however, were all short lived, being sterile, and soon disappeared in this locality, to reappear as unexpectedly and as suddenly somewhere else. This led De Vries to the idea of mutation in Evolution, i.e., the sudden appearance of new species, by jumps as it were, unexpectedly and without the presence of any connecting links between the old and the new forms.

The old or Darwinian view of the origin of species was that through Variation and Natural Selection after a long interval of time a new species became fixed as a result of the Survival of the Fittest. This view demanded a succession of connecting links—which links by the way were not always very much in evidence. On the contrary the De Vries view dispenses entirely with the connecting links and with the element of time and asserts that, in many cases at least, a new species is born suddenly; in the twinkling of an eye it springs full plenipotently into existence and has no need of a long generation of more or less closely related ancestors.

This was the problem, then, that the Dutch Biologist took with him into his garden, and having carefully and scientifically experimented with it there, he now declares his thesis proven. Some of the plants he worked with were Toadflax, Cranesbill, a wild Chrysanthemum, and the Evening Primrose. The pictures he used to illustrate his talk were most instructive, showing very plainly the great differences that existed in these related species grown from the same seeds. The new types occurred of course sparingly 1 to 100 or 1 to 200 of the ordinary variety, but the important point is that they appear suddenly, and breed true to type when cultivated. Perhaps the most instructive slides were those of the Toadflax and the Evening Primrose.

The common variety of Toadflax has a one-spurred flower, with four stamens, two long and two short, and an open corolla which gives entrance to insects. The variant has five spurs, five stamens all of the same length and a corolla closed at the top so that insects are excluded. This plant is sterile, but by artificial fertilization can be propagated and then breeds true to type.

In the case of the Evening Primrose there are some four different species that occur about once in one hundred times from seed of the common variety. The latter is a tall branching plant while the new types are a dwarf, a giant form (the flowers being large not the plant), a form with an inclined flower spike and another erect non-branching form. These new species differ also in color of flower, color and shape of leaves and in other particulars. While all are Evening Primroses, they are none the less clearly marked species and in propagation, all breed true to type. One interesting slide showed that even in their babyhood, these plants are clearly marked and easily distinguished from each other.

There is no principle that has exerted an influence in our social, religious, political and scientific life at all comparable with that of Evolution. It certainly was a pleasure as well as a privilege to hear one who has done so much to establish it from the experimental standpoint. Dr. De Vries is a kindly venerable man of no oratorical gifts. He is possessed of a weak voice and this, with his accent, makes a front seat almost a necessity at his lectures. Like all truly great men he was very modest. The obtrusive ego was no where in evidence in him or his talk.

WM. McCracken.
The following is a compilation of opinions by educational specialists and leaders touching the correlation of the cultural and vocational aims in modern education:

"The stress of competition compels us more and more to give a specific character to our training, and to ignore the larger national and human aims. It is clear, however, that in so far as we lose sight of the latter in the interest of the former, we err, because it is the broad human and national element in education that gives character and power and makes itself felt in every department of work."—S. S. Laurie—Introduction, Pre-Christian Education.

"The assumption that a training is good in general just in the degree in which it is good for nothing in particular, is one for which it would be difficult to find any adequate philosophical ground. Training, discipline, must finally be measured in terms of application, of availability. To be trained is to be trained to something and for something."—John Dewey—Educational Situation—Page 96.

"Culture is that quality in an individual who, in doing his work, is conscious of and responsive to its social purpose and significance." "Culture is the habit and attitude of life attained through insight into, responsiveness to, and participation in, human experience and activity."—Dr. J. A. McVannell—Class Lectures.

"Vocational education and liberal education have essentially different aims, though they may mutually re-enforce each other." "Any division of organized knowledge or skill may be made an end either of vocational or liberal study, e.g., music is a vocational study for musicians and a liberal study for workers in other fields."—Dr. David Snedden—In an Address.

"New York will never relax her grasp upon the things which culture the minds and souls of men, but it is to be hoped that she will realize better than she has that the finest and deepest culture comes through work; that work by the hand and by the head are yoke-fellows in our free civilization, and that both the rights and the prosperity of her people hinge upon the professional and industrial equilibrium of her tax-supported education."—Dr. A. W. Draper—New York State Teachers' Association.

"Put roughly, we have two groups of studies: one represents the symbols of the intellectual life, which are the tools of the civilization itself; and the other group stands for the direct and present expression of power on the part of one undergoing education, and for the present and direct enrichment of his life-experience. There is no reason to assume any fundamental, or even any minor, antagonism between these two groups."—Dr. John Dewey—Educational Situation, page 21.

"Not only are specific and general purposes not mutually opposed, but they are really necessary to each other. General purposes, when rightly conceived, are of the greatest importance as the final goals to be reached by study. But they are too remote of attainment to act as immediate guides. Others more detailed must perform that office and mark off the minor steps, to be taken in the accomplishment of the larger purposes. Thus the narrower purposes are related to the larger ones as means to ends."—Dr. F. M. McMurry—How to Study, page 36.

"For an individual there are (a) the general life situation or process, and (b) the specific situations and problems. In the educated person beyond the specific problem with which he is occupied at any particular time, there is present the more general and ultimate aim—the maintenance and realization of a rational life."—Dr. J. A. McVannell—Class Lecture.

"Education to meet the present necessities in America must take two forms: (1) training with a view to earning a livelihood, and avoiding poverty with all of its evils, and (2) civic culture such as shall enable its recipients to do their duty as citizens."—Thomas Davidson—History of Education, page 263.

"Education in America must be based on that kind of equality which enables one to become a good citizen, and this de-

“The aim of education should be to secure a balanced interaction of the two types of mental attitude (the executive and the reflective) having sufficient regard to the disposition of the individual not to hamper and cripple whatever powers are strong in him. **Every human being has both capabilities, and every individual will be more effective and happier if both powers are developed in easy and close interaction with each other.”—Dr. Dewey—How We Think, page 144.

“It is a sad commentary upon our educational abstractness that we often fail to realize the high and noble inclusiveness of the ideal of use in our preparation of boys and girls for efficiency and service in society. We sometimes run away from the real test of real things and cry out for culture, as if culture had any meaning apart from its use in adjustment.”—W. H. Heck—Mental Discipline and Educational Values, p. 116.

“Future teachers, future social workers and clergymen, coming civil servants or colonial officials, embryo scientific investigators of all sorts—all these need, during their undergraduate years, training such that nobody can rationally distinguish between that portion of this training which is professional in nature, and that portion of it which is apt to add to their general cultivation. ***** I leave the matter and all these now uttered prejudices of mine to the judgment of those who appear to think that they know.”—Prof. Josiah Royce,—Science, Mar. 12, 1909.

“It would be a grave error to set vocational training and liberal training in sharp antagonism to each other. The purpose of the former is to pave the way for the latter and to provide an economic base for it to rest upon. The equally grave error of the past has been to frame a course of study on the hypothesis that every pupil was to go forward in the most deliberate and amplest fashion to the study of the products of the intellectual life regardless of the basis of the economic support.”—Nicholas Murray Butler, Columbia University.

“The eighteenth century school and university wrote over its doors the words, I BELIEVE, as an expression of that for which its education stood; the nineteenth century school and university wrote over its doors the words—I BELIEVE BUT I THINK; the twentieth century school writes over its doors, I BELIEVE AND THINK, IN ORDER THAT I MAY WORK.”—H. S. Pritchett, LL. D.

“Culture is not inherent in particular forms of subject-matter, but is a by-product of the educational process, and represents an attitude of mind and life rather than a particular kind of knowledge.”—Pres. A. Rose Hill,—Proc. N. E. A., 1908, p. 524.

“The old individualism in education, as in religion, was largely to lose or hold off from the world in order to save the soul by culture. The new scientific and social situation demands, and in increasing degree will make it possible, that the educated man shall control his world. And in so doing he will save himself.”—Prof. Jas. H. Tufts,—Science, Mar. 12, 1909.

“Some speak as if the test of culture were the knowledge of Latin, or Greek, or of French literature, or of Italian painting, or of what not. As a matter of fact it is none of these things, for I take it that the root of culture in any worthy sense is the possession of an ideal that is broad enough to form the basis of a sane criticism of life.”—Pres. R. C. McLaurin, LL. D., Sc. D. (Mass. Inst. Tech).

“The study of nature has made the school a part of the life that is. It has not only put “tongues in trees, books in the running brooks, sermons in stones,” but it has put trees in the tongues of the children, running brooks in their reading books, and the story of the stones into the choicest sermons. The book of nature and the book of symbols each has its place, for each is close beside the other.”—State Supt. F. G. Blair, Illinois.

“Every child possesses some strong interests or instincts which may be made the basis of personal culture, and any tendency to separate work from culture, or culture from work, in the school programs may lead to a similar division in the program of life after leaving school.”—A. D. Dean, in “The Worker and the State.”
THE BROWN AND GOLD

We may sing of our dear Old Glory,
With its folds of Red, White and Blue.
We may raise that banner of freedom
O'er our land of the brave and true;
But fling to the winds of the morning
Our pennant of Brown and Gold,
Raise it high as a standard of honor
Let it speak for our deeds untold.

We may tell of the schools of other climes,
We may learn of their deeds of old,
But stand by the school that's helped you
On
With its banner of Brown and Gold.
Stand by it thro' every disaster,
With a heart that is fearless and bold,
It's the emblem that makes us loyal,
It's our banner of Brown and Gold.

It's our Watchword for future greatness,
It's a spur to our daily life,
It's an emblem borne before us
That conquers in the hour of strife.
Then hail to that glorious banner,
Spread wide its every fold,
Hurrah for the school that claims it
Hurrah for the Brown and Gold.


LETTERS OF CHARLES LAMB

NE finds some very delightful reading in the Letters of Charles Lamb, letters to Coleridge, Southey, Wordsworth, Manning, the mathematician, Robert Lloyd, William Godwin, Joseph Cottle, and many others—men who attained general fame, some of them mainly through Lamb's friendship. Among these was Bernard Barton the Quaker poet of Woodbridge, who was one of Lamb's friends acquired through the "London Magazine" and to whom many of Lamb's happiest letters are addressed.

Lamb seems to be right at home in the field of correspondence. His letters are for the most part very confidential and in them he chats familiarly with his friends. That he enjoyed his correspondence and felt honored by it is expressed in a letter to Coleridge where he says, "I cannot tell you the pleasure and pride of thus conversing with you."

The "Letters," "little essays in the gem," as one critic calls them, are rich in allusions, quotations, humor, and criticism. Many of them were written to help pass away the dreary hours he experienced in connection with his office work when his spirits were low, and many were in response to requests from his friends for criticism of their lines and manuscripts. This criticism is of the highest order and is not only of the writing; but of the writer himself sometimes. The frankness of this criticism is shown by the following from a letter to Coleridge.

"I grieve from my very soul to observe you, in your plans of life, veering about from this hope to the other and settling nowhere. Is it an untoward fatality (speaking humanly) that does this for
you—a stubborn, irresistible concurrence of events? or lies the fault, as I fear it does, in your own mind?” He gave Cole-ridge the benefit of his fine power of criticism in many ways.

In style, the Letters are very similar to his Essays although the latter are more polished. In fact the writing of the Letters had much to do with the style of the Essays. One critic puts it this way: “The composition of his letters, many of which were future essays in the rough, was good preparation for his more pretentious work which came later. All this groping after a career in letters, however unsatisfactory though it was, did service as an indispensable training in style. The letters furnished that friendly attitude to the reader which every one finds so attractive.”

When one reads the “Letters of Lamb to Coleridge,” he can not help feeling the truth of the statement that—“The friendship of Coleridge was the main living influence upon Lamb’s mind and character till the latest years of his life.” The closeness of their friendship is shown by the fact that it is Coleridge to whom Lamb writes in times of depression, sorrow, or calamity. We feel that these letters, if not all his letters to other correspondents, are true expressions of Lamb’s feelings. After the death of his mother, he writes to Coleridge describing all his emotions and acts at the time of the tragedy and adds, “I mention these things because I hate concealment and love to give a faithful journal of what passes within me.”

All his letters, however, we cannot accept as “faithful journals.” In one to Miss Hutchinson in Jan., 1825, in speaking of a certain writing of his he says, “Of all the lies I ever put off, I value this most. It is from top to toe, every paragraph Pure Invention and has passed for gospel;........ I shall certainly go to the naughty man some day for all my fibbings.”

Many illustrations of his love of practical jokes are found in his letters. In writing to Manning who was about to return from China where he had been for some time, Lamb tells him that Mary, Coleridge and Wordsworth are dead and adds that he himself is in an asylum. The next day he sent another letter correcting the falsehoods and addressed it so Manning would get it on his way home. Another time, to set “Walter Scott a wondering,” he sealed a letter to him with borrowed wax signed as Lamb expresses it, “with the imperial quartered arms of England, which my friend Field gives in compliment to his descent, in the female line, from Oliver Cromwell.” He adds, “It must have set his antiquarian curiosity upon watering.”

The following letter to Miss Wordsworth is typical of his letters in the lighter vein:

To Miss Wordsworth:

Mary has left a little space for me to fill up with nonsense as the geographers used to cram monsters in the voids of the maps, and call it Terra Incognita. She has told you how she has taken to water, like a hungry otter. I, too, limp after her in lame imitation, but it goes against me a little at first. I have been acquainted with it now for full four days, and it seems a moon. I am full of cramps and rheumatisms and cold internally, so that fire won’t warm me; yet I bear it all for virtue’s sake. Must I then leave you, gin, rum, brandy, acquavitae, pleasant jolly fellows? Damn temperance and he that first invented it!—some Anti-Noahite. Coleridge has powdered his head, and looks like Bacchus, Bacchus ever sleek and young. He is going to turn sober, but his clock has not struck yet; meantime he pours down goblet after goblet, the second to see where the first is gone, the third to see no harm happens to the second, the fourth to say there is another coming, and a fifth to say he is not sure he is the last.”

Some of the other things we learn of Lamb through his letters are his love of London, his generosity, his ideas of religion, loyalty to his friends, his theory of life which as he wrote to Wordsworth “is to enjoy life but my practice is against it,” and most beautiful of all his love, reverence, and life long devotion to his sister Mary.”

MAUDE BAUGHMAN, ’13.
A Comparative Study of the Social and Economic Conditions in the Colonies

HISTORICAL research, with reference to the social and economic conditions in the colonies, leads to the consideration of various circumstances which have subsequently contributed to the growth of the powerful dependencies which have evolved into independent bodies. Among the first to be mentioned are the physical characteristics of the section of North America to which the first Discoverers and Explorers from Europe happened to come.

The Atlantic coast is broad and inviting. The Appalachian mountains lie, for the most part, nearly one hundred miles inland. The gently sloping coast abounds in indentations,—safe harbors and generous, land-locked bays into which flow numerous rivers of sufficient breadth and depth, by means of which the land can be explored for long distances. By ascending the St. Lawrence and the chain of the Great Lakes the interior of the continent may be reached. The canoe-traveler, from here, may easily reach a tributary to the Mississippi, by means of whose far-stretching waters, he is enabled to explore the heart of the New World from the Alleghanies to the Rockies, from the Great Lakes to the Gulf of Mexico. The Hudson River and Lakes George and Champlain form a natural highway from the St. Lawrence southward to the ocean. The Potomac, the Susquehanna, the Roanoke and many other rivers of the south can be traced in a northwestward direction to their sources in the mountains; and not much farther west are the head waters of the west flowing feeders of the Father of Waters. It may be justly said that the Atlantic coast is the true threshold of the continent. The Appalachian mountains run for the most part in parallel ridges from northeast to southwest and are not high enough to affect, seriously, the climate or landscape of the region. Their flanks slope gradually down to the sea, furrowed by rivers. In New England where there is an abundance of good harbors, the coast is narrow and the streams are short and rapid with stretches of navigable water between the waterfalls which were well suited to turn the wheels of industry for a busy, ingenious, and thrifty people. In the south, the long, broad rivers served as avenues of trade for the large isolated colonial estates located along their banks.

The Hudson and Potomac rivers go far inland and divide the Atlantic slope into three natural divisions:—The New England division, the Middle division, and the Southern division. In each division grew up distinct groups of colonies, having quite a different origin and for a time but few interests in common. The manners adopted, and the methods used in dealing with the situations that arise give us very interesting comparisons. There was no fairer land for the building of a great nation. With physical features as heretofore pointed out, with the fertility of the soil varied from north to south, with a climate subject to frequent and extreme changes and with an everywhere sufficient rainfall, let us notice who came to America, why, and where they became interested.

Many motives working either singly or jointly led to colonization. The spirit of adventurous enterprise, the desire for wealth; social, economic or political discontent and religious sentiment were probably the most prominent. Spain won her vast dominions on this continent by sweeping conquest. The Spaniards and Portuguese were brave and they could rule with severity. They thirsted for adventure, conquest and wealth. Their progress in Mexico, Peru and the West Indies had encouraged this early appetite to such an extent that they could not be satisfied with the dull life and patient development of an agricultural colony. Their aims were base, their commercial policy was exclusive, their morals were lax, and their treatment of the savages was cruel, despite the fact that the colonists intermarried with the latter and thus descended in the scale of civiliza-
tion. Although, for a time, they rapidly became rich without manufactures or any ordinary channels of employment, still they were demoralized and were therefore unfit for the work of colonization.

The French as colonizers, worked quietly and persistently and would have succeeded had not their enterprises been ruined by their ecclesiastical policy and the mismanagement of their rulers. They were good fighters, enterprising, and while not eager to colonize, were capable of adapting themselves to new conditions; they had the capacity to carry their ideas with them across the seas, and they readily assimilated with the Indians. While freely intermarrying with the natives, unlike the Spaniards, they rather improved the savage stock than were degraded by it. They made a companion of the red man and induced him to serve them and fight for them. They traded for furs with the natives and were therefore opposed to the extension of English agricultural possessions. The French were also interested in the fishing industry. The Huguenots, who represented the industrial classes, sacrificed agriculture for the extensions of fur-trading and as a result there was instability of system, which was a great disadvantage to French success in the New World.

Holland sought commerce rather than extension of empire. She was a trading nation. Her previous trade had been with the East. It was in an attempt to find the northwest passage to India that Henry Hudson discovered the river that bears his name. Individually they impressed the community but little, and still it must not be forgotten that Holland was delayed in her efforts to colonize by her jealous neighbors. The Dutch colonies declined because their commercial system was unsound and because they were not advanced beyond the trade state. The Swedish colony on the Delaware endured for a time but was soon overpowered by the Dutch who in their turn, as well as others, were willing to colonize as the subjects of foreign governments.

The English colonists came to the American wilderness, backed by sturdy forefathers, who were sailors, sea-rovers, adventurers and explorers, and encouraged by their mother country, not only because of surplus population, but more especially because England wished for trading and supply stations. To this may be added the fact that oppressive economic conditions in the mother country induced lawless disturbance and disaster. Also religious restlessness was followed by civil war. From England came courageous business-like men, who soon supplemented their calling as fishermen with a profitable native fur-trade. Even among those who were sent from the mother country as jail-birds and paupers many proved good citizens; nevertheless we are led to realize the importance of good men and women as colonial settlers.

To the Plymouth Company we are indebted for the demonstration of the fact that it takes the honest and thrifty people to make use of the advantages of a wilderness, even with a fertile soil and a temperate climate. Englishmen were soon found to be the best colonizers in the world. They were large, well-built and intelligent men, fond of out-door life, also brave and enterprising. They carried from home, their ideas, customs and their laws. We do not see the English assimilating with another race, as did many of the other nationalities, because of an inbred disdain of foreigners. Reserved and simple in manner, they prided themselves on the serious business of rearing a nation in a wild country. While their conduct was sometimes bad, still, they were schooled in piety and were steadfast in high aims.

So closely is the social life of any people linked to the form of government tolerated by them that it seems necessary to notice the different methods of the colonies who now stand side by side waiting to be introduced to surrounding neighbors. Each detached colony had a distinct life and it was natural that, despite the general rules of government, established by the companies, the people should proceed at once to govern themselves in the local affairs upon either the town or county plan, according to locality, past experience, and general convenience.

In the southern colonies the large plantations were general. There were very few villages. The bulk of the people were isolated. Therefore township government was impracticable and for that reason county government prevailed. Inconveniences of travel, danger due to hos-
tility of the savages, and negro-slavery were reasons for local organization into separate communities in some matters self-governed. The tendency of the Southern political and social system was to concentrate power into the hands of a few men, in sharp distinction, as we shall notice later, from the New England plan. From these conditions, develop in the Southern colonies an aristocratic class of land proprietors. Were we to have had the privilege of entering the home of one of those proprietors we would have found him very hospitable. We would have seen a great open fire-place, rich furnishings imported from England, crowds of negroes as lackeys, bounteous pantries and crude splendor in general. But many times social esteem, judged from appearances, would not be based upon a substantial economic foundation. Their wasteful agricultural and business methods fostered a speculative spirit; their habits were reckless; their tastes were expensive and their hospitality ruinous; they were generally steeped in debt, and bankruptcy was frequent. For fear of social independence, on the part of the lower classes, education was limited. It was supposed that learning brought disobedience into the world. Settlers were supposed to be capable of teaching their own children all that it was necessary for them to know. There were no free schools. Occasionally tutors were kept in the wealthiest homes. The upper class, however, as a rule had but meagre scholastic training, the middle class had less mental equipment, while the poor class were very ignorant. Religion was at a low ebb. In looking back upon the life of the Southern colonists at this time, we must confess that their social, economic and moral conditions were low. With practically no manufactures the methods of the planters were wasteful and economically the conditions were of an extravagant type.

In New England the narrowness of the Atlantic slope, the shortness of the rivers, the severe climate, the hostility of the savages, the neighborhood of the French, the density of the forests, and the fact that each community was an organized religious congregation led to the establishment of compact communities called towns. Here English town government was practically reproduced on American soil with such changes as were necessary in the new environment. Social distinctions were almost as sharply drawn in New England as in Southern colonies, but of different types. The foundations of rank were birth, ancestral or individual service to the state, ability, education, and to some extent, wealth. The recognized classes were, in order of precedence: gentlemen, yeomen, merchants, and mechanics. Even as late as 1772 the students in Harvard college were carefully arranged in the catalogue in the order of their social rank. With the growth of democratic ideas social barriers ultimately weakened. Slaves were comparatively few in number used mostly as house and body servants. In the rural communities lived a hard-working, morally-rigid and thrifty people. Were we to have entered the home of one of these New Englanders we would have seen as in the Southerner’s home the great open fire-place and that probably the only similarity. Conspicuous among other things would have been the spinning wheel, the apple-drier and also the quilting frame. Social gatherings were as simple as the simplest hospitality of the participators, consisting of house-raisings, quilting, husking, spinning, and apple-paring bees, and dancing parties, into which the neighbors entered with great pleasure. In the towns, there were more pretentious ceremonials; but taking changed environments into account, the life of the people and their habits of thought differed but little from those of the rural people. As a whole they were educated, God-fearing and virtuous men. They founded an enduring empire amid obstacles that we may fail to appreciate. They were enterprising and thrifty to a high degree. In commerce, domestic trade, manufacturing, and true economical economy, for nearly two centuries, New England easily led all the American colonies.

In the middle colonies that partook of the climatic characteristics of both their northern and southern neighbors, and had a population made up of various nationalities, there were compact trading towns as well as large agricultural regions in which the plantations were common. With these conditions we find a mixed system making use of both the township
and county method. As a result the work of the general assemblies was somewhat confusing; nevertheless in the purely local affairs a great degree of freedom was often exercised. Acknowledged aristocracy existed. There was a wide gap between the Dutch manor-chief in New York and the rude gentlemen farmers of New Jersey. The servile classes common to the Southern colonies were also present here, but nowhere was free white labor regarded as degrading as was considered by some of the colonists in southern localities. Nearly all the Middle colonists were workers, whether behind the desk, or the counter, in the shop or in the field. Fur-trading was widespread and of first importance, particularly in New York and Pennsylvania and as a result led to adventurous forest travels which acquainted the colonists with the soil and afterward led to agriculture. Farming was an occupation of considerable importance in the middle colonies. Commercial interests were stimulated because of the advantages for transportation.

Although life among the middle-colony folk was sober and filled with toil, yet we find them taking time for house-raisings, dancing-parties, horse-racing, cock-fighting and picnics. In the farm homes there was plenty of good plain living, especially near the coast. The borderland neighbors while equally comfortable were continually confronted with the problem of self-protection against the Red man,—a problem that was met and solved at a great cost of life, accompanied by much uneasiness and pain. The manor-houses were large and richly furnished and always displayed the skill of a genuine housekeeper. The Dutch women, whether rich or poor, were noted for their excellence as housekeepers because of their neatness.

Thus we notice first, the manifestations of a spirit of colonization existing in several European countries. As a result several nationalities are brought to our view, colonizing in a common, but varied environment, displaying different degrees of genius and ability in the solution of common, social and economic problems. We notice that they toil, prosper and multiply. The wife is taken as an economic partner; and children are as economic assets, rather than additional burdens, greatly desired and plentifully begotten. We look with a great deal of respect to those, who, at the command of their mother-country, have heroism enough to abandon homes and friends, to seek across the broad expanse of waters, military, political and commercial supremacy for their fatherland; or on the other hand, as the case may be, flee from the tyranny of church or king and wander far to find what at last our forefathers found, namely: freedom of thought, speech and worship or in other words, the rights of those who are socially free. They who have gone before us have, by giving liberally of life, wealth and happiness, left to their posterity a priceless inheritance, with the responsibility of preservation. With the privileges and opportunities of the present, we may become acquainted with the experiences of the early colonists which, as one total lesson, teach us that economic foresight and healthful society were the direct and fundamental pillars upon which was built the whole, composed of all its parts, from the crude and simple primitive to its utmost complexity.

CARL COOPER, ’12.

* This essay won the second prize in the 1912 contest of the Colonial Dames of America.—Ed.

Condensed Contributions

MISS JOSEPH'S LETTER.

I like you, every one, because you are thinking the same things, worrying over the same troubles and tramping through the same halls that I did last year. I know you have to screw up your courage to go into the office to ask for your gradings. How you dread that psychology test and then how elated you are when you come through it with your record clear. It isn't all fun, is it? But still in a few years, you will look back and there will be a perceptible softening of your heart, when your thoughts turn to the dear old school and when you meet some fellow student, what a grand visit
you will have. Below is a sample.

“Do you remember how Mr.—-,” but there, I had better not say it, because I may, some day, want a position and, if so, I should value the recommendation of the Normal.

I am staying at home this year with nothing to do, except what I want. You people whose notebooks are due, need not envy me, because it is an absolute necessity to be busy in order to be happy and so, you see, I have merely the added task of planning my campaign of work. I am happy, too, therefore I must be busy.

My time is divided among reading, drawing, housework, exercise out of doors and singing. Never, very much of the last, however, for I am a humanitarian. My exercise, I believe, does me the most all round good. My home is in the real true country, with all of its advantages, and many of its inconveniences lessened. My favorite walk is across lots, for there I can wander as I wish. If the education our public schools give one, tends to mold us all alike, here is one case where it failed, for it is hard for me to stay in the place where most people walk. Perhaps it is only stubbornness. This walk I spoke of I have had occasion to take, the last few evenings, at sundown.

One night, in particular, it was lovely. I walked toward the east and there in the sky was the most perfect, sixty cents a dozen, orange, that was ever picked green and sent north to ripen. The sky back of it was cloudless and gave one the impression of illimitable vastness. It was a wonderful cold blue and formed a neutral ground for Mr. Moon. He was just striving to clear himself from the branches of an old orchard.

An old orchard carries much meaning to a country bred person, but has little significance with his city cousin. This orchard stretched powerful arms up against the sky, but the arms were badly distorted. They formed irregular shapes that were almost grotesque. In the softened light they might well be fairy trees.

At my feet, lay a field, with a light cover of snow on it. The field had been planted in corn and now each little cluster of stubble made a study in dark and light.

It was a wonderful night, so still and so majestic; just such a one as the Bible tells of. I wish I could share it with all of you. Don’t let your work accumulate until you are too rushed to fly away from it and contemplate Mother Nature. It is good for your souls and will rest your nerves sufficiently, so that you can give orders for full speed ahead, without any fear of weak machinery.

My reading has always been a source of much pleasure to me and just now I am becoming, or rather renewing my acquaintance with Mr. Pickwick and his friends. “Pickwick Club” is splendid. Read it some time when you don’t want a story, but do want to look deep into human nature through the searching eyes of Charles Dickens.

Our mail man is coming and, because this morning was stormy, we ordered supplies from town sent out by parcel post. This is one of the very practical uses of our new institution.

I trust I haven’t wearied you extremely with my letter. Isn’t the new cover on the Record just splendid? Congratulations, Miss Appledorn.

Believe me in all of the trials and joys of Normal school life, very sincerely your friend, a music and art special of 1912.

HILDA JOSEPH.

CHANGING THE COMMERCIAL MAP.

Commercial geography is being rewritten in the Mississippi river valley where the states of Iowa, Missouri and Illinois join, by the construction there of by far the largest water-power in the world, energized by a great dam nine-tenths of a mile long.

Water-power is the cheapest of power for manufacturing purposes, and the creation there, in the middle of the long stretch of the Mississippi, of an immense quantity of this cheap power, most of which is intended for factory use, is expected to shift the manufacturing center of the United States by the time the next decennial census is taken.

While there is developed on the shafts of the thirty monster turbines to be installed 300,000 horse-power, of which 200,000 is for sale under contracts for constant service, it is not entirely the size of the development which gives the great power-house its importance to the coun-
try. The location is the crux of its part in the center of the great, rich Mississippi valley, full of raw materials and teeming with a consuming population constantly increasing. This means that the transportation of many raw materials and all of the manufactured products to and from its factories may be accomplished with the shortest aggregate rail haul. The water-power development of any real consequence in the United States today is around the edge of the nation—along the Pacific, the Canadian border, down the Atlantic coast and across the Carolinas and the corner of Georgia to Alabama—and thus is inaccessible to profitable factories, as compared with the great water-power in the Mississippi. Freight rates are very important in manufacturing, and not only does the new water-power have the advantage in aggregate rail haul, but the Mississippi itself controls freight rates to a large degree. Out of all these things grows the belief among well informed students of economics that the water-power installation between Keokuk, Iowa, and Hamilton, Illinois, is one of the most important events in the commercial history of America.

The construction work will be completed in the first half of this year, and it is planned to have the great dam and power house and government works dedicated by President Wilson, surrounded by the governors of all the Mississippi valley states.

Aside from the power produced, the works include a lock of the same width as those at Panama and of higher lift, and a dry dock only a trifle smaller than the largest belonging to our navy department. Also, the dam makes deep water navigation for sixty-five miles up the Mississippi, a stretch most difficult to provide with a channel for boats before the dam was built. Altogether, the United States gets many millions of dollars in benefits in return for permitting the Mississippi to be dammed. The lock and dry dock are built entirely at the cost of the Mississippi River Power Company and become the property of the United States at once on completion.

Tens of thousands of visitors have viewed the works during the last year, including many of the eminent engineers of the world and representatives of most of the other governments on the face of the earth.

CARL F. RODGERS, '10.

SOUTH AMERICA VISITED.

The following letter was received by the pupils of the sixth grade from one of their mates who is now traveling in South America.

Sao Paulo, January 4, 1913.

Dear Friends:

I have had a fine time on the boat trip. We started at eleven o'clock on the nineteenth of October from New York. By four o'clock in the afternoon we were out of sight of land and about ten miles out from shore we had a long wait for a little tug that brought the ship's sailing papers.

There were two other boys on board and it wasn't long before we were good friends. The first three days there was not much doing, for we had to find our sea legs and it took mine a long time to get there. We were all busy getting acquainted at first and there wasn't much doing until the sports began. The sports committee was elected and they posted the programmes on the bulletin board each day. There were different kinds of sports every day, such as Shuffle Board, Deck Tennis, Bull Board and Ring Toss. There were prizes given and I won the first prize in the egg and spoon race.

We had the most fun when we crossed the equator. All who had not been across the line before were initiated by Father Neptune and his followers. The old Indian doctor examined us and told Neptune's servants what to do to us. The men were lathered with flower paste and shaved with a razor made of a stick of wood two feet long. They were then thrown into the water tank. The boys received the same treatment as the men and I had my first shave.

All through the voyage the scenery was very beautiful. The sunsets over the dark blue sea were especially wonderful. Now and then a sea gull would fly about the ship. There were two little birds that came with us on the boat all the way to Rio flying around the
decks and along beside the boat.

Every time a boat came in sight we were all very excited. I think we saw eight altogether on the trip out at sea. In the harbors there were hundreds. We reached Bahia at twelve o’clock midnight the first of November. It is one of the oldest cities in Brazil. The population of one hundred thousand is two-thirds black. The reason for this is that it was the old slave market and when Brazil was declared free a lot of slaves were left there. We could not go ashore because we only stayed three hours. The vendors brought fruit, monkeys and parrots to our steamer in small boats. I purchased two dwarf monkeys about as large as rats that the natives call marmosets.

Our next stopping place was Rio de Janeiro. Here we took an auto ride around the city before breakfast. They have breakfast at twelve o’clock, dinner at night, and just coffee and bread for the first meal in the morning. When our noon time came we took a little car and went half way up Mt. Corcovado to a little hotel where we had breakfast. We then boarded a little cog train which pulled us up to the top of the mountain. Corcovado is twenty-four hundred feet high. On returning to Rio we saw the President of the Argentine.

The next morning after leaving Rio we reached Santos. We could smell the coffee as soon as we got there. It was being loaded on freight boats. Santos is the largest coffee shipping port in the world and Brazil grows two-thirds of the world’s coffee. From Santos we took the first train to Sao Paulo, where we are now. On the way up from Santos we went up the mountains for over twenty-five hundred feet. The train starts from Santos with an electric engine but when we get outside of the city, engines are changed for the steeper grades. The engine doesn’t help as much as the strong big cable on the side of the track that is run by electricity. There are two different lines now, the old one and the new one. The old one runs parallel with the new one, but on the next lower elevation. It is now used for freight. The company, which is composed of English capitalists, has had the record of not having had a single wreck until last week and that not a very bad one. They have been running these trains for sixty-three years. I will go on with the story of my travels if you will answer this letter. Wishing you a very Happy New Year, I am,

Your friend,

ROBERT UPJOHN.

NORMAL LITERARY SOCIETY.

A few months ago, the writer of this article was walking through the hall when her attention was directed to a small gathering of apparently enthusiastic young people talking rather loudly in a manner to create curiosity. Responding to this pronounced feminine instinct, she listened to a few of the unheard-of ejaculations that were being emitted. The discovery was soon made that these interesting co-workers had just uttered the death warrant for the Normal Literary Society and at the present moment were composing the dirge to be sung immediately after the death of that body, which was to occur within the next few hours according to the prediction of this conversation.

We have often read the humorous jokes concerning the eccentricities of the man who selects his own coffin and orders the undertaker, but such an incident is no joke at all compared to the humor contained in the situation just described. To think that some of the Amphictyons would have the superhuman faculty of delving into the future is humorous indeed; but the fact of their being so certain of the funeral of N. L. S. is nothing short of a “j-o-k-e,” and according to all appearances the joke is on them.

In the Normal Literary Society there are a number of sanely enthusiastic people who believe firmly in that enthusiasm that never dies. We are not a society given to “outbursts” and sudden “spurts,” but we pride ourselves on having the poise, dignity and endurance that characterizes a permanent, progressive organization.

We are “doing things,” and these things are of a literary character. Our programs, are interesting, live, and instructive. We believe in offering such features at our meetings as will be an
intellectual stimulation to all present. We may not have started out this year with a "bang," but we have conserved our energy so that we can furnish you an ever-changing program of real music. If you would doubt the truth of this assertion come and see for yourself. You will always find some worthy ideas and suggestions to carry away.

If you have not become intimately acquainted with this organization, you are depriving yourself of one of the most valuable opportunities that can come to a student who is desirous of having himself classed among the intellectually alert people of this Normal.


DR. McCracken ON THE OCEAN

South of the Azores, January 24, 1913. 2200 miles from New York.

Since the dawn of history, men have ventured forth upon the mighty ocean. With a courage unmatched by any modern test, in the ante-magnet and steamless days, they committed their frail barks to the perils of wind and wave and ventured forth upon the uncharted main. To one who has had a brief taste of the vast expanse of the liquid globe, this seems a feat of unparalleled bravery. It remained for the year 1913 for me to follow such illustrious examples. I know not whether the readers of the Record will be interested in the yarns of an embryo sailor, but I am full of my subject and must have relief from some quarter.

On January 18 last, at 1:43 p.m., Mrs. McCracken and I set sail for Alexandria on the Franconia of the Cunard line. This boat belongs to the well-known English fleet containing such popular ships as the Lacoia, Caronia, Saxonia, Carpathia and the leviathans Mauretania and Lusitania. These boats ply, during the regular season, between Boston and England, Quebec and England, and New York and England. During the winter season, the Franconia and Caronia make two trips each on the Mediterranean going as far east as Alexandria, Egypt, and touching at Madeira, Gibraltar, Algiers, Monaco, Naples and Alexandria. The Franconia has been in service two years and is 620 feet long, 75 feet beam and 90 feet from top to keel. She has seven decks and a capacity of 3000 passengers and 450 crew. Her speed is about 19 miles per hour, but on this trip she has been making about 15, only. We are about 2100 souls on board made up of about 420 crew, 450 first, 100 second, and 1100 steerage passengers—quite a sizable village, take it all in all.

The start from New York was an animated one. Passengers were troop­ ing on, friends in platoons to bid the wayfarers good bye, porters with baggage—everywhere bustle and movement. A half hour before 12, the time for sailing, the all-shore order is given, and amid a chorus of good­byes, a deluge of tears and a multitude of farewell oscu­lations, the decks are cleared. We do not, however, weigh anchor and proceed. A dense fog hangs over the Hudson and discretion seems better than haste and so we linger. The cheerful bugle of the lunch announcer calls us to the pleasant task of fortifying the inner man against the trials of the unknown. All eat, since which time there have been many absentees. Our departure was made pleasant by the presence of three good friends we had made in New York, the memory of whose visit lingers with us yet in some perfectly good candy and some withered blossoms. We were also very fortunate in having many letters and not a few telegrams of God speed from friends in Kalamazoo and elsewhere to start us on our way. These have, in no small way, ministered to our pleasure as we have from time to time read and reread them. Today, we read the last, so they have kept well.

We are sailing on a S. E. course and are now about 600 miles from Madeira, which we are due to reach early Sunday morning, January 26. The weather has been remarkably propitious, though several of the days have been described as having rough seas and one of them as high. The weather has been fine and warm with the sun shining most of the time and a glorious moon at night. To sit in one's chair on deck and see the gleaming waves roll by is supremely satisfying as well as fascinating. The hours pass and one does not note the passing time, till the bugle blows and one awakes.
from a day-dream to realize how hungry he has become. The salt air is a vigorous tonic and faces glow with nature's own pigment, in colors defying the concoctions of the boudoir. The nights are indescribably glorious. It would take a poet properly to describe the majestic movement of the full moon through the heavens, the delicate rose tints of the clouds and the flood of molten silver that races past our bows. Not being of that glorious company, I leave the effect to your imaginations.

What the relationship is between the pneumogastric nerve, the sympathetic nervous system and the heaving of a ship upon troubled waters is unknown. That it is an intimate one is seen from the results. Upon some the effect is nil, but others are in misery the whole watery voyage. One feels sorry as he notes the wan looks, the tottering steps and the convulsive efforts to control the spasmodic diaphragmatic convulsions that so unexpectedly occur; but at the same time one can't help but smile. So far, Neptune has dealt kindly with me. Never once have I felt the prick of his trident, and for that I daily offer thanks. The bugler usually finds me with my nose in the dining room and very shortly I slip gently into the seat a quiet waiter pushes under my grateful anatomy. I feel very sorry for those who cannot eat, for the edibles are very good and are served often and in great profusion. You can go through the whole card from hors d'oeuvres to Camembert and repeat if you choose. Moreover, there is broth and crackers at 11 a.m., tea and sandwiches and cake at 4 p.m., and a lunch at 9 p.m., if you have a sufficiently elastic peritoneum.

You might think perhaps, that a sea voyage would be monotonous. I will confess that I had misgivings on that score, myself. But I now know how mistaken I was. There are various diversions of an athletic nature. In popularity, shuffle board seems to rank first. In this game you have a wooden implement, spade-like at the end and concaved, and with it you try to shoot a disc into a compartment in a diagram some 25 or 30 feet away. These are numbered from 1-10 and your success depends on the compartment filled. Your opponent tries to knock you out of course. Then there is deck tennis, a game played over a net on a tennis court but with rope rings instead of balls. These are tossed and caught with one hand. The scoring is the same as in tennis. Tournaments are now running in each of these games. There is also a gymnasium with various appliances of an athletic character. Most of the people, however, get their exercise on foot, pacing the deck. There are 7 laps to the mile. Walking is not so easy as there is often a big slant to the deck and the roll of the boat makes one look as if he were walking with his legs of different lengths and as a consequence his progress lacks symmetry and harmony.

The second class passengers were amusing themselves with games a day or two ago. They are largely the more prosperous Italians and are ast on deck C. The after part of deck B makes a fine gallery from which to watch them. One game they played was a hare and hound affair. A ring was formed by the joining of hands, the hare remained outside and the hound, who had a sling made of a handkerchief with a wad of paper in it, took his place in the center. Then the pursuit began. The hare could dodge, cut across the circle, double and twist as he chose, while the pursuing hound aimed to get near enough to strike him with his sling. In a second game they played, there was a judge seated on a chair with the players massed some distance away. A victim was selected who went to the judge, bent over before him till his head was in the judge's lap and his eyes closed by the latter's hands. Then a second player, carrying a rolled up paper, advanced on tiptoe and smote the victim a vigorous blow with it upon that portion of his anatomy that was so temptingly exposed. The smiter then returned to the other players, passed the roll to one of them and all began to roll their hands one over the other. The smitten one was then released and had three guesses to pick out the one who struck him. Each time he made a choice, he politely offered his arm and escorted the one selected to the judge, who gave his judgment by a nod or shake of his head. If success attended his efforts, the smiter took his place; if not, he had to
go through the ordeal again. It made me think of a game called "Nigger Baby" or "Roly Poly" that we used to play as boys.

The principal diversion of the third class passengers is gambling. They use the old game Lotto, each one paying so much for a card, the whole pot going to the one who first gets his horizontal row of five numbers. Any number can play and there are always plenty at it. Dancing is also a great favorite among them and, strangely to our notion, it is the men who perform. It is odd to see two grown men in each other's arms, contentedly and, apparently joyfully, waltzing and two-stepping about on deck to the music of a metallic mandolin and a decrepit guitar. They take short quick steps and whirl constantly, usually in one direction only. The only part the women seemed to play was that of interested spectators. These are a volatile lot and act like children. For the most part, they seem to be oblivious to the presence of spectators on the deck above. The crowd in groups, jabber incessantly, shrug their shoulders, gesticulate and are a very animated group. Sadness, however, is mingled with mirth. Yesterday morning, the body of a baby two weeks old was committed to the great deep. The mother and child had been turned back at New York and were being deported. The frail little life passed out on the return trip and now, miles astern, has its resting place on the bottom of the broad Atlantic. The burial was strictly private and early in the morning, so the child undoubtedly had some contagious disease—trachoma doubtless.

The first class passengers, who love to take a chance, have their opportunity in betting on the daily run of the vessel. There are two pools made up. One is for the aristocrats at $2.50 per entry and limited to $10, and the other is a free for all at a shilling per entry. In the former, choices of high and low runs are sold each day or on stated intervals at least, and the winner who bids from $5 to $6 stands to win often as much as $200. The other method costs less, but the chances of reward are smaller.

We have had two dances, one Wednesday and the other last (Friday) night. The ball-room is rather small. Some of the younger members do all the fancy steps with occasional variations due to the ocean's sportive mood. The spectators far exceed the dancers in number and seem to have as much fun as the latter. It is surprising how elaborately the people dress. Some of the ladies' toilets are a revelation not only as to cut and mode, but also as to the very limited amount of material needed to make a modern evening gown. Many of the men regularly appear at dinner in their evening clothes, so that that meal takes on a somewhat festive appearance.

For over 24 hours, we have had a strong wind from the southeast and it really is marvelous that there is not more sea to disturb us. We have passed two small sailing vessels and two steamers all bound west. The cry Sail Ho! always draws a crowd to the rail. Our runs have been 310, 413, 356, 361, 375, 370 and 347 miles respectively and at this writing we are in latitude 33-59 N, longitude 21-45 W.

By this time, those who get this far will begin to think that this account is like the ocean, nearly limitless and so I will draw it to a close. For all who can, however. I recommend such a trip as this. It is restful, healthful, and educative. My wish is that this finds all the readers of the Record as well and happy as we are now.

WILLIAM McCracken.
Attention The season of special ac-
tivity by the appointment committee of the Normal is
at hand. The committee is very anxious
to render the largest possible service to graduates and prospective graduates of
this school. There must be the closest
co-operation in this matter. Candidates
for positions should put into the hands
of the committee specific and complete
statements of preparation, experience,
and preferences. It is very necessary
that graduates see that the address direc-
tory kept by the committee is corrected
up to date, by always sending in any
change which, if not corrected here,
might delay the delivery of important
communications. The director of the
training school is the chairman of this
committee.

Personal This is approximately the
middle of the school year. It
is pre-eminently the best time
in the year for hard and thorough work.
It is also a good time for personal in-
tventory. Purposes well defined at home
lost somewhat in definiteness early in the
year as they were no doubt in some par-
ticulars impossible to realize. Now nec-
essary readjustments have been made
and new purposes formulated at shorter range should be clearly in view. It may
be well for us all to remind ourselves oc-
casionally that education is to prevent as
well as to produce changes in our lives.
In so far as we have had developed in
our behavior right social manners
through the care of parents and teachers,
and in so far as growth in a wholesome
psychic atmosphere has established in us
a proper mental attitude, we need only
that our further education safe-guard us
against the loss of these two great les-
sions of life. Acquaintance; identifica-
tion as one who counts in the vital life
activities of the institution; proprietor-
ship to the extent of keenly felt personal
responsibility for existing institutional
standards; conscious power to enrich
and modify these standards; the realiza-
tion that the many apparently counter
activities which baffled us at first are but
the natural agents for the accomplish-
ment of a great unitary purpose; and the
sense of growing freedom—that we are
doing less posing—that we are assuming
the role of citizens and playing it with
a conscious increment of service,—all
unite to give us the exultation of genu-
ineness.
The Art and Progress Complemented.

The Art and Progress Complemented magazine for the current month brings to our attention a very interesting attempt, which is being made in Minnesota, "to begin a crusade looking toward the building of the 'house by the side of the road' which shall complement instead of contrast with the beauty of nature." The Minnesota Art Society has instituted a competition, among all of the architects of that state, for designs for a farm house to cost $3,500, which shall combine utility with beauty. Five hundred dollars will be given in cash prizes besides which there will be a medal and at least one diploma. The prize winning plans are to be the property of the State Art Society, and will be placed at the service of the farm-house builders. The judges are to be an architect, a contractor, and a farmer. The Art Society has, in this work, the co-operation of the State Agricultural College, through the aid of which publicity will be given to the competition and attention called to the plans. More than this, from one plan will be built on the grounds of the Agricultural College a farm house which will be a practical demonstration of the best features of farm house building. The Agricultural College students are to plan and carry out incidental decorations and furnishings and the girl students will occupy the house in groups, three or four at a time during the scholastic year. In this way many will be brought in contact with an example of that which is best in design as well as in arrangement, with the result that the upbuilding of new homes will certainly be strongly influenced for the better. This idea carries the method of demonstration in education into a field, where it has been too little used in the past.

Authorities

The chief topic considered in the annual meeting of the educational section of the American Academy for the Advancement of Science was that of "Educational Diagnosis." In the presidential address on this topic various tests which are being applied in determining the effectiveness of present agencies for educational purposes, were valued, and the necessity of testing the tests was urged.

Tests are specific and cumulative and the evidence assembled by their use makes up the background not only for local and itemized readjustment, but for reliable general principles as well. Experience and special study, including in most cases some particularized tests made the basis no doubt for the statements quoted from authorities in the second article in this issue of the Record.

Historical and current perspective presents two centers of integration in educational thought and activity. One designated as cultural the other as vocational or practical. Educators, in many cases, have, in one or the other of these centers as into a vortex, and in these cases opinions have become fixed and dogmatic. Larger leaders, as shown by the quotations cited, see both foci as necessary and only cry out when they fear the destruction of one or the other. The disposition in some leaders to deny to young people preparing for trade the wider horizon of the humanities, by the early beginning and the brevity of vocational courses offered, is a grave peril and not the great boon that it is acclaimed to be to these people. In view of the necessarily restricted scope of their prospective adult activity, youths preparing for careers in the trades should have more, rather than less, instruction in the general realm of human knowledge, and their courses should be expanded to the maximum time limit fixed by economic conditions. The body of thought in their courses should be wide in scope, and, in so far as may be possible, should be handled with full recognition of its general significance as well as its local and specific applications.

Dr. George Kerschensteiner of Munich, in his American lectures on vocational training said: "I have the conviction that education for a calling offers the very best foundation for the general education of a man. We are far too much inclined to assume, both in the old world and in the new, that it is possible to educate a man without reference to some special calling." We are also still far too much inclined to assume that early education for a calling must necessarily be a narrow and one-sided education. Yet it lies in our power to make education for a calling as many-sided as
any education can be……. Indeed, experience has shown that the path of early education for a calling may lead to much better results than the path of early general education with no definite calling as its goal. In the same measure as our lives gain value for ourselves do we attain power to reach a higher stage of culture. We can educate no one who is not happy in his work. The modern state can never hope to become a state of culture and justice till it has succeeded, by the right manner of instruction, in restoring to work, robbed of its divinity by the advance of industry, its educational powers. The end of all education is not the technically competent workman, but the citizen of the state, who not only seeks to advance his own welfare through his work, but also consciously places his work in the service of the community.”

DRAMATIZATION OF HISTORY WORK BY FOURTH GRADE.

When the Fourth Grade was notified that they were to have charge of the Assembly program on December fifth, they thought it would be interesting to show some of their history work. The class had been reading a book, by James Otis, called Mary of Plymouth, which they liked very much. It gave them a good idea of conditions in Plymouth during the first winter. They decided to have some parts of the book read and part of it acted out.

Before working up the dramatization the children decided just what topics they were going to talk about. These were arranged in the following outline form to be used as a guide in working up the play.

2. Getting ready to leave.
3. Friends in Holland—reasons for leaving there.
4. Trip across ocean.
5. Difference in homes—food—here in America.
6. Fear of Indians.

Then a setting was chosen which was Mary of Plymouth’s home, the characters being Mary, her mother and father, and Sarah, a friend of Mary’s.

After class discussion as to how these topics might be threaded into a story, it was spontaneously acted out by different groups of children each day, while all suggested and criticized. No fixed form was determined upon, the lines spoken being always the individual expression of the child talking.

Chubb says, that the encouragement of the dramatic instinct tends to develop the imagination, the inventiveness, and the language of the child. In acting out the parts, they had to take into consideration the audience and think how they could make them understand what they wanted them to know. This led to careful thinking, clearness, and variety in expression. In order to bring out certain points questions were asked by the children taking the parts, the answers to which explained or told whatever they wished brought out; as when Mary asked Sarah why she did not sit down at the table, thus bringing out the home training in Puritan families; and when Mary’s mother asked her why she did not eat her corn, showing the lack of variety in their foods.

After acting the play in the Assembly, each child chose the scene which he liked best and wrote it out as he remembered it. Individuality is shown in the differences which appear in the same story as told by different children.

They really enjoyed this work and seemed to have sympathy for the Pilgrims who had so many hardships to bear. Briggs and Coffman say that when a child represents some character in history or any story, he grows in his ability to interpret human life and character.

The following parts of the play illustrate the individual expression of the children. Two papers written for the same scene are shown in each case.

WINIFRED HEFFERNON, 13.
MARY AND HER MOTHER TALKING TOGETHER.

Mary—Mother! do you remember when we had to worship the way the king wanted us to?
Mother—Yes! and we had to worship in barns, and houses with the light turned out.
Mary—When the women and children were on the shore and the men were packing the boat the king's soldiers came over the hill and captured us.
Mother—Yes, but he did not keep us long, for he said there was no use of keeping us without the men.
Mary—Sarah said she would come over today.
Mother—Her mother is sick, but I have not been to Sarah's.

DONALD GORHAM.

MARY AND HER MOTHER TALKING.

Mary—Mother, this picture reminds me of the cruel soldiers that put our father in prison.
Mother—Yes, and do you know why your father was put in prison?
Mary—Yes, because the king wanted him to worship his way and he didn't.
Mother—Yes, that is right.
Mary—Do you remember the night before we sailed to Holland and how we had to hurry?
Mother—Yes I do remember how we had to hurry.
Mary—I remember the little Dutch children and how kind they were.
Mother—Did you like them better than the English?
Mary—No, mother, because I couldn't understand their language so well as the English children. But when I learned their language I liked them.
Mother—That is one of the reasons why we left Holland, because we thought you would learn the Dutch language and the Dutch ways and forget the English language and the English ways.
Mary—O where is Sarah?
Mother—She is probably working for her mother.
Mary—What is she doing for her?
Mother—Maybe she is washing dishes.

RALPH CHAPPELL.

SARAH'S COMING TO STAY WITH MARY.

Sarah—Good morning, Mistress White. Mistress Brewster sent me over to stay a few days. Because mother is very ill.
Mary—Oh, I'm so glad you are.
Mother—We will be very glad to have you, and I know Mary will.
Mary—Why do you not sit down, Sarah?
Sarah—Mother has taught me that it is better to stand when people are at the table.
Mother—I want Mary to be polite too, but it will be polite for you to sit down now, Sarah.

EDNA FROBENIUS.

SARAH'S COMING TO STAY WITH MARY.

Sarah—I have come over here because mother is ill. May I?
Mother—Yes you may. I am sure that Mary will be glad.
Mary—I am very glad and how is your mother?
Sarah—She is getting better.
Mother—We will have supper. We will not wait for father.
Mary—Why don't you sit down?
Sarah—Mother has taught me to stand up when there are grown people.
Mother—it will be all right for you to sit down with us.

DOROTHY McMANIS.

THE FATHER BRINGING GOOD NEWS.

Oh, good news from the Indians. Squanto and Samoset have signed a treaty with the Indians. And they will help us fight against other tribes.
Mother—Well then we can think we are safe. Now sit down or your supper will be cold, Father.
Mary—Why don't you eat your corn?
Father—Oh, I was just going to tell you that the Indians have told us a new way to grind corn.
Mother—Oh, tell us.
Father—Oh, they cut down a tree and burn in the stump of the tree till it will hold about a bushel of corn and take a bough of a tree, then take a heavy
Log House made by Pupils in the Fourth Grade, as a Model of Cabins built by Earliest Settlers

Scene from Play given by Fourth Grade Pupils showing Home Life in the Plymouth Colony
weight and that is how we crush the corn.

MELVILLE WESTERBERG.

THE FATHER BRINGING GOOD NEWS.

Father enters—I have good news from the Indians. Samoset and Squanto have made friends with the chief of a big tribe of Indians.

Mary—That is good news.

Sarah—Yes, that is good news.

Mother—That is very good news.

Father—Why don't you eat your corn, Mary?

Mary—Oh, I'm tired of it, Father.

Father—That reminds me of something else. Squanto has showed us how to grind the wheat so that we can make pudding.

Mother—Will you make one tomorrow so that I can make a pudding?

Father—Yes.

HERSCHEL CARNEY.

A TRIP TO THE BLACKSMITH SHOP.

One day we went to visit a blacksmith shop because we wanted to see an old-fashioned smithy.

There was a horse in the shop when we got there. He had just begun to shoe him, so we got there in time. First he took off the old shoe. Then he got another shoe and put it in the forge and got it red hot. Then he took it out and put it in some water to cool a little. When it was cool enough he took it over to the horse and tried it on him. If it did not fit him just right he would take it back and put it in the forge again, then shape it on the anvil.

He had some old-fashioned tools hanging on the walls. There were sledge hammers and some old-fashioned bellows and a lot of other old-fashioned tools.

ROBERT STEIN, Grade IV.

HOW WE SENT FOR OUR FOLDERS.

In our geography class we are studying about the Western States. Our teacher told us that some of the railroad companies publish beautifully illustrated folders, and that if we wrote and asked for them they would be glad to send us some. In order to do this, we learned, in our language class, how to write a business letter, and then we wrote to several railroad companies asking for illustrated folders.

Last week the folders came. They are very beautiful. One has pictures of Colorado. One shows views of the Grand Canyon in Arizona. Still another shows us the Great Salt Lake and Salt Lake City. There are also pictures showing how irrigation is done, and one folder has pictures of orchards in California. We use these folders in our geography work. They are on a table in our room, and we are always allowed to look at them before school.

JEANETTE KENNAN, Grade V.

BASKETRY IN THE FIFTH GRADE

The children in the fifth grade have basketry Tuesday afternoons from 2:30 to 3:30. In our first lesson, to practice making the center, we made mats. Some of us found that our spokes bent upward, so by putting a piece of reed in the center for a handle, we made little umbrellas instead of mats. In our next lesson we started a basket about three inches in diameter. Most of us finished them in the next lesson. This week we are going to make larger baskets.

We use No. 1 reed for the weaves and No. 2 for the spokes. The reed we use comes from the rattan palm, which grows in the East Indies. The rattan palm grows in dense forests into which the rays of the sun can scarcely penetrate. The tree grows up above the other trees of the forest and then falls back to the ground, making a very pretty sight.

The natives strip the leaves from the stems which are not more than an inch in diameter. The stems are sent to Singapore to be washed and sold. From there many are sent to Germany, where the bark is removed by machinery. This is used in making chair cane. The pith is cut into pieces of different sizes and shapes, some are oval, some flat and some round. We use the round reed for our baskets.

PEARCE SHEPHERD.
TRAINING SCHOOL ASSEMBLIES

Thursday, January 9: This being the first assembly of the year Miss Thomasma, critic of the fifth grade, kindly consented to give a talk on a Japanese New Year Celebration. Having been a resident of the Island Empire for seven years she knew all the little intimate details of the home life of the people and gave interesting experiences and anecdotes that one seldom, if ever, finds in books of travel. She had arranged a stage setting showing the gala decorations of a Japanese home on the first day of the year and gave a delightful talk explaining the significance of the unique customs of the people on this festive occasion. Another feature of the program that especially pleased her little audience was the native costume that she wore.

Thursday, January 16: The program was in charge of the music and physical training departments. The fifth and sixth grade girls were very graceful in a quaint little folk dance, "Hop, Mr. Annika." Groups of songs were given by the second and fifth grade children. The number which charmed the child audience most was an airy little dance by Miss Frost called "Snow-Flurries."

The interclass basket ball games are well under way and as the Record goes to press the race is the closest in the history of the school. The rural, heretofore tailenders, have taken a decided brace and won as many games as the juniors. In several of their games they have lost out by the narrowest margin.

Although there appears to be more class rivalry than in previous years, there seems to be a more sportsmanlike spirit shown, generally, and the various teams are learning to lose a good game with as much grace as though they were turned winners. They have awakened to the fact that anybody can win gracefully, while it is a real virtue to be able to lose in the same spirit.

The seniors and preps are tied for first place just at present, but as the schedule is scarcely half finished there is plenty of time for a dark horse to come to the front and "cop the bacon."

The games so far have shown that there is sufficient material in school to make a team that would stand among the best college teams in the state. The men in general know the game fairly...
well and use good judgment in passing but are woefully weak in throwing baskets. This weakness, however, could be easily remedied if it were possible to secure the use of the gymnasium for a short daily practice.

The preps have shown more team work than any of their rivals; Snow, Layton and Jacobson being especially accurate in handling the short pass. Healy has been successful in guarding his basket against short shots while Knox makes a good man to play the floor, being strong on the defensive as well as a fair basket shooter.

The seniors are fortunate in having a number of old heads left over from last year's team. Carpenter, who was a member of the championship prep team in 1911 and '12, is stationed at center, while Grant and Starks, guard and forward, respectively, have had a great deal of experience. Tryon, though playing his first season in the interclass series, appears to be a "find" and has a great propclivity to shoot baskets from any angle. Roper is also playing his second season at guard. He plays the floor well and uses good judgment in passing.

Captain Newton is playing a great game for the rurals and his basket shooting features nearly every contest in which his team is engaged. Baker, forward, has a good eye for the basket, and Buys is playing a steady game at guard, even though this is his first attempt at the great indoor sport. The work of the rurals has been materially improved through the addition of some of the special students. Raseman and Stevenson are proving a great help to them, which tends to make the race interesting.

At the opening of the season the juniors looked like the real contenders for the first place honors with such men on their roster as Barker, Smith, Finch, Empkie and several other promising basket tossers. Although their individual play is above the average, there seems to be a lack of unity and team play which is the one important item in a winning "five." Smith and Finch are experienced men at the game and their work at the forward positions is above the average. Barker, the old Kalama-zoo high school star, is holding down the center position in fine style. Warren, who has never played until this year, is more than making good at stationary guard.

Aside from the regular floor and apparatus work which extends from the Thanksgiving recess to the baseball season, some track work has been planned for the winter months. A movement is on foot to have either a class or individual meet some time late in February. Several men have reported for practice in the various events. Those trying out for the short dash are Finch, Barker, Mack, Brown, Nevins, Tomlinson and Henney. Here are some who believe it is an easy matter to hurl the twelve pound shot forty feet or over: Roper, Webb, Empkie, Newton, Tomlinson, Fillinger, Henney, McCarty, Starks, Carpenter and Stevenson.

The quarter milers who claim they can do the distance less than sixty are as follows: Finch, Stevenson, Winey, Webb, Henney, Barker, Roper, Brown and Tomlinson.

The half mile runners—Finch, Stevenson, Mainwaring, Brown, Roper and Starks.

Milers: Stevenson, Brown, Mainwaring and Warren.

High jump: Curtis, Barker, Layton, Jacobson, Tryon and Winey.

Pole vault: Curtis, Winey, McCarty, Tomlinson, Roper, Stevenson and Orr.

NEWS ARTICLES

"THE RIVALS."

One of the most pleasing dramatic events of the season was the presentation of Sheridan's famous old comedy, "The Rivals," by a cast of high school students under the direction of Miss Forncrook, on the evening of Thursday, February 13. A large and appreciative audience entered with zest into the spirit of rollicking fun and exaggerated gallantry which pervades the play. All the characters were well taken, and the suc-
cess of the undertaking reflects much credit upon both Miss Forncrook and the members of the cast.

Those taking part were:

Sir Anthony Absolute .............................................................. Clarence Herlehey
Captain Jack Absolute ............................................................ Steadman Humphrey
Faulkland ................ Vernon Chamberlin
Bob Acres ................ Wayne Barney
Sir Lucius O'Trigger . Elliott Mahoney
Fag .................................................................
David .................................................................
........ Servants ................ John Giese
Thomas, a coachman ........ Clark Smith
Mrs. Malaprop ........ Emma Hanson
Lydia Languish ............ Nellie Case
Julia .................. Antoinette Case
Lucy, a maid ........ Mary Brenner

SEVENTH ANNUAL LECTURE.

President Kenyon L. Butterfield of the Massachusetts Agricultural College, Amherst, Mass., will come to the Normal on Friday, March 14, to give the seventh annual rural progress lecture and to participate in a rural life conference. The coming of Dr. Butterfield is especially gratifying as he is a leader in the forefront of the great movement for the bettering of rural life conditions. Members of the faculty, who were here when Dr. Butterfield initiated this series of lectures seven years ago, will anticipate his return with peculiar pleasure.

Plans for the day and evening programs are not yet completed, but the forenoon is likely to be occupied by a conference of state and local Grange officials under the chairmanship of Miss Jennie Buell, State Grange Lecturer; and the afternoon will be given to an informal round table discussion of rural life conditions and progress under the chairmanship of Mr. Jason Woodman, with President Butterfield present and participating. In the evening at 7:30 o'clock the formal lecture will be given, and this will be followed by a reception in honor of the lecturer and the guests. The students of the department of rural schools will be in charge of the arrangements. All of the programs, including the lecture and the reception, are public and a general invitation is extended to the students and to interested people.

APPLE EXHIBIT.

Part of an apple exhibit has been received from Cornell University for class work by Miss Koch's agricultural classes. There are representative specimens from New York, Michigan, Oregon, Colorado, Utah, Illinois, Ohio, Maryland, Pennsylvania, Maine, Massachusetts and Connecticut.
Gilmore Brothers
New Location of the
SNAPPY FURNISHINGS FOR MEN

The recent removing of this popular Men's Section to the front of the store is an arrangement that is being appreciated by the Men and Young Men of our city.

The new location, just inside the Burdick Street entrance on the left has been supplemented by new fixtures and new selling conveniences, all of which are now completely stocked with a full line of the newest and smartest in Furnishings for Men and Young Men's Spring and Summer wear.

The Kalamazoo Laundry Co.

Try our Swiss
HAND LAUNDRY Department

Hershfield's

THE HOME OF
Hart, Schaffner and Marx
Good Clothes

219 North Rose St. Phone 146

121-125 EAST MAIN STREET
APPLE EXHIBIT (Continued)

Specimens of varieties high in quality are: McIntosh, Fameuse, Esopus, Northern Spy, Newton, Wagner, Red Canada, Grimes, Baldwin, Rhode Island, Tolman. The following "good cooking apples" are shown: Red Astrachan, Russet Rhode Island, Baldwin. Baking apples are represented by: Sweet Winesap, Jacob Sweet, Lady Sweet, Pumpkin Sweet, and eating apples by: Canada Red, Northern Spy, Esopus, McIntosh and Red Astrachan.

Specimens of the Lawyer, one grown in New York state, the other in Colorado, show very markedly the difference between eastern and western grown fruit.

Perhaps the most interesting in the exhibit are two specimens of the Rhode Island Greening, from the original tree, sent by the Storres Agricultural College, Connecticut. This variety originated in the vicinity of Newport, Rhode Island, near what is now known as Green's End. Near the town of Foster, upon the farm of Thomas R. Donne, stands an old Rhode Island Greening tree which is supposed to be nearly two hundred years old. This tree is believed to be the original tree of the Greening variety and scions from it have been much in demand. An illustrated description of this tree appears in the Providence Sunday Journal of October 2, 1898.

NEWS NOTES

Spring oratoricals are occupying the attention of the societies of the Normal and members of the faculty at this time. Dr. B. L. Jones is chairman of the committee having this annual event in charge and has started the wheels toward the best oratorical meet ever held in the school. Preliminaries will be held by the competing societies—Amphictyons, Normal Literarys and Erosophians—about the middle of March and the finals will be held on the first day of May. Cash awards will be made for first and second places and the interest of the students will doubtless arouse them to hard work in preparation for the event.

Preliminary work on the summer bulletin has started, material from the various departments having been collected.
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KALAMAZOO, MICHIGAN

Students in the art department are at work on a design for the cover and within the next few weeks all of the material will be in the hands of the publisher.

One session of the Kalamazoo County Farmers' Institute was held at the Normal late in January and much interest was shown in the program. At noon the guests enjoyed an informal luncheon in the lunch room of the school.

On Friday, February 7, Mr. Waite of the manual training faculty, with manual training instructors in the city schools, went to Muskegon to attend the meeting of the Manual Training Round Table organization.

Mr. Hickey, head of the department of history, represented the teaching profession at the monthly special meeting of the Michigan Union at Ann Arbor, Sunday, Jan. 19. His subject was, "The Indispensable Man." He assisted at an institute in Flint Jan. 25.

Miss Hildred Hanson, supervisor of music in the Normal, sang one of the title roles of "Hansel and Gretel" in the dramatic recital given in the Vine street school on Saturday, February 8.

Miss Elizabeth Zimmerman gave a delightful talk on "Florence" before the members of the Classical Club Wednesday afternoon, February 6. Her travels in Europe last year included sojourns in Italy.

Miss Lucy Gage, director of kindergarten in the Normal, assisted in a county institute held at Frankfort, Benzie county, Feb. 3-4. During her stay she met a number of the Normal's graduates whose work in that community is highly regarded.

There has been some consideration by Western Normal of a Chautauqua undertaking for next summer. Through the Redpath Co. it is possible to secure a high grade series of musical and literary entertainments for the last week in July, and there is a probability of the Normal undertaking the project on the campus. A decision will soon be made in the mat-
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The Applied Arts Drawing Books are edited by Wilhelmina Seegmiller, Director of Art Instruction, Indianapolis, assisted by an Editorial Advisory Committee consisting of Walter Scott Perry of Pratt Institute, Brooklyn, N. Y., Walter Sargent of the University of Chicago, and James Hall, formerly of the Ethical Culture School, New York City.

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ter and if made in the affirmative the summer school students will have an
added feature for their education and enjoyment.

The Junior Rural Seminar began its
winter term program of story telling at
the regular meeting held March 31, and
continued with a second enjoyable pro-
gram in the same line February 14. Miss
Forncrook is making very helpful sugges-
tions for the improvement of the work.

Miss Lucia Harrison of the high
school department, directed the work of
the Kalamazoo teachers reading cir-
cle at its February meeting. The gen-
eral topic was geography teaching.

An extension class of twelve members
was organized in Muskegon, Feb. 1.
This class will study rural sociology.

Interest is centering at present in the
state legislature which will soon con-
sider the Western Normal budget. Mem-
ers of the senate committee for the Nor-
mal visited the school in January, in con-
ference with Mr. Waldo, inspecting the
building needs and investigating various
details of the Normal's needs. Included
in the budget are the following items, for
the two years beginning July 1, 1913:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Building</td>
<td>$75,000</td>
</tr>
<tr>
<td>Equipment for Science Building</td>
<td>10,000</td>
</tr>
<tr>
<td>Manual Training Equipment</td>
<td>5,000</td>
</tr>
<tr>
<td>Tinting of Walls</td>
<td>1,500</td>
</tr>
<tr>
<td>Reference Work for Library</td>
<td>3,000</td>
</tr>
<tr>
<td>Improvement of Grounds</td>
<td>3,200</td>
</tr>
<tr>
<td>Heating Plant</td>
<td>45,000</td>
</tr>
<tr>
<td>Manual Training Building (1914-15)</td>
<td>60,000</td>
</tr>
<tr>
<td>Ventilating System</td>
<td>4,000</td>
</tr>
<tr>
<td>Approach to Main Building</td>
<td>3,000</td>
</tr>
</tbody>
</table>

Members of the Normal committee of
the House are expected soon to visit the
school.

Mr. Waldo was in Alpena Jan. 31 and
Feb. 1, acting as institute conductor. On
Friday, February 7, he was in Hastings
for the Barry County Institute.

The practice teachers enjoyed their
term tea Wednesday afternoon, Feb. 12,
in the training school. The occasion
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took the form of a valentine party and the decorations carried out this idea. Refreshments were in charge of a committee of which Miss Helen Shaw was chairman.

The domestic science and art girls entertained the juniors of these departments at a valentine party February 14th.

A social event which will go down in the year's history as an especially enjoyable one was the special senior party given Saturday evening, February 1st. For the first time the members of the senior class were given the privilege of inviting outside guests, a favor granted only to the "upper class men." The gymnasium, in the hands of a decorating committee of which Miss Ruth Sharpsteen was chairman, was most attractive with its decorations in the class colors—royal purple and white. With jars of iris, festoons of white bunting touched up with purple and other expressions of these colors, the gymnasium presented an unusually pretty appearance. A unique feature was a cleverly contrived airship suspended from the center of the room and bearing the class insignia. Fischer's orchestra furnished the music for the evening and refreshments were served in the halls during the occasion.

The Senior Rural Seminar enjoyed a successful program Jan. 23, under the chairmanship of Lucy Ruess. Papers were presented by several members dealing with the features of the work, which the federal and state governments are doing for agriculture. The use of more men as county advisers and field demonstrators was urged. On Feb. 6 the program for the seminar was directed by Ruth Randall. The work of Supt. Jessie Field of Page county, Iowa, was presented in several talks, her book—"The Corn Lady" was reviewed, and a debate on the resolution that the essential features of her success could be duplicated very generally, was won by the affirmative.

The term program of the music department will be given Tuesday evening, March 4. There will be instrumental and choral music. A feature will be a girls' chorus of one hundred voices.
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A High Grade School for the Training of Teachers

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

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

Students may enter at the opening of any term. The Summer Term opens June 30, 1913. The year book will be mailed on application.

Dwight B. Waldo, President.
Kalamazoo, Michigan.