Western Michigan University

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NEWS NOTES

The members of the senior rural seminar were greatly pleased at their meeting held March seventh, by an address given by Hon. Jason Woodman, which pointed out graphically the need for due care by country people of the common conventions in dress and speech and attitude.

Owing to the confusion of the smallpox trouble it has been necessary to give up the presentation of Shakespeare's "Winter's Tale," on which a cast has been working for several weeks. So many were ill as the result of vaccination that rehearsals were difficult to arrange so the play was entirely given up.

---

Miss Matie Lee Jones and Miss Helen Frost were in Ypsilanti, March 6th for the purpose of visiting Michigan State Normal College.

Some interesting excursions have been taken recently by students in Miss Jones' domestic art classes. One week the young women, in company with Miss Jones, visited Mrs. Handy to observe weaving processes. They later visited the millinery shops and are now at work on their spring millinery.

Miss Hildred Hanson, director of music in the Normal, won a marked triumph in her appearance with Bendetseh Netzorg, the pianist, in Kalamazoo Feb. 25th. Her numbers were all received with enthusiastic applause by the audience and she graciously responded with two numbers as encores.

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NEWS NOTES

Robert B. Chittenden, who has been connected with the office of the Normal for about a year, recently resigned his position to take up work with the Holm Manufacturing Co., at Sparta, a firm controlled by Sears, Roebuck Co., of Chicago. He is assistant to the general manager and anticipates accompanying the firm to Evansville, Indiana, in the fall. As a student in the Normal for several years Mr. Chittenden was regarded as a capable young man and his efficiency was continued as assistant secretary of the school. The best of wishes go with him in his new position.

Dr. McElfresh, head of the international training school of the Sunday School Association, in company with Mr. Burton B. Johnson, secretary of the state executive committee of the Y. M. C. A., visited the Normal Feb. 18th.

Superintendent Silas Tobey of Wausau, Wisconsin, visited the Normal March 5th for the purpose of interviewing candidates for teaching positions in his schools for next year.

President Waldo and Dr. Burnham attended the national meeting of superintendents at Philadelphia, the week of Feb. 24th. The President was also in New York City on business connected with the school, visiting Teachers' College and other institutions.

Dr. Ernest Burnham was in Red Wing, Minn., March 6th and 7th to speak before the Southeastern Minnesota Teachers' Association.

Preliminary plans for the annual Arbor Day observance, which will occur early in May, have been started. Some speaker of note will be engaged to deliver the main address of the day, negotiations toward this end having been started.

The Normal boasts its largest junior class this year, there being nearly 300 members. Elzie Clifford is president, and is active in promoting the interests of the class. The first social event in which these students will have been the hosts this year is the reception to the seniors, an annual occasion scheduled for
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April 19th. Committees have been named to prepare the plans for this event which is always one of the biggest of the social calendar.

The winter term will close March 28th for the spring vacation of one week. School will open Monday, April 7th, upon the busiest term of the year, including as it does the festivities of commencement time. Rehearsals for the senior class play "The Piper," will begin soon after the opening of the spring term, as much hard work will have to be put upon this difficult play.

Commissioner C. L. Goodrich of Allegan county, spent Friday, March 7th, at the Normal looking up teachers for next year.

Members of Western Normal faculty had the privilege of inspecting the fine new gymnasium of Kalamazoo College on the occasion of its formal opening Wednesday, March 5th. A program, which included addresses by Attorney Harry C. Howard, the Hon. F. M. Hodge, Dean H. L. Stetson, the Rev. J. E. Smith, Hon. W. R. Taylor, and Mr. McNeil, of the student body, was a feature of the dedication. Music by the Glee Club was enjoyed on this occasion and a basket ball game by the young men closed the program of the day.

The college is to be congratulated upon the acquisition of the handsome building which will raise to an even higher standard the athletic work of the institution. The structure is an attractive and substantial one and is fast being equipped with necessary apparatus for a complete gymnasium.

Professor Clark of the State Normal at Dillon, Montana, was a visitor at the Normal March 6th.

A SMILE OR TWO.

"Casey," said Pat, "how do yez tell th' age of a tu-u-rkey?"

"Oi can always tell by the teeth," said Casey.

"By the teeth!" exclaimed Pat. "But a tu-u-rkey has no teeth."

"No," admitted Casey, "but Oi have."

—London Opinion.
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PHOTOGRAPH OF STATUE OF ABRAHAM LINCOLN BY AUGUSTUS ST. GAUDENS
(LINCOLN PARK, CHICAGO)
KNOW of no public school that owns as many fine reproductions of great works of art as our Normal school. Upon entering the main corridor one is impressed with the dignity and beauty of the pictures on the walls.

Several are the work of American artists who have portrayed American subjects.

The picture that may be said to breathe the democratic spirit of the school and to express the keynote of a life of service is a large Braun photograph of the bronze statue of the saver of our country—Abraham Lincoln.

The statue from which this picture was taken is the work of an American sculptor, as great in his line and as much an innovator, as was the hero he so wonderfully immortalized.

August St. Gaudens is the acknowledged leader in the sculptor’s world of modern times.

Saint Gaudens has often been called a child of the Italian Renaissance, Kenyon Cox, the celebrated artist and critic says, “I believe Saint Gaudens the most complete master of relief since the fifteenth century. He was the first sculptor in America to vitalize the art.”

When in 1867, St. Gaudens, a youth of nineteen, went to Paris to study art, sculpture was awakening from one of its recurrent slumbers.

He was able to support himself during these four years’ study in Paris by his trade of cameo cutting. As a boy he had served six years apprenticeship to two cameo cutters in New York, “one of the most fortunate things that ever happened to me,” he said in later life. From his practical knowledge of the art of gem cutting and the years he spent studying drawing at the Cooper Union and at the National Academy of Design he came to Paris equipped with a practical knowledge and with habits of close application, that made a splendid foundation for his imaginative flights of later years.

It is a long journey from the minute work upon a cameo brooch to the large and masterly achievement of the many monuments of heroic size that proclaim him master. It is a long list if one should enumerate all the great works of this man who spent forty years in idealizing the real.

If I were asked to catalogue the works by him from which I have derived the keenest delight I would name first the
monument to General Sherman, which I saw first at the Paris Exposition in 1900, the figure of General Sherman on horseback in uniform. Before the horse and rider walks a winged female figure—Victory-Peace.

Eleven years in all, of study and alteration elapsed before the group was finished and unveiled on Decoration Day, 1903, at the south entrance to Central Park, New York.

It is considered one of the few really great equestrian statues in the world. The greatest portrait statue of modern times is the one of "Lincoln."

The statue stands at the south end of Lincoln Park. It is heroic size, standing before a chair in an attitude characteristic of Lincoln, when rising to make a speech.

His bowed head suggests that he is lost in thought. The pose is simple, natural and individually characteristic. It depicts the dignity of the man, his simplicity, his strength, his tenderness, his goodness and his courage. It is wonderfully real, yet withal an ideal portrait.

The sculptor has wrought a wonder in making the modern costume artistic. But it is the expression of that plain yet beautiful face crowned with tumbled locks which holds our attention. In it is revealed the massive but many sided Lincoln.

Another great monument to a favorite American hero—is that of Col. Robert Shaw.

It is a relief in bronze placed in the park opposite the State House, Boston. A fine photograph of this is to be seen in the corridor of the Normal. It is an equestrian figure of Col. Shaw, surrounded by his black foot soldiers who are marching forward.

A female figure—symbolizing (Death) and (Fame) floats above and a little in advance.

Do you recall that Col. Shaw was commander of the Fifty-fourth Massachusetts Regiment (colored troops), and fell at Fort Wayne while leading an assault in 1863? This bas-relief extended over an interval of twelve years, the completed monument being unveiled in 1897.

Memorial monuments in Washington, Philadelphia, New York, Boston, Chicago, covering a wide range of subjects, attest the greatness of Augustus Saint Gaudens, who more than any American sculptor "Left the world a little better than he found it."

All great art is simple and any attempt to analyze the effect of a work of art upon the beholder should be simple. May we not just ask ourselves these questions—Does it quicken the emotions? Does it stir the slumber of the soul? Does it spur the brain? Does it add something to our lives which we cannot find for ourselves—or which having once found, we have lost in the stress of daily details?

Choose the pictures that interest you most. Learn all you can of the subject and the artist's purpose in portraying it. Let it be more than merely a pretty picture that you hang in memory's hall. Let it be a picture with a message. Let it be one that will make you better for its having been created.

Emelia M. Goldsworthy.

**IMAGINATION AND PLAY**

It seems rather difficult to deal with this subject in that it seems almost impossible to separate it into any definite parts—so closely is imagination allied with play. In fact "play" is sometimes used synonymous with "use one's imagination." However, true play as far as the player is concerned, cannot be diagnosed psychologically except through the imagination on which the play is based. So, in order to get to the heart and true foundation of play, we must first study the imagery which brings it all about.

The power of imagination—of self-projection is almost indispensable to personal progress. The business man would never buy if he were unable to look ahead and "imagine" the future demands of his customers—and himself;—the teacher could never plan her advance lessons if she could not "imagine" the capacity and needs of her pupils—neither
could the child play if he had not the ability to fancy and to build illusions out of facts. The very imaginative child needs but little stimulus to start his fancy roving and building for him the very most delightful play world. Sometimes the least "romantic" objects he will transform into wonderful things; for instance chairs and sofa are often transformed into ships, railway carriages, etc., and how often have we seen the head of the couch used for a saddle horse. However, it is well to observe here that in transforming, the child always notices one characteristic in common between the real object and that which he calls it. For instance, the head of the couch has the capacity of permitting the little legs to straddle it in the same manner in which the horseman sits astride his steed. Another vent which childish imagination takes is self-transformation. This is prompted by the desire to "be something" or "to act a part." Many a small boy plays at being robber or plays he is George Washington leading a successful and jubilant army. And right here, let me note that in imagination, nothing of self-defeat or sorrow is brought in by the average child. Play is ever happy and joyful.

Little girls enjoy dressing in long skirts and going calling. Sometimes the real muscular play spirit interferes with the imaginative however. I remember once, in my own play days, how another playmate and myself were gorgeously adorned in "mother's gowns"—including hats, parasols, and all the requisites which go to make up a fine lady and I can assure you that Mrs. Fordell (my companion) and Mrs. Merrick (myself) were greatly enjoying each other's company as we strolled along "the beach" (which was in reality only the cement sidewalk). But we had not strolled far before we saw a few or our "every-day friends" chasing down the street to see a man with a trick bear perform down town. This startling announcement put Mrs. Fordell and Mrs. Merrick immediately out of existence and my friend and I started in pursuit of the man with the bear. However, when Mrs. Fordell and Mrs. Merrick left us, they failed to take with them their beautiful gowns and this carelessness upon their part soon precipitated us in a little heap on the walk so that it was necessary for us to remove the ladies' apparel before we could enjoy the childish delights in the bear's tricks. This goes to show how rapidly transition may occur in the child's mind and what little attention he really gives to material things.

On the other hand, if you will pardon me for again referring to my own experiences. I remember being religiously persistent in the completion of some of my fanciful plays. For instance: One day I was playing school—my pupils being nothing but atmosphere seated in chairs. However, I had all my teacher's dignity about me and was conscientiously hearing an Arithmetic lesson when the fire bell rang and this in a small town is quite an event for the younger generation and for me was always a rare treat. Nevertheless, I was a teacher, and before I could indulge in such a pleasure as a fire would afford me, I had to dismiss my school with the customary exercises and then rush madly to the scene of action. So under some circumstances, the essence of play has such complete possession of the child that even childish pleasures fail to move him from the stand he takes in his fancy.

There is another play of children which I have not mentioned yet. That of purposeful imagery, or more clearly speaking, that in which the child aims to draw one's attention by conscious acting. This is not true play, but unfortunately it is sometimes harmfully encouraged by parents who, in the child's presence, remark upon the "cunning ways that—has." It is well sometimes to smile in encouragement and sympathy during the execution of a child's unconscious, imaginative play but never allow him to think for a moment that you are watching him. It will either flatter him and induce unnatural play or else make him self-conscious and so check the free flow of his imagination.

The importance of imagery in play can never be estimated. I think indeed, that there is no play without its share of imagination and this element in the child should be allowed to develop and grow—not to such a great extent that he loses his capacity for being practical and of sound social usage. But I think that if
you look about you and study mankind, you will find the discontented men are those who emphasize the practical and check the imaginative elements within themselves while those who enjoy life and give the most to it are those who sensibly mix the two. On the other hand we find the poets and great writers who possess the greatest amount of imagination are the melancholy type of mankind oft times so it follows very plainly—that in order to give to life the best we have and to derive from life the best it has we must keep developed within ourselves, even after maturity, those two essential characteristics of childhood—play and imagination, with all the deeper significance which experience adds to them.

Sue C. App, '13.

THE STORY TELLING HOUR

PERSONAL incidents. The first stories told in a story-telling class should be personal experiences, for the student is more free and hence more natural in this telling and it is the quickest way of getting a class acquainted with one another and bringing about a sense of ease and freedom without which any story telling is a failure.

The Story Told You as a Child that You Remember Best. This will probably bring out many of the simple fairy tales and again in the telling of the story which the student knows and loves best, the best results are obtained.

The Story That Has Had the Greatest Effect Upon Your Life. Sometimes this story will be identical with the second group, but not always, and it has value often in bringing out something of real worth in our simplest tale. Very often it gives the beautiful stories of classic literature.

A special hour may be devoted to each of the various kinds of stories as fairy tales, myths, historical, nature and Bible stories.

Balkan States. We are interested now in the Balkan war and will be glad to hear the myths and folk lore of these states, especially since many of the stories give the spirit of the people and reveal their love of freedom and hatred of the Turk. So much material can be found that it is best to study only one state for each program. Roumania, Greece and Servia are probably richest in folk lore, etc. It is interesting to study in connection the dances, music, customs and home life and combine story telling with a festival scene. After such programs a similar one can be given about Turkey.

Stories of the kings and queens of these states would make a good program also.

Livingston. This is the Livingston centennial year. Stories of his explorations in Africa could be used or African myth could be told.

Henry Ward Beecher. This is also the centennial year of Henry Ward Beecher. His life is very interesting and incidents connected with his oratory on slavery would be good. Also here might be introduced Civil War stories.

Finnish-Russian Program. We are anxiously watching the struggle of Finland in its fight for freedom from Russia. Two programs taking up stories of Finland and Russia could easily be prepared.

Mexico. Opportune at present would be stories of Mexico—either its legends, etc., or stories of its recent civil strifes or of its leaders.

True Animal Stories. Many students can give good, true stories of animals or such stories as "Greyfriar's Bobby" by Eleanor Atkinson can be re-told.

American Stories. (a) The New England states would give material for many story telling hours. Much of our colonial fiction is based on fact and scenes laid in New England and many of these stories could be condensed and told. (b) Negro. Old Darkey Mammy stories and superstitions of the negro. (c) Indian Legends. Instead of the usual war stories the beautiful nature myths of the Indians would be good. (d) Each state has its valuable folklore or historical stories. Massachusetts and Pennsylvania are particularly rich in these. Pennsylvania will bring in the stories of the Quakers and the "Pennsylvania Dutch," which are unique. (e)
Stories of Our Immigrant Peoples. Of real value would be an intensive study into myths, superstitions, etc., of our immigrants such as the Hungarian, Italian, Chinese and Japanese. They are of value in getting an understanding of these people and their difficulties in making themselves at home with us.

Stories of the Opera and Drama. It is not often that the story of our modern light opera is worth telling, but there are always the good grand opera stories and very good stories can be gotten from the librettos of such operas as "Haensel and Gretel" and "Robin Hood."

Every teacher ought to be awake to the educational and moral value of the theater and to the great changes taking place in our current drama. The Children's Theater movement should be discussed and stories told of such plays as "Racketty Packetty House," "The Poor Rich Little Girl," "The Good Little Devil." Some of the dialogue may be used to make the story more vivid.

For adults there are many current dramas such as "Joseph and His Brethren," "Yellow Jacket" and "Hindle Wakes." Programs of great plays of various nations would be interesting—even Iceland has its drama.

Modern Fiction. Always there are a few good books each year, the stories of which are worth telling.

"The Modern Reader's Chaucer"—MacKaye and Tatlock. These authors have made possible the reading of Chaucer's delightful tales without having to plod through the Old English. They would make excellent programs for a story-telling hour.

In looking for material for any of these one or two books on any country can be found in any city library and always there is a vast amount to be had in periodicals and indexed in "Readers' Guide." Also the State or University Libraries will often lend books.

For those interested in Drama and Opera Stories the special sections devoted to these may be had in such magazines as "Current Opinion" and "Literary Digest." Also one should join Drama League, Marquette Building, Chicago (Fee $1.00) and this entitles one to all literature of the league. The junior department of this league is very helpful especially to grade teachers. McClurg & Co., Bookdealers, Chicago, are very kind in giving material in regard to books, etc., on any subject and so, for music or librettos of operas, are Oliver Ditson Co., Music Dealers, Tremont St., Boston.

Elva Forncrook.

SKATING SONG

Oh, carry me back to the glistening track
Where the North wind rules the air,
While the river's breast wears its icy crest,
When the fields are brown and bare.

Then my shining steel, like a swift yacht's keel,
Shall guide me up the river;
The moon's pale blaze and its dreamy gaze
Cause stars to blink and quiver.

I will skate away to the end of day
Where Twilight and Moonlight meet,
Toward her crimson rim, in the future dim
The west shall draw my feet.

Whisper the song as I glide along,
Ye pines and ye Druid daughters,
That I sang in June to the old, old tune,
When we rowed on thy rippling waters.
The winds that blow weren't the winds that blew
When the air was soft and balmy;
How little I knew, when the winds they blew
That lives may be dark and stormy.

So I skate away to the end of day,
Where Twilight and Moonlight meet,
Toward her crimson rim in the future dim
The west shall draw my feet.

T. P. H.

"THE CLOISTER AND THE HEARTH"

The drama is closed. The curtain has fallen some moments since, yet no one moves or speaks. A sheet of music flutters to the floor. The audience bestirs itself, gathers up its belongings, yet, for a brief interval pays to art the peerless tribute of silence. Then the orchestra comes to the aid of convention and together they hustle us back to earth. Each one feels the burden of that silence and so makes haste to compensate for it in the original and edifying small-talk of an emptying theater. Why should I start or resent the first ejaculations of "Clever," or the more plebian, "Wasn't it grand"? In another moment I find myself midway in a remark equally bromidic without sufficient self-control or self-respect to cut it short. On the contrary my confusion upon finding myself speaking at all will lead me to cover my first echoed exclamation with another. The more I say the less I feel; so by the time I reach the open air my emotional experience is effectually set into the back-ground, if not entirely obliterated and I feel and act like an animated phonograph.

So in a very unsatisfactory manner, though with an appreciation greater than my critical abilities, I shall say something of "The Cloister and the Hearth." The plot is sufficiently intricate to sustain a lively interest to the end. The minor incidents which aid in its development show an imagination of the highest type. Each one is fresh and delicious. Danger, variety, wit, and sentiment follow one another in astonishing rapidity filling every page with interest.

I have read no historical novel in which I felt so strongly the similarity and contrast of modern and medieval life. We eat and drink and go about with the characters in a way so different from our own that the commonest daily experiences seem romantic. They seem to be a part of a thrilling drama; Reade's method of developing character is distinctly dramatic. Circumstances play about all of them, bringing out different reactions in each person but developing all of them naturally and logically to the end. Each one has a distinct individuality. The absence of Gerard develops the mother love of Catherine, the resourcefulness and fidelity of Margaret, and brings out the masculine sense of justice and a protective spirit in Eli. The characters of Colonna and Jerome, although minor, are admirably drawn. The only books, aside from Shakespeare, which can touch it in respect to delineation and development of a large number of characters is "Les Miserables."

This is my first reading of "The Cloister and the Hearth," but I feel that I shall read it again many times; perhaps to gain interest in the characters as I lose interest in the plot.

Georgie Cook.
In the far down town business section of New York, there is a street so short that one can work its entire length in ten minutes, or less. At night when it is dark, silent, and deserted it suggests the time, far back in 1678 when it was a country lane, known as Frankfort lane. It began to resemble a street in 1752, when there lived in one of the dainty houses that fronted it the family of Pierre Freneau. The Freneau family were the last of a long line of Huguenots, refugees from France, who had prospered in America. A son born in the Frankfort street house was named Philip, and afterwards became the Poet of the Revolution. Philip Freneau struggled through babyhood in this remote street, and when he was just able to walk was taken to a farm in New Jersey, where his father had built a home, calling it Mount Pleasant, for it was indeed a cheerful and ideal location, surrounded by tall maples and stately oak trees, under whose broad spreading branches Philip played in his childhood. His father, a wine merchant, considered an education an important and beneficial factor, and filled his home with books and refinement, and carefully watched over the training of his children. Freneau's instincts as a boy were refined and scholarly and he was well prepared for Princeton at the age of fifteen. He loved the Latin writers and was delighted if he could study English poetry, reading nearly all of the works of Virgil, Horace, Spencer, Goldsmith and Gray.

Freneau was a man of rare attainments and scholarly tastes. His character is shown in his works. They bring out his sensitiveness and ability to describe events taking place about him. As he was unable to study his profession at once, he became a private tutor but after an experience of thirteen days he made his escape and late in 1772 went to Somerset County, Maryland, to assist his friend Hugh Breckenridge with his little academy. His anger at the actions of the British in Boston filled him with indignation, and when it appeared to him as though his country could not throw off the yoke of England he went to the West Indies, and remained two years. It seems odd, that he, a young man filled with a patriotic love for his country, as nearly all young men were, at this time, did not stay at home to fight as other impetuous youths did. Instead he went where he could not hear the roll of the drum, and the shrill sound of the fife summoning the men to arms.

It is not known when he first began to write, but even as a lad he delighted in writing verses. At the early age of sixteen he made a paraphrase of the Book of Jonah. As he became older his themes showed more thought and he repeated "L'Allegro," and "II Penserosa" in "The Ode to Fancy." He told of the possibilities of the New World in "Pictures of Columbus," and "Rising Glory of America." In this way he served his apprenticeship.

Freneau was the first really interesting poet to write in this country. Although his name has meant very little even to people of cultivation, he is slowly and surely coming into his own. "The man who years before Blake's 'Songs of Innocence' were sung, could write of 'The Wild Honeysuckle,'

'From morning suns and evening dews
At first thy little being came
If nothing once, you nothing lose,
For when you die you are the same;
The space between is but an hour
The frail duration of a flower.'

is not unworthy to be housed under the same roof with Blake."

His is rather a sad story, for he believed that people did not understand what he was trying to tell them. And, in fact, they did not, for this age was unaccustomed to the homely things which he loved so well. He was a man who could see much in nature, and delighted in the common things of life. The pumpkin, the blackbird, and the whip-poor-will were things of rare beauty to him, and he loved to describe them with his sincere simplicity and wonderful imagination.
His writings at certain periods were very bitter and sarcastic, but occasionally a bit of pure poetry is found. In 1791 Freneau was in Philadelphia editing the National Gazette, noted for such bitter attacks on the administration that Washington alluded to its editor as "that rascal Freneau." His work found a background for pure thought in his native country. He discovered poetry in the Indian, and did full justice to it in his "Indian Death Song," which shows the heroism of the brave in his death torture. In the "Indian Student," he shows how the the savage loved the pathless forests and the wild country in which he lived. His writings, on the whole, show a rich poetic temperament, guided by a good knowledge of the best literature, and filled with the experience of an adventurous life.

His worth is being appreciated more and more and in time he will be recognized as a truly great bard. He had the best material to use for his work. At a time when the country was filled with the horror of war and the pathos and bitterness of the moment, it is best pictured in Freneau's satirical poems. He hated the sinner as much as the sin and he shows it in his relentless and cutting criticism. I think he is remembered best as a man who loved God's handiwork and loathed the sin of man. A little poem of his expresses his poetic spirit, and the inspiration which he found in the commonplace things in nature. We forget his bitterness when we read and think of him as a man who could truly write pure poetry.

"So nightly on some shallow tide
Oft have I seen a splendid show,
Reflected stars on either side
And glittering moons are seen below.

But when the tide had ebbed away,
The scene fantastic with it fled,
A bank of mud around me lay
And seaweed on the river bed."


BROWNING'S SAUL

BROWNING'S Saul is a monologue, treated dramatically, and distinguished by an exquisite, permeating, spiritual atmosphere; a poetical soliloquy which Browning has made to expose his own beliefs and faith and which, because of the underlying sincerity as well as the musical, purposeful wording, teaches us several lessons.

In this monologue there is the one speaker, David. He develops the time, the country, the social and moral environment, Saul's situation and his own character by his words. The chief object of a monologue is not to tell a story, but to unfold a character and analyze a personality. Surely Browning has done this in a dual sense. Not only has he made us understand Saul, his problem and its solution, but he has also displayed David's mood, its rise and progress, and how it grew out of his personality.

Saul is dramatic in principle because a living being speaks out his own thoughts and feelings in a real manner. Nature and physical objects are used only as the environment of a struggling human being. The soul in its toils, sins, achievements, defilements, fears and hopes is the main theme. An individual uses his surroundings, whether of nature or humanity, for his development as a soul, working out his spiritual destiny. In solving this eternal fate, Saul's most intimate relationship is with the Infinite One, his God. His lamentable condition has resulted from his disobedience to God, his rejection of opportunities to advance his immortal welfare. Corrupt in heart, Saul is at odds with his Maker.

There is a wealth of spiritual suggestiveness and intrinsic richness of theme in David's soliloquy. It has caught the grace of life and death, of pain and sorrow, of joy and high thoughts and all that ushers in the worth and wonder of man's being. We catch glimpses of soul heights, depths and glories; and expanses of outreaching mystery which Browning has seen with marvelous eyes, and read its secrets to the end. In short, David possesses a moral influence, a delicate inspirational meaning which gives life a
new and uplifting impulse.

Essentially a Christian poet, Browning's religion is of the heart rather than of the intellect, with an element of philosophic thought tempered by emotion and imagination. This religion he has revealed to us by identifying himself with David, taking his point of view, yet giving him a personality of his own. However it remains that David is expounding Browning's philosophy and illuminating Browning's ideal convictions, and we are accepting David's conclusions because of the atmosphere of sincerity which surrounds them. Saul is irrefutably Browning's heart confession and mind revelation.

An added charm of the poem, another help in carrying home the author's meaning is the natural mode of expression. Though full of subtle allusions there is nothing given for effect or ornament. Every harmonious, rhythmic word has a purpose and fresh underlying thought. Each fibre of the structure is morally clean and pure, each is sincere and honest.

Finally, the poet speaks not only to please but to teach men. His conception of the importance of his convictions gives a didactic aim to his work. Yet his teaching is never intrusive or prominent, so subtly is it interwoven with his artistic purpose. Browning's idea of God is that he is a personal Savior who yearns for our redemption, and watches confidingly over all our deeds. In Saul he finely interprets Christ as an expression of God's human love and sympathy, his tenderness and care for the human race. As a complementing lesson we have the inference that when we serve others in the same spirit we are God-like in that we will to make the sacrifice and Christ-like in that we, ourselves, make the sacrifice.

There are other lessons, stated and implied, and each is so important it might well be taken as the theme of a separate poem. David's first four tunes carry the message that nothing is too lowly for God to care for, that animals are as much his children as we. The obvious implication is that we should use animals kindly. The next series imparts to us the idea of the greatness of group work, infers that it is our duty to help one another, and reminds us of our duty in rendering praise to God. Minor precepts in this division are these: it is good to work with our hands, gathering the harvest God has granted and in so doing enjoy the clean, care-free comradeship of our fellows; it is best to speak in a kindly way of the dead and not review his faults; it is a truth that men laboring together in a good cause bring forth lasting work.

In the appeal to Saul's delight in life beginning, "Oh, our manhood's prime vigor! No spirit feels waste. Not a muscle is stopped in its playing nor sinew unbraced." David surely teaches us to make a distinction between a right, lawful and healthy delight in the life God has given, and the sensuous pleasure in life. The former, he tells us, involves sacrifice and suffering, love of family, friend and country as well as physical enjoyments.

Following this entreaty we have Saul's struggle with God's spirit. Here we see that the strongest ever have the sharpest fight, and that it is one of the most terrible things to lose the power of caring for life because we are spiritually indolent or perverse.

David takes his harp once more and now the burden of his song is that Saul's deeds and prowess shall thrill people for centuries to come; even though he dies, his influence shall last. Our part in this—it behooves us to live well for we, like Saul, shall live by our deeds. Now David explains that though a man may waste and desecrate his God-given talents he may never quite lose them, then waits for Saul to meditate on this offered consolation.

At last David finds music inadequate, he drops his harp and resorts to speech. Afterward as he reflects on his part as he played it the day before he arrives at these conclusions: God's work is all love yet all law; when we think ourselves most faultless we have but to look about and find perfection all about us; humbled by our imperfections we abase ourselves and praise His All-completeness, and then it is that we become more like Him. Yet David cannot give up; he wants to discover his own province of work and so he offers his gift of love and yearning to save his friend. Then he has
his revelation, “it is not what man Does which exalts him, but what man Would do;” he realizes that. “Greater love hath no man than this, that he giveth his life for his friend.” Crowning this revelation comes the knowledge that we are identical with God as we suffer for those we love. As the world goes on, there is

Christ, who was God’s testimony of love, in every sacrifice that love of Him empowers mortals to make. Christ is human, Christ is God’s love revealed in sacrifice. Therefore, when we sacrifice and serve, for love of man, we have God’s love in us. Delia Sibole, ’13.

"BOYS WILL BE BOYS"

A, can I go fishin’?”

Deacon Smith gave his face a last vigorous rub, and hanging up the towel with a jerk, turned toward his son.

The boy in the doorway squirmed uneasily. “I got my worms all dug, an’ me an’ Henry—,” he stopped as he met the angry look of his father.

“No, you can’t go fishin’. You’re gettin’ so plumb lazy, you ain’t worth your salt.”

“But pa,” persisted the boy, “I hoed all the early potatoes, an’ there’s enough wood chopped to last a week. I ain’t been fishin’ yet this spring, an’ all the other fellows have.”

The father did not trouble himself to answer as he stalked to the table and sat down. Deacon Smith did not believe in wasting time in conversation at the table; so the breakfast, as usual, was eaten in silence.

As he rose from the table, he turned to Bill. “You can weed your ma’s garden, an’ when that’s done, you can come to the field an’ drop corn,” for the deacon did not approve of “them new-fangled corn-planters.”

Bill lingered long at the table, unrebuked by his mother, who secretly sympathized with him. Laying her hand on his shoulder, she said: “Never mind, son, mother’ll make you some strawberry tarts for dinner.”

Finally the boy plucked up courage enough to begin his hated task. Slowly he dragged himself to the garden, which was hidden from the house by a tall hedge fence.

While his hands were busy with weeds, his mind was occupied with bitter thoughts. He had not been surprised at his father’s refusal to allow him to go fishing. It had always been that way— he had never planned to do anything but that his father had spoiled his plans. “If it wasn’t for ma, I’d cut loose an’ go out West an’ fight Injuns,” he told himself. And then, after a pause, he continued, “Ma sure does make good tarts.”

He had finished cleaning the onion bed, and had just started to weed the radishes, when he heard a low whistle. Looking up he saw Henry’s face grinning at him through the hedge.

“Goin’ fishin’, Bill?”

“Can’t.”

“Why not?”

“Pa says I have to weed this garden an’ then drop corn. Seems like I can’t go nowhere.”

“Aw, say, come on Bill. Your pa won’t care. I guess he’ll be glad you went, when he sees your nice big string of fish.”

Bill straightened his aching back and looked around at the garden. How he hated it! It was always needing attention.

“Comin’, Bill?”

He looked toward the house. “Yes,” he answered, and the two boys started down the road.

Such a time as they had! All morning they sat on the bank of Sandy Hook Creek and fished. When noon came, they built a fire and cooked their fish on hot stones. Never did food taste so delicious to the hungry boys as did those half-raw fish. They fished in the afternoon, too, but were unrewarded by a single nibble.

When it began to grow dark, they started for home.

“Say, Bill, will your pa whale you, d’you think?”

“I s’pose so,” was the answer, “but I don’t care,” and he didn’t. He was too tired to care; besides, he had had his fun and was willing to pay for it.
On reaching home, Bill found the family at supper. Without a word, he slipped into his chair. The first thing he noticed was a dish of strawberry tarts by his plate. He helped himself generously and then looked toward his mother with a smile. When he saw that she had been crying, he felt a little uneasy, but the tarts soon banished that uncomfortable feeling.

As soon as supper was over, Deacon Smith started to leave the room. When he reached the door, he turned. "William, I want to see you in the woodshed."

"Yes, sir," answered Bill, and he rose to follow his father.

Just then a knock was heard. The deacon opened the door, and invited his visitor in.

"How d'ye do, Joe. Don't know me, do you?" and the stranger's round rosy face beamed with delight.

"Don't believe I do, replied the deacon."

"I'm Jim Wilson," the little man announced, and this explanation was followed by a great deal of handshaking.

"I thought you were dead long ago," said the deacon.

"So did everybody," chuckled the visitor, "but I fooled 'em.

"You see after father died, I lit out for Texas, and I've been there ever since. It's a good country, and I like it down there, but lately I've sort of had a hankering for these parts. I can't see as things have changed much since we were kids," he went on. "The old school house looks 'bout the same as it used to, 'cept for a new coat of paint. Old Sandy Hook looks natural, too. I even seen two youngsters fishin'. Made me think of the time me an' you played hookey an' fished all day. Lordy, how I did get tanned when I got home. You never did catch it like I did, tho', for your pa wasn't the tannin' kind. Well, boys will be boys."

So it went on, reminiscence following reminiscence, until almost midnight.

When the deacon returned to the sitting room after showing his guest his room, he caught sight of his son. His face softened, and after a little, he said, not unkindly, "I guess we'll cancel that woodshed engagement, son."

"Yes, sir," answered Bill, as he started for bed.

"And Bill," called the deacon from the foot of the stairs, "fish bite best early; so don't oversleep tomorrow."

Leah B. Unruh, '14.

Condensed Contributions

A COLLEGE SHRINE IN CONCRETE.

A unique piece of work in concrete is the official initial of the University of Utah—a gigantic letter "U" on the mountain side northeast of Salt Lake City, above the campus of the state institution. The letter is said to be the largest initial in the world. On clear days it can be seen from the farthest point of Salt Lake Valley, a distance of twenty miles. To tourists entering Salt Lake from the south it is one of the first objects of interest.

As originally constructed in the spring of 1905, the "U" was made of lime obtained from an abandoned kiln in the vicinity. Energetic sophomores of the University having placed their class numerals forty feet high on the mountain side, the collegiate enemies, the freshmen felt obligated to erase the numerals and replace them with the freshmen symbol. Then followed one of the most vigorous class fights that have marked the history of the Utah school. Day and night, for nearly a week, the contest went on, and each morning residents of the city would go out upon their porches to see which class had succeeded in leaving its mark upon the mountain.

Finally an armistice was arranged, in the course of which a long-headed student suggested that the combatants combine with the upper classmen and construct a mighty "U" as an emblem of loyalty to the whole school. Accordingly, on an appropriate morning, the male contingent of the student body assembled and formed a bucket line from the old lime kiln to the site of the proposed letter, one thousand feet distant, where some of the engineering students had marked an outline. The "U" that
emerged from the hillside was not a perfect one. By the spring of 1906 the “U” was a sorry looking affair. The snows and rains had washed most of the lime away so that it needed refilling. A petition for a half holiday was granted by the faculty of the school and the work of reconstruction was begun. A larger official block “U” was laid out, the original letter having been of the script variety. Two hundred buckets were kept in motion for nearly six hours along the one thousand foot line and more than five thousand buckets full of lime being spread over the letter. In 1907 arrangements were made to replace the lime with concrete. The old initial was destroyed, excavations were made and forms put in for a concrete “U” four inches deep.

The letter as it was constructed then and as it now stands, measures one hundred feet across the top bars and is one hundred feet high. The total area of the bars or “U” being 4,750 square feet. Thirty-seven loads of sand, forty of gravel and twelve of water, together with two hundred sacks of cement, were used in the construction. There are 1,583 cubic feet of concrete in the letter, weighing about one hundred and twenty tons. As the letter lies on a slope of forty percent grade, the task of building it was no small one, and the University students are proud of the fact that they did it all themselves.

Earl L. Minch, ’14.

TWO DAYS AT CHATTANOOGA, TENN.

Travel is now recognized as one of the forceful agencies in the education of the individual. While few of us, as Normal students, have had the opportunity of extensive travel and sight-seeing, yet all have visited some places of especial interest even though they may have been near our own homes.

One place of interest which I have had the privilege of visiting is Chattanooga, Tennessee, one of those fine old Southern cities of about 80,000 people. I had several reasons for stopping here, I wanted to see Lookout Mountain, I wanted to visit the Chickamauga Battlefield, Missionary Ridge and the other spots of historical interest.

Lookout Mountain claimed my attention early on the morning of my first day in the city. My first view was somewhat of a disappointment to me. I was looking for a more barren place with loftier peaks. I did not realize that this mountain is only 1700 feet above the valley. However a nearer view was grand and all that I could wish it to be. From the city we took the trolley car several miles out to a little town called St. Elmo at the foot of the mountain. From here we rode to the summit in a car on a cable incline which, near the top, has a grade of 69 feet per 100.

There are many interesting things in the way of rock formations known as Umbrella Rock, Table Rock, etc., also Falls, and other beautiful spots of nature, but most interesting is the museum and Point Park.

In the museum, there is a good collection of war relics and other interesting antiques, worthy of considerable time spent in inspection.

Point Park is that portion of the grounds, where the United States troops, under General Hooker, were stationed after the “Battle above the Clouds.” There are many tablets marking the historic spots and bearing information for the visitors. From this point seven states may be seen, but they all looked alike to me. Craven House is still standing and many monuments have been erected by various states marking these historic fields.

The pleasant day was fittingly closed by a drive down the mountain along a most picturesque winding drive which all the time afforded a view of the Tennessee river in its winding course, and Chattanooga in the distance.

The following day we took a “sight-seeing auto” out to Missionary Ridge and Chickamauga Park. Beautiful drives have been laid out all through these historic grounds, and with an efficient guide one secures a finer appreciation of what these places stand for in the history of our country. There are many, many tablets, towers and monuments erected by the states whose troops were on these fields of action. The guide reviewed each move of the two armies, pointing out the positions of each and made it all seem very realistic. This trip took us to
Snodgrass Hill, where the Snodgrass House, General Thomas' headquarters, still stands, and down around to Orchard Knob and appropriately concluded with a drive through the National Cemetery where 13,000 soldiers lie buried, many, many of the graves marked "unknown."

In conclusion I only wish to say that if you ever go South do not fail to stop at Chattanooga, for it is worth your time and attention.

Ora Hallenbeck, '13.

EXAMPLE OF HANDWORK.

Last year I taught a rural school of about twenty scholars. The gifts which the children made at Christmas time first showed me how interested they were in handwork. They were anxious for something to relieve the monotony of books. They were proud in showing me what they could do.

I had five boys in the sixth, seventh and eighth grades. For Christmas gifts they each made a wall piece by inlaying a square of black walnut into a larger piece of white pine. (The wood was given to us by a carpenter friend). Then they beveled the edges. When they had sand papered it and fastened several screw hooks into the wood they had a very pretty and useful gift.

The girls of the same grades made silverware holders of canton flannel trimmed with white ribbons. The smaller children made blotters and shaving papers, using the holly decorations and ribbon.

As soon as this work was finished they wanted something else to do. I had had no training along that line and knew absolutely nothing of the use of tools. About sewing I knew very little. My older boys needed something to stir up interest in their school work. And although none of them had given any special trouble, still there was not even a thought of discipline when they were doing the Christmas work.

I asked one of the Normal instructors for suggestions. Since it was nearing Lincoln's birthday he suggested the log cabin of cornstalks to be furnished as Lincoln's early home had been. Acting on his suggestion we studied Lincoln's life and the boys set to work. The result surprised us. We had a cabin with a ladder in one corner leading to the loft above. In the room below were the fireplace, a table and three-legged stools. The table and stools were made by splitting the stalks through the middle, fastening them with wooden pegs flat side up, and then inserting pegs for legs.

An oiled paper window and a wooden door—a cover from a chalk box—completed the house. A rail fence also of cornstalks split, enclosed the grounds and at the rail pile by the door was a wooden ax.

The younger children made the furnishings for the house. All the hand work up to this time had been done at the seats or in the cloak rooms, where it was warm. No one was allowed to do this work until his next recitation was prepared. This understood, considerable freedom was given the children. They could go to the work bench at any time without permission. They never took advantage of this privilege. Often the recess period would be spent at the bench.

Next we wished to try a doll house. When the weather became warm enough the boys began working on it in the woodshed. The tools they borrowed at home. We secured a dry goods box and tore it to pieces. Only the best pieces of lumber were used. Some new siding boards that had been left over from repairs on the school house we made use of also. Some one brought a strip of patent roofing.

With these materials the boys made a doll house with two floors and three rooms, leaving the front side open. They hung a door in the partition between the two rooms above. Four small windows were set into frames and put in the two ends of the house. We painted the exterior white and trimmed it green.

Next the girls papered the rooms with left overs from their home decorating. They made window curtains by hem-stitching scrim. Dresser and table covers were of scrim also. The younger children now had rugs finished which they had been weaving for the floors. Our next move was securing cigar boxes of which to make the furniture. Here I had to leave the work mostly to the ingenuity of the children. After a few sug-
gestions from me they made davenports, chairs and tables.

One little boy in the second grade brought a rocking chair which he had made at home from a peach basket in order to get curved pieces for the rockers.

More difficult to make were the dresser and the piano. The dresser had two drawers with gilt tacks for handles and an oval mirror glued on the back piece. The piano keyboard was of paper. The pedals had rubber bands attached leading up into the case, where they were fastened. The pedals would "work" then. These ideas were original with the makers.

For the walls, crayon drawings mounted made very pretty pictures.

A bed with a pretty cover of flowered lawn was the last bit of furniture. All the furniture we varnished with a stain brought from one of the homes.

When our living-room, our dining-room and our bedroom were furnished we had reason to be proud of the result.

Nearly all materials used were odds and ends from the homes.

The actual cost was: 2 cans paint, white, 25c, green, 15c, 40c; 4 windows, 05; 1 pair hinges, 05; total, 50c.

Each child brought ten cents to pay for the materials used at Christmas time.

If the school board had purchased all our materials the cost would have been only $2.50.

Of course not every school has a boy who had learned much about carpenter's work from his father, as was true in my school. Not every school would have lumber for use stored about the building. But in nearly every case the teacher can arouse interest and accomplish much by merely suggesting and then using the material that interest will make available.

I feel that one of the advantages to the boys and girls of this year's work was my own lack of knowledge in the use of tools. It was for them to find a way to work out the suggestions I was able to give them.

I should never try to teach a rural school without some manual training work, for several reasons. It maintains the interest of the older boys; it solves problems of discipline; it induces more definite and snappy recitations in other studies; it teaches the value of time; it creates a new common interest between teacher and pupils, and the parents. Give the children, especially the boys, a chance to show what they can do. They can teach each other, and at the same time learn many lessons in resourcefulness.

Bernice McMartin.
EDITORIAL

Business  It is with deep regret that Manager, the Record announces the resignation of Robert Chitten-den as business manager. Mr. Chitten-den’s loyal and energetic care for the business success of the Record is amply proven by a cash balance in the strong box. The Record staff unites with the members of the faculty and students in wishing Mr. Chittenden success and satisfaction in his change from the assistant secretar yship of the Normal to a promising business position in Sparta, Michigan. A meeting of the board of directors of the Record was called March 4 and Marion J. Sherwood of the manual training department, was chosen business manager. The Record bespeaks for Mr. Sherwood the same courteous consideration on the part of advertisers and subscribers which was accorded Mr. Chittenden.

Good Wishes  In January, 1912, Dr. J. C. Hockenberry came to the department of education in this school from the State Normal school at Westfield, Massachusetts. In the little more than a year that passed before he was compelled to give up his work here, temporarily, on account of illness, students and faculty alike came into a high appreciation of Dr. Hockenberry’s genial, happy and inspiring personality, and of his unusual capacity and power as a student and an instructor. All will miss him, while he travels and rests to regain his usual robust health, all will follow him with personal regard and insistent good wishes, and all will most joyfully welcome him back to his place and work when he returns.

Summer Term.  Plans are now practically completed for the tenth annual Summer Term, which will be held during the six weeks from June 30 to August 8, inclusive. Work will be offered in all of the courses leading to the several Normal certificates, and classes will be formed in all of the branches required for first, second and third grade county certificates. In addition to the regular members of the faculty, who remain in residence for the summer, several county school commissioners, county training class teachers and high school teachers from this section of Michigan will be employed to give instruction. Lecturers of national significance in education will be engaged for each week
of the term, and the Redpath Chautauqua program of exceptional merit will also be available for students during one week of the term.

The announcement of the summer term will be mailed to teachers and prospective teachers in Western Michigan within a few days. Inquiries addressed to the President or to the Secretary of the Normal will receive prompt attention.

**Necessary** We are the material out of which this institution manufactures teachers. We shall some day advertise our school as the finished product does the factory from which it comes. We are here not only to acquire knowledge but to learn to rightly present it to the child. We came also to widen and intensify our tastes in useful directions.

But do we let only desirable influences dominate us? Is there not, sometimes, in the library, halls, and classrooms a lack of restraint apparent? Let us test ourselves to see if its marks do not defeat our aims. If there is a pedagogical sanctuary it should be the library. One might believe, however, upon entering those rooms at times, that the gossip which desecrates them would awaken the souls of all the authors from their repose. Another lack of self control is obvious when someone hastening to a room unceremoniously pushes aside those who fail to sense his coming. On the other hand inconvenience is occasionally suffered for the sake of a group who will thoughtlessly obstruct a passageway during intermissions. All of these are done perhaps for the sake of unintentional yet selfish gratification of momentary impulses. It is still more painful, however, to hear slang expressions adopted by any student teacher. There is nothing that cheapens the user more or stunts the growth of his latent powers. We meet with another form of lack of restraint in some of the class rooms, where whispering reveals both a lack of interest and unkindness to the one who is speaking. Then, too, some students fail to realize how they are thrusting themselves into notice by the outward demonstration of their inward affection. There are many ways in which we should practice restraint and if indeed culture be a part of our aim it behooves us to direct our energies in that direction.

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**Bulletin** The bulletin board is the gathering place of the school. No school exists without one. Indeed I cannot conceive of a school that did not have a bulletin board. If one wishes to know where there is going to be a chicken-pie supper, just consult the bulletin board. If anyone wants work of almost any kind, he will find the notices on the bulletin board. If a teacher wishes to see a student for some misdemeanor, the student will find it out by visiting the bulletin board. In fact almost everything from the notice of a basket ball game to notices of articles lost or found are posted on the bulletin board. But there are those who seem to be making it a special study. When they arrive in the morning it is visited the first time; between classes it is revisited; when there is a vacant hour it has to be consulted from top to bottom; after the last recitation it is studied as a farewell to the school. This is not the only use made of it, however. Who knows of a better trysting place. It is the place where scholars meet to have a final look at the history or German. It is the place where students meet who wish to lunch together or go down town. Here one may find many hints as to the characters of students. Many bits of conversation show the human side of the student's nature. Around the bulletin board is an extremely interesting place. In fact the vicinity of the bulletin board is frequented more often than any other place in the whole school. The truth of this statement is justified by the appearance of the cork underneath the bulletin board. Yes, it is a good plan to visit this popular place but not so good to specialize in this study. In the course of a student's life there are other more important things than studying the bulletin board. It is well to study it but not exclusively.

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**Life's** Are you one of those people who go around with a long face and think all the world is against you? If you are hurry and get over it. The principle of life is Echo.
That is, you get back from the world the message you give it. Neither this or any other truth is true in all particulars; for very often you receive evil for your good and good for your evil, harsh words for your kindness, and injustice for your deeds honest and well meant; but like all truths, it is true in general. Really the net result of all this old world hands you is nothing but what you have handed it returned. We have all had days when everything went wrong; we generally say we got out of the wrong side of bed. It is impossible for any person to be kind and cheerful, fair and true, day in and day out, and not have mankind eventually be to him as he was to mankind. To see and believe this you must not judge by single instances, but must take a broad and inclusive view of life.

When you hear a person say he has no friends, that all have betrayed or deserted him, it is well to suspect that he is reaping what he has sown. "He who would have friends," says the proverb, "must show himself friendly." If you think you are not appreciated, that no one understands you, and if you feel the desire to withdraw into yourself and live alone, you had better examine your own life faithfully and unsparingly. How often have you yourself failed in sympathy? How frequently have you let slip the sharp and biting word that comes so easily and have not cared to make the effort to speak the warm word of courage and approval? It is these, I fear, that are all coming back to you as unwelcome echoes, and creating that bitter loneliness of which you complain. We can easily see that the secret of old age lies here. The sunny old man and the dear old lady simply gather the harvests of cheer they have planted and tended. Let us all begin today and plant some noble purpose and unselfish words. Let us overcome those selfish and irritable feelings and utter only good and loving words.

"Be still sad heart! and cease repining; Behind the clouds is the sun still shining; Thy fate is the common fate of all, Into each life some rain must fall, Some days must be dark and dreary."

Yellmaster's Qualifications. A number of requirements are necessary to make a first class yell-master, and the one selecting such an officer or one aspiring to such a position, must consider these prime requisites. A few of them are natural born but the majority are acquired only by cultivation. The first thing we would look for in a good leader of yells is the ability to step before a body of students from ten to a thousand and forgetting self entirely, enter into the spirit of the occasion and lead without appearing in the least embarrassing or ill at ease. Among several hundred students a few such may be found and yet they might not get the desired results. There are other things to be taken into consideration. Besides having command of his faculties at all times the yell-master should be conventional, that is, know what is proper for each and every occasion and when to act. So our man must be formal, and along with that he should be original, occasionally introducing something new, spirited and expressive of the prevailing sentiment. In athletics he should be a good sport, understand the game in progress, yell at the proper time and for the right man. He should be ever ready to sing the praises of his own team even though they be going down to defeat, at the same time never overlooking brilliant, fair work from a worthy opponent. The leader of yells should also possess those qualities, personality, manner and appearance that command respect.Uniting all of these requirements in one man we would add as a necessity to the best results that he drill his followers whenever the opportunity offers, especially in the more difficult songs and yells. Among our schools and colleges such men are often sought and valued when found.

School Parties. Our school parties do not fit the social needs of the entire student body. Frequently we hear this question and answer, "Are you coming to the party to-night?" "O, what's the use, I can't dance?" Can anything be done to change this feeling? If so, is it not our duty to find that thing? A member of the faculty is reported to have said, "A person who will not dance
is narrow-minded." In a measure we agree with her, but we also think that a person who does the same thing over and over is also narrowing his mind. Dancing has become so popular and occupies such a large place in the minds of "the set" that even the literary societies cannot have a social affair without dancing at least a share of the evening. Persons who are going out to be leaders of young people should find pleasure in some other things besides dancing. In defense of so many dancing parties we hear some one say, "The majority want to dance and there is no other way to entertain so many." Kindly consider these questions. What per cent of the student body attends the parties? What percent of those who do attend, remain "wall-flowers" throughout the evening because they either cannot dance or they do not get a chance? Have we ever tried to entertain them with other than dancing parties? Did we fail? Perhaps the percent of those who do dance is greater than that of those who do not, but are the latter entitled to no share in the social life, which in name at least, is meant for them? Our kindergarten and education teachers tell us that if we could put ourselves back into the state of childhood once in a while, we should be better teachers. Perhaps a few children's games would help us to do this and where could we get these better than at a school party? Children's games and dancing are not the only forms of amusement we might have, but at any rate deliver us from anything stale. We all agree that dancing is an ideal amusement and we are far from wishing it done away with, but we do wish that a part of the time might be given to something other than dancing.

—By "One Who Enjoys Dancing."

TRAINING SCHOOL

The Third grade room of the Training School has been very attractive during the past week because of the lovely daffodils, tulips and hyacinths which are in bloom. The bulbs were potted by the children last October and put out-of-doors in a pit lined with leaves and straw. In January the pots were brought in and faithfully cared for by the children. Their efforts have been richly rewarded for the blossoms are unusually large and beautiful.

The children of the third grade are to make a simple bird house for our spring visitors. This will be the work of manual training for the month of March.

A DANCE FOR THE THIRD GRADE

The children of our Third Grade have been studying early sailors and explorers. The department of physical training has provided this delightful little dance which catches the child's imagination and gives opportunity for expression, which is whole-souled and joyous.

JOLLY JACK TAR.

I. Formation. Class in four flank ranks, open order. Arms folded high in front. All heel, toe, polka (polka step advancing) while each of the four leaders turns, leads his line to the rear of the room and back to place (same as countermarching).

II. Hoisting Sail. Stand in place. Begin with left arm, raise and pull downward on an imaginary rope (1 meas.); repeat right and left (7 meas.).

III. Rowing. In place, one foot forward, hands at waist, fists clenched, palms downward. Lower trunk forward, arm extension forward and grasp imaginary oars (1 meas.); raise trunk, bend arms and pull hands to waist line (1 meas). Repeat three times and finish in fundamental position.

IV. Sighting Sm. In place, left foot forward and right heel raised, right hand on hip, left hand over eyes looking to the left. Hold position (2 meas.). Repeat right, left, right and resume fundamental position.

V. Repeat III.

VI. Arms folded high in front. Advancing, lines follow in succession (1-2-3-4) and form a flank circle around the room. Slide left foot forward and hop
(opposite leg raised backward) (1 meas).
Repeat right and left until the circle is made.

The music is played through twice for the first step, once for the others. Words for step as numbered:

II. Jack tar is a jolly roller,
Always sailing salt seas o'er,
Blue sea sunny, gray sea gloomy,
All's the same to gay Jack tar.

III. Heave ho, heave ho, now my heart-ies,
Join the hornpipe, grasp the oar,
Heave ho, heave ho now my heart-ies
'Til we reach the land once more.

IV. All the sights and sounds of ocean,
Waves' low song or billows roar,
Distant sail or white-winged sea gull,
All's the same to gay Jack Tar.

The Fifth and Sixth Grade girls are learning a Dutch Dance. The music used is German Hopping Dance in Burchenal and Crampton Folk Dance music book.

**DUTCH DANCE.**

I. **Formation.** Single file. Change step right and left with a great deal of body bending. Clap hands on the first count of each measure. Form down center in a column of twos and face partner. (32 meas).

II. **Stamp forward** on the right foot, left toe touching in rear, right arm extended obliquely upward (palm upward) and left obliquely downward and backward (1 meas.) With a jump change position to the left (1 meas). Repeat right and left (4 meas.), jump feet apart (toes turned inward) and bow, arms sideward (1 meas.), jump feet together arms down (1 meas).

III. **Hands on hips.** Bend to the right (1 meas.), stand erect (1 meas). Repeat left (2 meas.), repeat right (2 meas). Bow as in II (2 meas). Repeat all (8 meas).

IV. **Clap right hands, clap own hands** (1 meas.), clap left hands, clap own hands (1 meas). Repeat twice (4 meas.) and bow (2 meas). Repeat all (8 meas).

V. **Bend to the right and clamp own hands** (1 meas.), stand erect, and clap own hands (1 meas.); repeat to the left (2 meas). Take partner's right hand, left hand on hip, with two change steps (right and left), cross over to partner's place (2 meas.) and bow (2 meas). Repeat all (8 meas).

VI. **Second step repeated.**

VII. **First step repeated** forming a single file again.

**PARLIAMENTARY DRILL—Eighth Grade.**

Every Friday afternoon the children of the eighth grade have a parliamentary drill. The chairman stands up in front and recognizes those who wish to speak. If a person wishes to speak he addresses the chair thus: "Mr. Chairman." The
chair recognizes him by speaking his name. If a person speaks before he is recognized he is out of order and must sit down.

To make a motion a person must say, “I move that,” and then state his motion. A motion may be amended by striking out and inserting, or by adding. In amending they should say, for example, “I move to amend the motion by adding or inserting the words ‘eighth grade.’” If you merely wish to state your opinion, simply address the chair and say what you think. This will be very helpful to the children when they are active members of a club. We are now forming our eighth grade society and it will also be a help to us there.

The last few meetings we have been making a constitution.

Constitution.

Article I.—Name.
The name of this club shall be the Eighth Grade Graduating Club.

Article II—Purpose.
The purpose of this club shall be to provide for the general welfare of our room:

Sec. 1. To study Parliamentary law.
Sec. 2. To manage the room housekeeping.
Sec. 3. To arrange for the graduation exercises.

Article III—Membership.
Sec. 1. The membership of this club shall consist of the pupils of the Eighth Grade.
Sec. 2. The critic and student teachers may be associate members.

Article IV—Officers.
Sec. 1. The officers of this club shall be a president, vice president, secretary, treasurer, historian and prophet.
Sec. 2. The officers shall be elected by ballot, at the first meeting after the adoption of the constitution.
Sec. 3. A plurality of all votes cast shall be necessary to constitute an election.

Article V.—Committees.
Sec. 1. There shall be three standing committees of three members each;—

School-housekeeping, Program and Arrangement committees.
Sec. 2. The critic teacher shall be a supervising or consulting member of each committee.
Sec. 3. These committees shall be elected.

Article VI.—Duties.
Sec. 1. The duties of the School-housekeeping committee shall be to appoint sub-committees, and supervise the work, so as to keep our room orderly and attractive.
Sec. 2. The duties of the Program committee shall be to appoint sub-committees, and to plan for programs for our meetings.
Sec. 3. The duties of the Arrangement committee shall be to arrange for the graduation exercises, and to appoint sub-committees to assist.

Article VII.—Meetings.
Sec. 1. The meetings of this club shall be held Friday afternoon.
Sec. 2. The meetings shall be postponed until Friday after school on every third week when we have chorus.

This was copied and corrected, and the next Friday we amended it, until we were satisfied. We did this, article by article, and at the end we adopted it as a whole. We then elected two of our officers, President and Vice-president, and appointed a committee of two to think about what we are going to give the school when we graduate.

Next meeting we will finish the election of officers, and begin the election of the members of the committees.

Nora Hope,
Paul Halley,
Edna Banister.

BASKET BALL—EIGHTH GRADE.
The Eighth Grade basket-ball team has embarked on a very successful year and Coach Barker is confident of a winning team. Brownell, Bowland and Smith are doing the best work.

We won our first game from the Vine street school third team in a fast game sixteen to four. Smith and Bowland starred, the former throwing five baskets
from the field, while the latter was very helpful in holding down Vine's score.

The victory over the Normal Ninth Grade first team twenty-one to eighteen came as a complete surprise, as their second team completely outclassed us last year. Smith again got most of our baskets and Brownell did some fine guarding.

In a fast game with Woodward Avenue first team we were defeated twelve to six. Reed threw five of their baskets, playing a very fast game. Smith got two field baskets and two fouls.

The day after this defeat we won from the Vine street second team eight to four. One field basket and six foul shots were credited to Smith.

Everett McManis.

ROBERT UPJOHN'S LETTER.

In the following letter Robert Upjohn of the sixth grade, continues the story of his interesting experience in his new home in Brazil, South America:

Dear Friends:

I have wished to be with you, often, although I am having a fine time here. I do wish I could go skiing with you though.

Every morning we are awakened by the calling of the venders. It seems as though they all have a different call. They sell fruit, chickens, vegetables, fish, dry goods or anything else you may want to buy. There are also tanners that carry a charcoal stove and materials with which to mend or make things. They carry coffee pots, pans, etc., made of tin. I have seen boys younger than I going along the street doing tin work.

There is a big market here where you can buy fruit, meat, dry goods, chickens, goats, ducks, fish, groceries and many other things. The market covers about two square blocks. All of the vendors rent their sort of stalls divided from each other by a small partition. The stalls are about as large as a good sized room. In one row of stalls you can buy meat, in another fruit, in a third dry goods, etc. The women go to market with their maids walking behind or sometimes their maidservants carrying big baskets balanced on their heads in which they carry their purchases home.

Have not heard from you yet. Please write.

As ever Pax vobiscum,

ROBERT.

P. S.—Pax vobiscum means "peace be with you."

TRAINING SCHOOL ASSEMBLIES.

February 6: The assembly program on this date consisted of arithmetic games by the pupils of the fourth grade and a spelling match between the A and B classes of grade seven. The arithmetic work of the fourth year centers in the multiplication tables and the children played the many interesting and instructive games they had been taught in their efforts to master the difficult combinations. These children actually seemed to enjoy their table drill probably because it seemed more play than hard work. The spelling match ended in a tie.

February 13: This assembly was a valentine celebration. Miss Mae Rowley told the story of "Emmy Lou's First Valentine" in a charming manner. Then followed the distribution of mail from the stage postoffice. All grades had made valentines during their art periods and had deposited them in the grade mail boxes the preceding day. The pupils of each room had elected a mail carrier to receive their greetings from the seventh grade postmaster. The eighth grade had made heart-shaped caps and mail sacks for the carriers, who looked quite important and official as they departed from the postoffice weighted down with their precious valentines. After assembly the pupils returned to their various rooms where the little postman distributed the mail. Every child in the school was made happy with a pretty greeting from some mate.

February 20: As February is the birth month of several famous Americans, the exercises for this date were of a patriotic nature. A series of living pictures showing dramatic incidents in American history were given. Before the curtain was drawn each picture was explained to the audience by a child from the grade which represented the episode. The program which was one of the best ever given in the Training School, was as follows:
Song, “Keller’s American Hymn”....
Scenes from the Life of Columbus...
(a) Landing in America.
(b) His return.
A Portrait of Peter Stuyvesant....

Grade IV.
Song, “The Star Spangled Banner”...

School Washington at Valley Forge....
Scenes from Life of Benjamin Franklin .......
(a) Benjamin and his Rolls.
(b) Franklin and his Kite.
Daniel Boone Adopted by the Indians ................................ Grade VI.
Song, “America”............. School

February 27: The children of the sixth grade entertained the school with stories they had been telling in their oral language work. They told their stories with unusual fluency and expression. The unaffected way in which Elizabeth Nicholson related the funny adventures of “Epaminondas” won the unstinted applause of her delighted child audience. Elizabeth McQuigg pleased the children in the old favorite, “Brier Rose,” Christel Vanderhorst told a new wonder story, “The Fisherman and the Genii,” and Mary Cutting gave a thrilling account of child heroism in, “How Andy Saved the Train.”

Another base ball season is about to roll around with its base hits, Texas leaguers, bone heads and sore wings. The Normal will again have a team in the field, but it will be minus seven of last year’s men. The entire outfield has departed from our midst and it will be no easy task to replace such a trio of gardeners as Dewey, Bender and McGuire. That infield which was only excelled by the “Cubs” in their palmiest days is also broken up through the graduation of Frank Martin, the peer of all second sackers that ever played on the Highlanders, and Ralph Shivel, who was a second Jimmy Collins at third. Tindall, the elongated slabman, with his star battery partner, Roy Fox, has also found it impossible to be with us again this season. Therefore, as the Record goes to press things, in a base ball way, look somewhat gloomy.

However, as there are numerous candidates who have signified their intention of trying for the team, no doubt prospects will take on a rosier hue as the spring comes on.

Joe Walsh, the old Normal receiver, is again with us, and those who have seen Joe catch in days gone by will not spend many sleepless nights worrying over the receiving end of the battery. Fillinger, the shifty shortfielder, will undoubtedly be seen at his old stand when “his umps” dusts off the plate for the first game. Steve Starks, who held down the first base position so creditably last year, will be back on the job ready to make any newcomer play real ball to beat him out. Don Pullen, who won all his games last season, will be ready to step into the pitcher’s box and deliver the same goods over again this year.

Ray Snow, Frank Carpenter and Merle Herrington, of the second team, are about ready to break into the “big league.” All are infielders and can be counted on to help turn out a good team.

Following are some of the new men who are expected to make the team:
Curtis, a southpaw from Port Huron high, has the record of being one of the best pitchers in the eastern part of the state. He has profited by some experience in independent base ball during the summer vacations. With a fair amount of fielding behind him the Normal Highlanders will stand an even chance with the best college teams on the schedule.

Finch hails from Coldwater high with a reputation of being a fast, heady infielder. He will be called upon to step into Frank Martin's old shoes at the keystone corner of the diamond.

Barker, the old Kalamazoo high school first baseman. It will be between him and "Steve" Starks for first base. He is supposed to be a heavy hitter and in this case may be shifted to the outfield and saved to bring home the waiting tallies.

Snell, who played on the famed Athens high school team the past four years, is an outfielder who has always held a high position on the batting order of his team. Snell is expected to keep the grass from growing too tall in the middle garden. He will have to move fast and often to follow the pace set last year by Perry Bender.

Arthur Martin, one time member of the Normal reserves, who had a great proclivity to hit the ball high and far away when one or more of the bases were occupied. He is a pitcher by trade but owing to the great number of pitchers in proportion to outfielders, he may be shifted to one of those places by reason of his ability to connect with the ball at opportune times.

Orville Henny, infielder on Hastings high last year, will try for the team and if he improves as rapidly in the national pastime as he did in football last fall, he will not come far from making the team.

Although the baseball schedule is still incomplete it will be approximately as follows:

- April 19—Albion College at Kalamazoo.
- April 25—Normal School of Phys. Ed. at Battle Creek.
- May 2—Olivet College at Olivet.
- May 9—Normal School of Phys. Ed. at Battle Creek.
- May 16—Hillsdale College at Kalamazoo.
- May 22—Hillsdale College at Hillsdale.
- May 21—Alma College at Kalamazoo.
- May 24—Hope College at Holland.
- May 27—Olivet College at Kalamazoo.
- May 31—Culver at Culver.
- June 2—Albion at Albion.
- June 6—Lake Forest College at Kalamazoo.

June —Ypsilanti Normal College at Ypsilanti.

NEWS ARTICLES

AMPHICTYON LITERARY SOCIETY.

A visitor at W. S. N. S. was inspecting the posters suspended in the hall. Pointing to an especially attractive one—in fact, the most attractive one there,—he said, "And the Amphictyons—they appear to be a real live organization."

"Real live organization! Indeed they are. They have the best programs that could be compiled and the most gifted members. Musicians, readers, dancers, and—brains. And for real enthusiasm—there isn't an organization for miles around that could be heard when once the Amphictyons start to express their loyalty and esteem for the good old society. And say"—continued the student, touching the lapel of the visitor's coat and lowering his voice to a stage whisper. "If you were only around here enough, you would notice that the Amphictyons predominate in every entertainment." So one must naturally conclude from this—you see—that their own programs are par excellence, combining wit, humor, intellect, pathos, and sociability. They are so successful along this line that the attendance at their meetings scarcely ever falls an inch below sixty-five or seventy with an ever increasing membership, for once you go—you're sure to want to become a member—a part of such a wonderful power in our school as is the good, old Amphictyon Society."

Sue C. App, '13.
NORMAL LITERARY SOCIETY.

Ziss Boom! Normal Lits! That's our spirit.
Work wins! That's our motto.

Are we alive and working? Very much so. Listen to this: On February 12th we had a splendid program. Our president, Miss Marie Kell, opened the meeting with her usual precision and definiteness. The business of the meeting was quickly transacted. This was followed by ten minutes of brisk, right-to-the-point parliamentary drill, led by Mr. Hickey. These ten minute drills are thoroughly worth while and no student in school can afford to miss them. Parliamentary drill is one of the big points in our aim, and it is needless to say we are continually working toward improvements in our methods of studying it.

Miss Kern and Miss Miller then favored us with a well rendered piano duet. If you appreciate good music, come to the Lit meetings. You're always sure to get it there.

If you missed the next number we are sorry, indeed. Mrs. Pearl Soderstrom gave a reading, “The History of St. Valentine's Day.” All who know her know of the wholesome enthusiasm and sparkling wit which she has at her command, and although her paper was thoroughly historical, still it seemed filled with this same wit and humor.

A solo by Miss Nina Salisbury, “The Slumber Song,” by Arthur Macy, followed. Miss Salisbury has appeared on our programs before and her work is always very pleasing.

The principal number on the program was a debate on a very timely question. Resolved: That Lincoln’s attitude toward McClellan was justifiable. Miss Hazel Doyle acted as captain of the affirmative and Mr. Arthur Maatman as captain of the negative. Both sides were well represented and the question was fought out in a very creditable manner.

While the judges were arriving at a decision the Misses Kern and Miller favored us with another one of their “verie best.” After the applause for this number had rolled away, the room became very quiet as the judges again made their appearance to offer their decision in favor of the negative side.

The meeting closed by some vigorous Normal Lit yelling and a final W. S. N. locomotive. Before this issue of the Record appears in print another rousing Lit program will have passed into the realms of history.

A Kipling program is in preparation and it is sure to be a splendid success.

The N. L. S., just bear in mind, Is the only society right in line, The “Wide Awakes” are W—E, Normal Lit! 1—9—1—3.

“X. Y. Z.”

COUNTRY LIFE CONFERENCE.

The seventh annual rural progress lecture was given March 14 by President K. L. Butterfield of the Massachusetts Agricultural College. In connection with the lecture, programs were given in the morning and afternoon, which considered several phases of rural welfare. The program in full follows:

11:00 A. M.—Grange Lecturers’ Conference, Chairman, State Lecturer Jennie Buell, Ann Arbor.

Topics of Discussion:
1. Hints on preparing, conducting and following up a program.
2. Three qualifications which a lecturer should most cultivate.
3. Three things to aim at in making a program.
4. Training rural leaders through lecture work.
5. Importance of detail in program work.
6. Plans that have worked.

12:45 P. M.—Picnic Dinner in Lunch room of Training School, Kalamazoo Pomona, Host.

2:00 P. M.—Conference on Country Life Needs—Chairman, Hon. C. J. Monroe, South Haven.

Address—Rural Life Needs. President K. L. Butterfield. Round-table discussion of needs suggested in the address, and other topics, led by Ernest Burnham.

N. P. Hull, National Grange Lecturer; James N. McBride, President of the State Association of Farmers Clubs; J. C. Ketchum, State Master of the Grange; Grant Slocum, Supreme Sec-
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

THE NEW SPRING CLOTHES
Are ready for your inspection

HART SCHAFFNER AND MARX SUITS AND TOP COATS
MANHATTAN AND OUR OWN CUSTOM LABEL SHIRTS
STETSON-HOWARD AUTOCRAT HATS
NEW GLOVES NEW NECKWEAR

HERSHFIELD'S
121-125 East Main Street
Secretary of the Gleaners; President J. L. Snyder and other members of the faculty of the Michigan Agricultural College; together with representatives of the domestic, educational and religious interests of country life were invited to participate in this discussion. Participation by any interested person was welcomed.

7:30 P. M.—Seventh Annual Rural Progress Lecture—Chairman, Hon. Jason Woodman, Farm Management Bureau, Kalamazoo County.

Music—Songs by Manual Training Men’s Glee Club; and solos by Miss Mildred Hanson.

Lecture—A Decade of Rural Progress—President Butterfield.

9:00 P. M.—Informal Reception. Rotunda of Training School, given by the Students in the Department of Rural Schools, and the Faculty of the Normal in honor of the guests of the day.

A cordial invitation to attend the several sessions held during the day and evening was extended to the public. All of the sessions were free and public. The attendance was excellent.

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LITERARY TREAT.

On April fourteenth, under the direction of the literary societies, Prof. George Baker, professor of Dramatic Literature of Harvard, will give an address at the Normal on some phase of the modern theatre. Prof. Baker is our greatest teacher of constructive drama—his pupils number such as Josephine Peabody, author of “The Piper” and Percy MacKaye, author of “Jeanne D’Arc” and “The Scarecrow,” etc. Prof. Baker is not only an authority on things pertaining to the drama, but is a very pleasing speaker and one who can give us practical suggestions. It is by rare good chance, because of a western trip, that we are able to secure him for this lecture and it is a special treat to those who are alive to the value of the theatre as it should be and to its needed reforms as it now exists.

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VISITS OF LEGISLATORS.

Friday, February 21st, was a gala day for Western Normal. The long looked-for members of the House and Senate committees came on that day and spent

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Elihu Root was cross-examining a young woman in court one day.

"How old are you?" he asked.

The young woman hesitated.

"Don't hesitate," said Mr. Root. "The longer you hesitate the older you are."

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several hours in conference with Mr. Waldo, looking into the needs of the school as presented in the budget. A special assembly was held in their honor and the atmosphere was charged with enthusiasm throughout the program. Classes vied with one another in welcoming the guests with their much practiced yells and the occasion was one long to be remembered from the point of school spirit. Each and every member of the committee present received an ovation, and all were repeatedly cheered. One of the features of the informal program was a series of finely executed gymnastic drills and dances by the young women of the physical education classes directed by Miss Jones and Miss Frost. In a military march which the young women carried out with wonderful accuracy, they perhaps appeared at their best, but the entire program was a credit to the department.

Senator Wiggins of Van Buren County, the veteran member of the Normal School committee from the senate, made the first speech of the morning in answer to calls for "speech." He recalled his last visit on a similar mission a few years ago, and spoke with a vein of humor of that occasion. He was followed by Senators Scott, Walter and Powell, who addressed the school with informal remarks. Former Senator Walter R. Taylor was present and responded with a few words when called upon. Following the assembly exercises a dinner was served in the domestic science dining room by young women of the cooking classes, directed by Miss Pray and Miss Moore. In the afternoon the conference was continued and Representative R. Henry Hopkins of Kalamazoo county, Representative Glasner of Barry county, and other members of the House and Senate, joined the members who came in the forenoon.

ASSEMBLY PROGRAMS.

During the past month the assembly programs on Tuesday mornings have been especially instructive and enjoyable, including addresses by speakers of prominence and one delightful musical program in charge of Miss Hanson.

On Feb. 18th, City Attorney Marvin Schaberg addressed the faculty and stu-
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students, enlightening them on the general subject of "Municipal Government." As a professional man who has been associated with the city government for some time Mr. Schaberg was able to present in a clear and concise form many points of value and interest to his audience.

There was no assembly program Feb. 25th on account of the small pox difficulties. On March 4th the following program was presented to an appreciative and enthusiastic audience:

a. Benedictus .............. Gounod
   High School Chorus and Mr. Wilcox.
   a. The Hills Resound with Song..... Richards
b. My Love Is Like a Red, Red Rose
   Garrett
   Choral Union.
   a. Cradle Song............Mendelssohn
   b. Hark, the Lark............Thorne
   Chaminade Club.
   Pure Lovely Innocence......Massanet
   Girls' Chorus.
   Hills O' Skye.................. Harris
   Miss Hanson.
   Bridal Chorus ...............Cowen
   Choral Union.

The story-telling class of the expression department presented the program for assembly Tuesday, March 11, taking up the folk-lore, customs and dances of Roumania, one of the most important of the Balkan states. It was a unique and pleasing contribution to the programs of the year.

NEWS NOTES

The past few weeks have recorded an unusual disturbance in the Normal, but through the care and advice of the health department of which Dr. A. H. Rockwell is the head, and the co-operation of the students in the school, the conditions have been relieved. In early February a case of small pox was reported in the Normal and several other cases followed in the student body. Through immediate action and a temporary quarantine the trouble was checked, vaccination of every person connected with the institution having been required. So thorough was the work of the health department that only one day of school was lost and fully nine-tenths of the students returned for regular work on the opening
day. None of the cases proved serious and what might have been a difficult situation was successfully averted.

Dr. A. E. Winship, editor of the Journal of Education, published in Boston and representative of the educational publications of the country, spoke to an attentive audience composed of Normal faculty and students on February 10th. The personality of the teacher was the general topic discussed by the speaker, who made a point of the difference between a dominating and a domineering spirit. From his long experience in the educational world and association with the noted educators of the country, Dr. Winship is able to present his points in a most interesting manner. His presence at Western Normal is always enjoyed and he is a welcome visitor. An informal luncheon was given in his honor by the domestic science department, several men of the faculty having an opportunity at this time for conference with Dr. Winship.

Dr. I. C. Hockenberry of the faculty, is at Dallas, Texas.

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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.

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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.