Western Michigan University

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THE
KALAMAZOO
NORMAL
RECORD

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

APRIL, 1913
FORGE SHOP—PARTLY EQUIPPED

(One of the Six Manual Training Shops in the New Manual Training Building)
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Courses for normal school teachers
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THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

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Required by the Act of August 24, 1912

Editor..............Ernest Burnham, Kalamazoo
Business Manager, M. J. Sherwood, Kalamazoo
Publisher, Western State Normal School, Kalamazoo
E. Burnham, Editor

Sworn to and subscribed before me this 9th day of April, 1913,
R. L. Campbell,
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Notary Public
Kalamazoo County

My commission expires July 1, 1915

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ALUMNI

Many graduates of the Normal have been recent visitors at the school. Among these are Clark Doolittle of the Detroit University School, Miss Ethel Fusselman who has charge of music and art in South Haven, Miss Mary Richardson who is in charge of the dietetics department of Kalamazoo Hospital, Miss Charlotte Coney of Saginaw High School, R. Dwight Paxton, supervisor of manual training in Bay City, Hugh McCall and Orley Hill of Pittsburgh, Pa., J. Pierre Osborne of Racine, Wis., Ralph Windoes of South Haven, and Melvin Myers of Port Huron.

Miss Irene Goodrich, who has been teaching in Kalkaska, is now at her home in Mendon.

Gareld Whitney, manual training '08, is working toward a degree in Carnegie Institute, Pittsburgh, while in charge of manual training work in that city.

Oscar Drake, who is Superintendent in Golconda, Illinois, received a very complimentary notice in the paper of his town recently in regard to his efficiency in athletic work. Fine results from his efforts were noted in the article which was in the form of a letter from a "Patron."

Miss Marjorie Dunnington, kindergarten 1913, has been engaged to teach at her home in Dowagiac.

Miss Zora Luce is engaged in teaching in a rural school near her home at Lawrence.

In the kindergartens of the state the Normal's graduates hold several supervisorships and assistant positions. Miss Hazel Hayden, '08, is director of kindergartens in Lansing, Michigan; Miss Alleyne Gilbert and Miss Ethel Comblin, '11 and '12 respectively, hold kindergarten positions in Dowagiac; Miss Marie Smith, '10, has kindergarten work in Eaton Rapids; Miss Harriet Barrett has kindergarten work in the Flint schools; Miss Waive Troy, '12, is at Hastings; Miss Gladys Snauble is at Pentwater, and Miss Imogene Hitchcock is at Plainwell, both teaching in the kindergarten department of the city schools.
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"Garland"

"Dangler"

"Evaporating, Eureka"

"Junior"

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the

Baldwin

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prices that are right

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"We shall be glad to accommodate you, madam. What amount do you wish to deposit?"
"O, but I mean a charge account, such as I have at the drygoods store."—Fredonia Herald.

AS IT SHOULD BE.
Shopper—I want to buy a necktie suitable for my husband.
Salesman—Sorry, madam, but we are not permitted to sell neckties to women who are unaccompanied by men.—Puck.

"Childhood presents many paradoxes," asserted the bachelor.
"What instance have you in mind?" asked the friend.
"A spoiled child may be extremely fresh."—Buffalo Express.

Vicar—Amid all your troubles, Mrs. Grundy, I am pleased to see that your gratitude to Providence does not fail.

Mrs. Grundy—No, sir; rheumatism is bad, indeed, but I thank 'eaven I still 'ave a back to 'ave it in.—Life.

THE AUTO ADS.

Though slim my purse,
Somehow it glads
My heart to read
The auto ads.
—Birmingham Age-Herald.

I read them ere
Sleep steals o'er me,
And all night long
I drive one free.
—Boston Transcript.

The judge looked back as he climbed the hill
And saw Maud Muller standing still.
But he got no encouragement from Maud.
She did not believe in the recall of the judiciary.—Judge.

Self-made men would find this a more sociable world if they were less inclined to talk shop.—Puck.
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I Hear a Voice
Maude Earl

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New York
Cincinnati
Chicago

BOOK NOTES
Forge Work—By Wm. L. Ilgen, Instructor, Crane Technical High School, Chicago, Ill., with editorial revision by Chas. F. Moore, Head of Mechanical Department, Central High School, Newark, N. J.

The author of this book has had years of experience as instructor in forging. The book is filled with careful instructions on various lines of work with pictures showing the processes of the manufacture of iron and steel. Chapters on Iron Ore and the Manufacture of Iron and Steel will be of great help to all instructors. The book is very carefully indexed, which adds greatly to its value. The following is a list of the chapters: Tools and Appliances, Forging Operations, Practice Exercises, Treatment of Tool Steel, Tool Making and Stock Calculation, Steam Hammer, Tools and Exercises, Art Smithing and Scroll Work, Iron Ore, Preparation and Smelting, The Manufacture of Iron and Steel.

G. S. WAITE.

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Mix's Mighty Animals ......................... 40
Otis's Martha of California ................... 35
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Dinsmore's The Training of Children ......... 1.00
Kimball's English Grammar ................... 60
Tolman's Hygiene for the Worker ............ 50
Morrow's Language Lessons for Little People 25
Ilgen's Forge Work ............................ 80
Alexander's The Story of Hawaii ............ 75
Pitrí's The Swallow Book ...................... 35

Wolfson's Outline for Review in Civics.
By Arthur Mayer Wolfson, Ph. D.,
First Assistant in History, DeWitt
Clinton High School, New York City.
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This booklet offers, in condensed form, all the material needed for a rapid review of civics. Division into sections and paragraphs, numerous cross references, and a complete index render reference easy. A list of typical questions taken from actual examination papers is included.

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"My paw's a veterinarian."
"Shucks! My paw says anybody what won't eat meat's a crank."—Birmingham Age-Herald.

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"And that is?"
"The Hungarian goulash in session."—Washington Herald.
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BELL SHOE HOUSE

Louis Isenberg, Mgr.

124 E. Main Street
The Need of Drawing and Design in Manual Training

It is good, sometimes, to stop our work, lay aside our tools, and to think—realizing that the best work is but the product of good thinking. Especially where the work of one controls the way of many is it well that we ruminate.

The manual training man in such a mood often finds himself asking many questions, such queries as these, perhaps, haunting him most often when the day is done: How much did they get of what was given? What good has it all accomplished? How much better will it enable the boy to live a year from today, or will it all be forgotten except that chair or table in the wood shed?

Yes, they are getting information about wood and tools and joints, about mechanical drawing and stains and filler. They are becoming experienced in guiding a ruling pen, in sawing, planing, joining, and finishing—and they turn out a lot of work.

But, is that the end? Is this the best we can do for a boy? How many of them become workmen going into the shop to apply their school knowledge? How many make furniture after they leave the school wood shop or wield a hammer apart from the school foundry? Not very many! But, they are helped through these means to find their life work more directly—Yes, truly. * * *

Is there nothing higher than work? And, the answer comes back—nothing save Life. This, then, should be the aim of our teaching. Work, after all, is only one of the factors of Life—a basic and all-essential factor, it is true—but experience is a better teacher and the school has a higher function to perform.

We believe that a man cannot live by bread alone—he works, fundamentally, to supply the bread, but a glance back through history shows that, unless he work for something else, he and all his works shall be forgotten. We remember Egypt, Greece, and Rome, not for their work, but for that vital something else for which they lived called ART. And we need art today more than we need anything else.

If we trace the development of this mysterious quality of beauty through the ages to its source, we are brought again to the time of the primitive human who lived in caves and made his rough pots at first in a round woven basket, plastering the clay on the inside; then, when
the pot was baked, the clay still retained the imprint of the rush basket. In time, however, the potter discarded the basket base and coiled the clay after the manner of the basket weaver and when they were done and sat drying in the sun, the first artist, noticing that they were plainer than those with the basket impressions, in playful mind, seized a stick and, imitating the old basket dents, incised the first design, and was pleased with it.

Thus is all art the result of the skilled worker playing with his material in the work of producing something useful.

It would be interesting in a similar way to have the development of our ordinary household furnishings, our tables and chairs, our stoves and utensils, from these meagre beginnings, and we would find in all true labor that mysterious impulse and satisfaction about it of Art, the desire of the worker to make and have what is beautiful.

If the cave man found this quality a necessity to his work and life and happiness, how much more is it necessary to us, the bulk of whom are tending machines, toiling over books, striving for that abstract thing called money, but finding no great joy in labor?

The worker of yesterday had his shop in his home and through his craft he made not only his home but his tools beautiful and his shop, also, showed evidences of his art. In those days, vocation and avocation were one, and the anvils of the blacksmiths, the planes of the carpenters, were as wonderfully decorated as their cathedral—the commonest utensil in the kitchen and all the furnishings of the home were wrought with wondrous care. Then, the home was the center of the world—but today it is different.

The joy in the labor now is almost a negative quantity. Today, the joy in the home does not make up the deficiency, and these greatest realities of life are lost sight of in the forced, pseudo—pleasure of vaudeville and the picture show. As a result, men are living on the mere surface of existence.

Thus we are not living up to the best that is in us, if we are satisfied with things that are merely useful. It is fundamentally necessary that we know how to work and produce results; it is vitally more important that we know how to live—and this is the great criticism of manual training today, that we do not teach enough of that.

How much the beauty of the home means in the life of the modern man, and how much more does it mean to his children, for, after all, we are, in a way, but the product of our surroundings!

Does it not, therefore, behoove the wood-worker, the draughtsman, the foundry man, and the rest of the manual faculty to see that their pupils are inculcated with the ideas of taste connected with his special line of work and its relation to the home, as well as with its technicalities and workmanship?

The ability to choose good furniture is of greater value than the making of a piece—the average boy stands a much greater chance of having to help choose a houseful of it than he ever does of making a suite. And, to the average person, there is far greater need of the appreciation of different lines of work than the acquisition of concentration, accuracy, and the use of tools and material in them.

In other words, besides turning, woodworking, mechanical drawing, moulding, and forging, there are certain elements implied which are of more actual worth to the pupil than the work accomplished. The best mechanic, unless he is able to apply these greater principles to his life, as well as his work, is but little better off for his mechanical knowledge. The mechanical draughtsman, unless he is able to have an orderly home as well as a properly arranged drawing, profits naught for his good eye. What is the gain if the furniture designer or the cabinet maker do not know how to choose or properly arrange good furniture for their homes?

The home, then, should be taken into consideration, and the principles taught in the shop should bear some cultural relation to it.

The question then, naturally, arises—how shall this be done? Boys have no originality, and we are already pressed for time and our work is as good as any produced!

Let us see what is being done.

One of the most general methods of
furnishing projects for manual training, and the easiest way, is to supply blue prints from which the pupil works. This is the best way, in that it will produce results. It is used in the factories and by contractors everywhere because it is efficient, and allows the designer to do the thinking and another to do the work. It is not best, however, for the teacher to do all the thinking about a design while the boy merely copies it in his mechanical draughting class and works it out in the wood shop.

The second method—and in some ways it is much better, and at the same time worse, than the first—consists of giving the boys a piece of paper and the amount of wood to be used, setting them to work designing, say a table or a foot stool, “something original,” “we don’t believe in copying”—hence the wonderful crops of originality in some of the exhibitions with top-heavy chairs, overfed proportions in bookcases and an amazing profusion of flourishing, characterless, curves in turning. There is much originality, it is true, but, without proper foundation and the result of mere chance, and the teacher, in despair, resorts to that useful and clumsy but easily drawn up and made “Mission Style”—the result of work merely, but of little thought or analysis on the part of the pupil.

The other method, between the two, the one which develops not only the power to do but the power to think, as well, the one involving analytic, as well as synthetic, understanding is not new as in fact, it is the very method used by the great craftsmen of the middle ages—it is the method by which every artist or craftsman creates. This method consists of five steps:

1. Understanding the requirements for fulfilling some necessity.
2. Seeking for and sketching similar objects, analyzing their structure and beauty for the principles.
3. The making of a sketch involving the principles but through synthesis developing some original ideas.
4. The making of the working drawing.
5. The rendition and fulfillment of the idea in the shop.

This method, involving all the good points of the other two, teaches principle, as well as work—it gives ample scope for originality tempered by a good example, and, at the same time, offers the refuge of the copy method to those lacking originality; and, in addition to the study of the various designs and their analysis, opens the desire for research in period furnishing, design, and kindred subjects, and the whole process of manual training is brought into relationship in the mind of the student. Such a method will also involve models and illustrative material, as well as certain knowledge of fundamentals of design by the teachers themselves.

The three great fundamentals to be considered in all manual work and in all work of any kind are those of UTILITY, SIMPLICITY, and BEAUTY.

These are the unvarying standards by which everything must be judged. We are living in an age of efficiency—everything we make or have is demanded to be necessary and useful. It takes much more thought and finer work to make a thing simple—we have no time to fuss with complicated things today. Neither do we believe in beauty of common things, unless this quality grows out of their utility and simplicity.

Contrary to the ideas of many, beauty of design is not a matter of taste nor of chance. It is a matter of brains, not cleverness—of knowledge and deep discrimination, not mere facility. The fundamentals of Art and Design are not founded upon guess-work, neither personal opinion. The principles behind the harmony of proportion, line, or color, are as logical as the laws of astronomy and as universal.

The beauty of proportion in design is expressed in line and the beauty of line is very nearly a study of mathematics—the finer the sense of the designer, the more subtile and, therefore, beautiful will be his work. Thus, proportions of $2:3$ and $3:5$, etc., are better than those more nearly equal. Mathematics expresses this as the mean ratio, where the parts are to each other as they are to the whole. Thus, squares or balanced curves are not as beautiful to the subtile eye as are more finely proportioned ratios.
The same idea applies to color as to music, and on the spectrum, as on the scale, harmony is a concord of RELATED notes—the finer the discernment for this relationship, the finer is the resulting harmony.

When our pupils understand this relationship between art and work and between these things and Life itself, we will no longer have boys who do not like drawing, and would-be artists who care little for mechanical perspective, and householders who live in yellow houses papered with red and green, for in the world neither art nor work produces anything good without the help of the other.

This proper use of drawing and design in manual training will not only make school work but the pupil's life itself more comprehensive. Thus, our work will bear out the fact that the training of the Eye, the Hand, and the Brain are the basic factors of good living—without the hand to do, we cannot attain the beautiful things of Life; without the appreciative eye, we would not know them; lacking the thinking mind, man's existence has no object. But, in the three together, are LIFE and true happiness.

H. M. KURTZWORTH,
Department of Drawing and Design,
Hackley Manual Training School,
Muskegon, Michigan.

Educational Value of Manual Training

What rather abstract condition of mental development termed culture, so long a sort of fetich, supposedly satisfied only by a liberal education, has in reality little of practical or concrete value to society unless there are channels provided for it to flow out of and so affect human life. The more varied and numerous these channels, the more intensive do the results of culture on society become. The end of any system of education is to enable men to express themselves and to impress their ideas upon things—and real progress can find expression only in things—in the work of men's hands. Ideas are mere vain speculations until they are embodied in things. The end of a liberal education is to attain culture; to have culture one must possess wisdom; to be wise, is to "have the power of discerning and judging correctly, or of discriminating between what is true and what is false; between what is proper and what is improper." The hand is used as the synonym of wisdom because it is only in the concrete that the false is sure of detection, and it is through the hand alone that ideas are realized in things.

The object of education is "the generation of power." But power in the potential sense is of no value. Steam without the engine to operate and produce results, is like the idea without the manifestation of it. For years the schools have taught science, literature, language, history, mathematics, and other subjects to the utter exclusion of the manual and fine arts, notwithstanding the very obvious fact, that it is through the arts alone that learning finally touches human life. In a word, the schools have stopped at the exact point where they should begin to apply the principles and theories they have imparted. Why store the mind with facts—historical, philosophical, or scientific—which are useless until applied to things? If they are to be applied to things, why not teach the art of applying them? To my mind, that system of education which does not do this is one sided and impractical. If as Rousseau says, "Education is certainly nothing but a habit," it is almost self evident that the habit of expressing ideas in things should be formed and taught in the schools. At the point where the ordinary school ends its work, manual training begins to apply its principles, not only with books, but tools are put into the hand of the student with the end in view to compel a close union between the three great powers of man,—observation, reflection, and action.

The term, manual training, is used here to include not only working in wood and metal, but also all forms of industrial activity which depend for their motivation upon the constructive im-
pulse, or upon that in connection with the art impulse. Too often, manual training is conceived in terms of its value in the promotion of manual dexterity or motor skill alone, but such a view, if it goes no further, absolutely fails to understand the chief significance of manual training as an educational factor. There has been, too, a popular idea that it was designed to actually train the motor activity of the hands to the end that a trade or craft might be learned, but its most earnest and enthusiastic supporters have never claimed that. Rather, its intent is to act as a reflex agent, coordinating the movements of the hands with the thought processes, and developing through the systematic and uniform progress of motor activity similar coordination of the mental processes. Comenius evidently had manual training in mind when he said, "Let things that have to be done, be learned by doing them." Pestalozzi had it in mind when he said, "Education is the generation of power." One of the great functions of manual training is to throw light on the subject matter of other branches of study. It is really a sort of general culture which acts beneficially upon every other branch. It gives vigor and directness to every mental operation. The lessons learned by tools, such as accuracy, adaptation, and persistence, are the best possible preparation for other studies. In the process of doing those things, there arises the sense of need for further knowledge, and in satisfying that need, a larger view of things in their relations is secured; the fundamental elements of knowledge, discipline, and culture are acquired, and one gets a truer and saner appreciation of the real value of life. Is it not just as much a part of culture to understand the life and activity going on around us as to understand the life of the Greeks and Romans? Each has its value, but the latter without the former is certainly incomplete.

The difference in effects upon the mental and moral nature, between purely mental training and mental and manual training combined, is susceptible to logical explanation. It is only in things that the truth stands clearly revealed, and only in things that the false is sure of detection and exposure. Hence purely mental training stops short of the true objective of education. A system of education consisting exclusively of mental exercise promotes selfishness because its effects flow inward; they relate to self. All the mental acquirements relate to self, and so remain unless transmuted into things through the agency of the hand. Of what value is the power of the trained orator who appeals to the people to strike for their rights, if they rend the air with shouts and then subside into silence? His thoughts may be carnage, his words of flames, but they are as dead as if never conceived and uttered because no hand was raised to embody them in deeds. Exclusively mental training does not produce a symmetrical character because at best, it merely teaches one how to think, and the complement of thinking is acting. Before thoughts can have any influence whatever, upon the world of mind and matter, other than the mind that originated them, they must be expressed. They may be expressed feebly through the voice, in words; more durably, with the pen on paper; more forcibly still in drawing;—art, pictures of things; and with the superlative degree of force in real things. We have too long considered too much the symbols of knowledge, instead of the sources of knowledge, objects, facts,—and processes of nature in time and space.

A purely mental acquirement is a theorem—something to be proved. As to whether the theorem is susceptible of proof is always a question until the doubt is solved by the act of doing. Hence Comenius's definition of education,—"Let those things that have to be done be learned by doing them,"—is philosophical. The mind and hand are allies. The mind speculates; the hand tests the truth of the speculations. It is constantly searching for the truth, and is constantly finding it. It gives expression to the wit, the genius, the will, the power of the mind. Of what lasting value to man, was the age of Scholasticism, save that it served to keep alive the faint spark of learning. Manual training, on the other hand, promotes objective results. Its results flow outward; they relate not to self but to the race. The skilled hand confers benefits to man,
and each benefit so conferred exerts its natural reflex moral influence on the mind of the benefactor. If things that have to be done are learned by doing them, there will be in the course of the process, a wholesome exercise of both body and mind, and their exercise will result in the power to think well and to do well; and the process being continued, the result cannot fail to be the harmonious growth of the whole being, or in other words, it will result in the growth and development of character and culture.

ARTHUR BOWEN—M. T. 13.

EGYPT

It is possible that the readers of the Record may be interested in seeing a bit of Egypt with us, and so while the sights of the East are yet fresh upon our Western eyes, we will our tale unfold. Our entrance to the land of the Pharaoh's was through the city of Alexandria at which port we debarked on February 6, the twentieth day after leaving New York. All the remaining passengers were by this time quite ready to say goodbye to Neptune, for the novelty of the sea voyage had long since worn off, and further sailing would have proved irksome.

Alexandria is a city of 400,000 inhabitants and is of much commercial importance, being a port of call for many steamship lines and a great coaling place. It is not however possessed of many monuments of historical importance and so tourists do not usually linger long. Most of our party departed at once for Cairo, but we decided to remain until an afternoon train. We had made a very pleasant acquaintance on board, Dr. McClanahan, president of Assint College, upper Egypt, and by him were introduced to Professor Bell who is in charge of the book stores of the American Mission with headquarters at Alexandria. Thanks to his good offices we were soon through the customs and our baggage, which we wished to store here, was all taken care of. Mr. Bell could not have been more kind to us had we had some claim upon him and we certainly were much indebted to him for what he did for us.

At 3 p.m. we started by train for Cairo, making the 120 mile run in three hours with but three stops enroute. The cars are small and light and of the corridor type. A passageway runs down one side of the car and the seats are in pairs facing each other on the opposite side of the car. The windows all open readily and through these the hand baggage is passed by the porters who get a small piaster (2½ cents) for each parcel. They have keen eyes and never overlook anything that can be carried. It is a disgrace here for one to be caught at large carrying a parcel of more than microscopic size and one saves time and patience by following the custom of the place. The luggage stowed away in racks above the seats, and the time of departure at hand, the engine after a diminutive toot suited to its size, got under way and with gathering speed soon ran swiftly out into the open country. The train consists of first, second and third class coaches which are of light and flimsy construction. The whole
train, engine included, would not weigh more than three of our heavier Pullmans at home. The second class fare is double the third and the first double the second class. The second class fare is about equal to our two cent fare in the States, but the accommodations are not to be mentioned in the same breath. Everyone who wants to, smokes, and soon the inevitable cigarette is aglow all over the train. As, however, the weather is warm and the windows for the most part open, the nuisance is not so bad as it would appear at first view.

The country through which we are running is as flat as the proverbial pancake as far as the eye can reach, of a rich dark color and all under cultivation. This is the western edge of the famous Nile delta and renowned as one of old Mother Earth’s richest granaries. Just at present the fields are comparatively bare, but everywhere there is evidence of preparation for future crops. The most westerly branch of the Nile reaches the sea at Alexandria and furnishes the water for the irrigation of this portion of the delta. Our train runs often along a canal and not infrequently between two. Occasionally one large enough to accommodate sailing vessels is seen, but we are too far away to see aught but the masts of these peculiar boats.

The panorama that unfolds itself from the car window is in truth a strange one to the western eye. The scene is animated and full of color. Little towns of flat roofed adobe houses flash by and in the fleeting glance one catches he notes the evident absence of all that to him counts comfort and sanitation. Piled high on most of these one storied houses he sees the family’s supply of fuel in the shape of corn and cotton stalks and occasionally the form of a householder gathering an armful for the evening meal. The fields are full of animal life—human and brute. Men in flowing robes, with turbans or fezzes upon their heads and shawls about their throats and bare as to foot, stride solemnly along, or perched upon ridiculous donkeys canter slowly on their way. Veiled women in black robes and bare of foot or in heelless slippers pursue the even tenor of their ways. At a short distance sex is not to be determined by the garb. Little children in a costume more or less sufficient are seen everywhere. Strung about upon the ground in postures that make one ache to gaze upon are many sleepers. In the fields the husbandmen are busy plowing, using the ancient forked stick drawn by water buffalo or camels or donkeys or a combination of all three. The long handle is fastened by a yoke to the necks of the patient buffalo and no harness is employed as with us. The soil however is soft and easily upturned so the process is not very laborious. Every once in a while you will see an animated bundle of corn stalks or green fodder trotting along the road without any apparent source of locomotion. A more careful scrutiny however discloses the twinkling feet of a little donkey these being the only parts of his anatomy in evidence. Once a nearly obliterated camel was unravelled from a huge load that almost eclipsed him.

In this country the donkey is omnipresent. Upon him is laid the burden of the dark skinned Egyptian, and patiently does he bear his load. On his padded back the load is piled mountain high, and often he seems to carry the whole family. To see a beturbanned and becloaked Arab, with a cigarette in his mouth and his legs curled up in unexpected loops to keep his feet from dragging on the ground, seated far back on the hind quarters of a donkey and riding along in the greatest dignity, is surely enough to tickle the risibilities of a newcomer in the land. Whatever may be the good points of the camel, he certainly has nothing to brag of in the line of pulchritude. For fine and unadulterated ugliness he is entitled to a seat in the hall of fame alongside of those other exponents of animal beauty—the rhinoceros and the hippopotamus. His temper, too, is on a par with his looks, while the song that he sings when his owner kicks him in the ribs and bids him arise is enough to make a self respecting hyena or coyote hang his head in shame. They say here that after the Lord had made all the other animals he threw all the scraps that were left together and out came a camel. He is indeed a mournful looking beast and from his splay feet to his homely humps is as
ugly as sin. However he is useful and in the desert, indispensable. One would think that his looks would drive him to drink, but ability to do without drinking is one of his strongest qualifications.

We rolled into Cairo in the gloaming of a perfect evening and were met by a Mr. Aboosh, an acquaintance of my sister and to whom she had written regarding us. In his wake we passed unscathed through the clamour of porters and hotel runners and were soon at our hotel and eating an unfamiliar and in its reiteration, soon tiresome. Egyptian meal. A deep and satisfactory slumber soon claimed us from which we awoke the next morning refreshed and ready for the sights we were to see.

Cairo is a large city of 800,000 inhabitants and is a queer mixture of the old and the new. It is growing fast and the new part is full of magnificent houses. Time until recently has left but few marks upon this ancient city, but the years to come will see great changes. Now the elegant villa and the run-down-at-the-heel hovel fraternize amicably, but it will not be long before the new will have displaced the old in all the better residence portions. The new buildings are extremely fine and a brand new suburb just building, New Heliopolis, is really palatial. The old part, however, of the city is as it always was and there you see miles upon miles of walled in cemeteries and mean adobe dwellings and dirt and filth enough to satisfy the most unsanitary being that ever lived. There are some fine parks, really elegant hotels, and mosque piled on mosque until the sky line seems full of minarets. There is no excuse for a follower of the prophet to neglect his religious duties, for a step or two will bring him into the sacred precincts of a mosque. The people, too,—that is the men,—for the women do not do any praying here, seem to live up to the letter of their religion for you will see them shedding their shoes and trudging into the mosques or facing the east before the whole wide world and prostrating themselves, bowing toward Mecca.

It would be impossible to give any adequate account of what we saw. We visited mosques, old and new. Of those we saw that of Mohamet Ali—founder of the present Khedival family—was the most magnificent. It is said to have no rival save that of Sophia in Constantinople. The Tombs of the Caliphs and Mameluks were very fine and the rugs and prayer carpets deposited here grand enough to make the heart of every woman in Christendom envious. The stone work—alabaster largely—and the gilding in these buildings and tombs are remarkably fine. The Museum of Antiquities is a treasure house full of sarcophagi, relics and mummies. It is a queer feeling that steals over one as he looks down upon the shrouded face of some by-gone Pharaoh. As examples of the art of preservation the remains are remarkable, but whatever beauty these ancient rulers possessed has been sadly lost in the passing of the years. I do not think that I would care to have my face on view after the lapse of centuries and I am very sure the ladies of our modern days with all their demands will never ask for this privilege. The gold and silver ornaments were exceedingly beautiful and showed that there were most excellent artificers of the precious stones and metals in those distant days. We were taken to the Island of Rhoda and shown the spot where Pharaoh's daughter discovered Moses in his bulrush bark. They do say, though, that a good guide will locate this interesting place almost anywhere his or your fancy may direct. The Arab Museum has a large number of fine specimens of lamps taken from the mosques, for be it known that now the faithful pray by means of electric light and the lamps are obsolete. Here also are some fine reading desks for holding the Koran. The Zoological gardens are among the finest to be seen anywhere. They are beautifully laid out and here the fashion of Cairo come for afternoon tea on Sunday.

After all, the street scenes are the most interesting, though the Pyramids and the Sphinx fully justify all their advance notices. The streets are alive with people day and night. They seem to live in the streets eating and sleeping as the spirit directs them. Horses and carriages, donkeys, camels and automobiles form a parade as interesting as it is strange. The streets seem like the rainbow as the variegated costumes flash
by. The women are much more sober in appearance than the men. Their faces are not completely veiled and over the nose they wear a round piece of wood, two inches long and having three gilt metal bands about it. The men have beautiful silk robes, white, black or striped, and very fine scarfs for their necks. In the bazaars the streets are crowded and the shops small. There are practically no sidewalks and people dispute with donkeys, camels and carriages for the right of way along the narrow streets. Everywhere you look there is something new. The most intimate acts of the life of the people are performed openly everywhere and in such a matter of fact manner as to leave us, until used to it, popped eyed and gasping.

Well, my story is running away with me, so I will stop. Any who get this far will doubtless be wishing that the Red Sea had swallowed Egypt along with Pharaoh's host long years ago. Just a parting word to make you all happy—it is warm and bright, the birds are singing and the flowers blooming in Egypt and in Syria now.

WILLIAM McCracken.

ART

From "Athena in the Heart" in "The Queen of the Air."

RUSKIN'S "The Queen of the Air," is divided into three parts, "Athena in the Heavens," "Athena in the Earth," and "Athena in the Heart." It was in this last part that I became deeply interested in the manner in which the author treated the subject of "Art," giving me an entirely new conception of that broad term.

Undoubtedly the majority of us freely use the word art, meaning the great paintings, the great works of architecture, and the beautiful statues, without once thinking that there can be such a thing as mean or low art, but Ruskin changes our viewpoint when he says that great art is the expression of the mind of a great man, and mean art, that of the want of mind of a weak man.

We may stand before the picture of a Raphael, Rembrandt, or Michael Angelo, picking out, and criticizing its merits and faults, without giving one thought to the artist, that the virtue in the picture was the virtue in the painter's soul, that the vice was a vice in his being. Every line, every curve in the face on the canvas is in some way an index to the character of the painter. If he is a good, pure man, thinking honest thoughts, doing honest deeds, his work will show it, for it is a part of himself, and he can't help it. If he is a man of low morals, his mind filled with unclean thoughts, they will portray themselves in his work no matter what it be.

Ruskin says if stone work is well put together, it means that a thoughtful man planned it, and a careful man cut it, and an honest man cemented it. If it has too much ornament, it means that its carver was too greedy of pleasure; if too little, that he was rude, insensitive or stupid.

I wondered when I read that, if Ruskin did not mean much more than he said. In one way life may be called an art, and each human being an expression of art. The picture comes to my mind of two little children, the one clean, well clothed, courteous, a happy smile upon his face; the other dirty, poorly dressed, impolite, and with every line of the face speaking of sullen, unhappy thoughts. Surely in each child we see the expression of the mind of the mother, the first thoughtful of the life she was molding, instilling happy thoughts into the mind of her child by its cleanliness and decent clothing, while the other mother is molding a life for viciousness, low ideals and discontent. Each child is a picture, the one of great art, the other of low or mean art.

The application is just as true in student life. The teacher has no need to ask, "Do you like such and such a subject?" Work thoughtfully planned, well carried out is an answer in itself, and no matter what the like or dislike, it is bound to show itself.

When Ruskin speaks of the founda-
tion of art in moral character he lays stress on the difference between art gift and the amiability of disposition. A good man is not necessarily a painter, nor does an eye for color imply an honest mind, but great art does imply the union of both powers; it is the expression, by an art-gift, of a pure soul. If the gift is not there, we can have no art at all, and if the right soul is not there the work is bad, no matter how skillfully done.

He goes on to speak of the art-gift as the result of the moral character of generations. A bad woman may have a sweet voice, but that sweetness of voice comes of the past morality of her race. Every art, every impulse, of virtue and vice, affects in any person, face, voice, nervous power, and vigor and harmony of invention, at once.

I have often wondered why Turner's pictures were so devoid of color, and never knew the reason until I read this book of Ruskin's. I can now clearly see that Turner's pictures are true expressions of his mind, showing love for England and keen enjoyment in its gray mists, lowering clouds, mountains and woodlands. How much of the pathetic fallacy would there have been if he had given us the bright blue skies, the clear atmosphere and the joys of a sunny Italy?

My impressions from Ruskin's work on Art are such that I shall hereafter look at pictures with a deeper interest, and a better understanding than I ever have before. If I know nothing of the artist, I shall feel that the picture gives me some history, and that to some extent I hold the key which is an index to his character.

EVA VAUGHN, '13.

CARLYLE AND GOETHE

URING Carlyle's youth, the master poet of the world was the German Goethe. Carlyle had, of course, heard of his fame, but had read none of his works, for English translations were few and Carlyle could not read German. But with the help of a German grammar and reader, he learned the language, then studied the literature and customs of the people, and soon was recognized as one of the foremost German scholars of England.

Carlyle's first literary efforts were a "Life of Schiller," and a translation of "Wilhelm Meister." At this time he severely criticized both Schiller and Goethe, especially for their views on art. Miss Welsh, whose opinions were ever important to Carlyle, did not like "Wilhelm Meister," and plainly said so. Carlyle reproved her, but at last gave in and said, "Do what you like, seriously, you are right about the book. It is worth next to nothing as a novel." Nevertheless, the translation of "Wilhelm Meister" was a work of love; it represented Carlyle's best efforts, and he sent a copy to the author himself. Thus sprang up a correspondence between the youthful Carlyle and Germany's great poet; one twenty-nine, the other seventy-five. A correspondence that exerted a great influence upon the lives of both.

The great aim of Goethe's life was to foster a "world literature." He tried to discover what was good in every literature, whether German, French, Chinese, or Sanskrit. He taught that the true poet "belongs to the world at large, to every age, past, present and future." Of all literature, he was most interested in that of England, the land of Shakespeare; and he sought to arouse in the German people an appreciation of the great dramatist. In Carlyle, he recognized wonderful literary powers and he resolved that here was the man who should carry the idea of a "world literature to the English people. But it was not until after the publication of the "Life of Schiller" that Goethe really decided as to the merits of the man, when he speaks of him as a "moral power of great importance. There is much future in him and it is quite impossible to see all that he may do and produce." In his next letter he broached the subject so dear to him and said: "It is obvious that for a long time the efforts of the best poets and aesthetic writers throughout the world have been directed toward what is universal and common to all mankind. In every
kind of work we shall see the universal more and more showing and shining through what is merely national and individual. Genuine excellence is distinguished by this mark, that it belongs to all mankind." Carlyle had grown more and more to love Goethe, as the correspondence continued—"his thoughts come like revelations"—and he accepted the suggestions of the poet. Thereafter they had one object in common. Carlyle to teach an appreciation for German literature; Goethe for English.

In these two men, who believed in creating noble aims, using lofty effort, thinking of the higher things of life, there are many points of difference. Max Muller has described Goethe as a man "neither liberal nor servile, neither infidel nor devotee, but the best excellence of all of them joined in pure union, a clear and universal man." He knew not jealousy nor scorn and had never felt the sting of poverty. Calm and serene, dyspepsia, neither physical nor mental, could have disturbed him. At his work he was the same calm Goethe. Carlyle says, "My work needs all to be done with my nerves in a kind of blaze, such a state of soul, of body as would kill me if not intermitted." Both loved truth, but Carlyle could not write poetry or fiction. He relied on the original truth. Great as he was in the creation of historical characters, making them appear more real than a drama, he could not employ abstract characters nor create new ones. But Goethe could not have written a "Sartor Resartus."

Goethe was a lover of drama. Familiar with every part of a dramatization, from writing the play to being a stage-master, he realized its great influence on human life. Carlyle could see only the bare truth of a drama. He once exclaimed, "What Kunst has Shakespeare?" It has been said of him that "he could always see the actor in the king, but never the king in the actor." He even criticized Goethe for writing the second part of "Faust," but at last summed up the real purpose in these lines:

"But God made the world; and only leads Beelzebub, as some ugly, muzzled beast is led, a longer or shorter temporary dance in the divine world, and always draws him home again and peels the un-

just gains off him, and ducks him in a certain hot lake, with sure intent to lodge him there to all eternity at last."

But in one thing, at least, they were brothers. Both felt the wonder and mystery of the world. In one of his last letters, Goethe spoke of the approaching end of life and his wish that Carlyle continue his efforts for a world literature. He speaks of the uncertainty that lies before him, to which Carlyle replies, "'God is Great,' say the Orientals, to which we add only, "God is Good," as the beginning and end of our philosophy. The blessedness of Life is not in Living but in Working well."

The letters of Goethe and Carlyle are especially interesting in the personal touches, the real life that is shown. Carlyle had written of his Jean and for a marriage gift received Goethe's works in five volumes. After this, few letters came from Germany unaccompanied by a gift to the "dear Pair," either manuscripts, music, a necklace for Jane, or perhaps a piece of fine needlework from Madame Goethe. Jane sent them pretty gifts of her own work and often added a note to her husband's letters. Carlyle wrote Goethe of his intended works, sent his outlines, and finally his manuscripts. These men, who were "near neighbors" in thought never saw each other's faces. Goethe often asked for a portrait of Carlyle and we find this sentence in one of the latter's letters: "We drove down and set the artist to work; who unhappily produced by way of portrait for me, a piece of beautiful pencilling which had no feature of mine about it. It cannot be sent to Weimar." Jane, however, sent such an accurate word picture of their Craigenputtock home that Goethe, from it, drew a picture for his German translation of "Sartor."

Carlyle, during this apprenticeship of his career, gained much through Goethe's books and letters. He wrote that "from my first reading of "Faust," I longed to pour out before you, as before a father, the woes and wonderings of a heart whose mysteries you seemed so thoroughly to comprehend and could so beautifully represent. "The German poet was his only acknowledged peer. Even Irving was felt to be of an inferior mind; but he writes Goethe: "Many saints have
been expunged from my literary calendar since I first knew you; but your name still stands there, in characters more bright than ever."

During the later years of his life, Carlyle wrote of Goethe: "My relations with all that pertains to him grows greater and ever truer the more I attain to clearness in myself. With him and his work, it appears that my labors in the field of German literature may be brought to an end, or at any rate to a pause. And as to my own England, my mission, in so far as it can be called my mission, may be regarded as fulfilled." He had awakened England to a realization of the greatness of German literature; but he had also given her a better, richer literature for her own.

THEDA SHAW, '13.

THE HERMIT

FEW years ago when my friend, Carl Henderson, and I were spending our vacation in a little town near the heart of Oregon, we went, for a few days, on a trip into the mountains. In the late afternoon of the first day, as we were looking about for a place to cook some fish that we had caught for supper, Carl saw a little cabin some distance up the mountain side. Thinking it might be a better place to spend the night than in the open, we climbed toward it. As we went nearer, we noticed that everything about the place, although old, was in good condition. Carl was walking ahead of me and when I came up to the cabin, he was standing in the doorway.

"I wonder what the meaning of all this is," he said. "It looks as though someone lived here, doesn't it?"

"Yes," I said, "and I don't think I will meddle with anything until I find out more definitely."

The day being especially warm, we went around to the south side of the cabin where we found an improvised settee. We sat down and began discussing our discovery but our conversation soon drifted to the beautiful scenery. Nor could one help mentioning such grandeur as these mountains presented. For about three rods ahead of us the slope of the mountain was very gradual. Then it took a sudden drop of perhaps thirty feet leaving almost a precipice. From the bottom of this it was a more gentle slope to the valley below where another range sloped down to meet it. The wooded sides of the other range, fast fading in the purple haze, could be seen from where we sat.

So entertained were we in the scenery that we did not see the old and stooped figure coming in our direction until he was within twenty feet. The snapping of a twig caused us to look about and there, walking toward us, was a man, his face nearly hidden by this pure white hair and beard. We arose and saluted him as he approached but he said nothing until he was up to us.

"Well, what can I do for you?"

"We would like to quarter with you for the night if you care to take us in," I answered.

"I'm sorry," he said, shaking his head, "I have but one cot in the shanty, but if you want to sleep on the floor, all right." Then seeing the fish we carried, "Let me take those and I will get them ready for supper."

We gave him the fish and he went into the cabin where he started a fire (Indian fashion) and soon had the fish frying. When the meal was finished we all went outside again. The old man rested himself on the settee while Carl and I sat on the grass before him. Then we asked him the reason for living alone the way he did. He picked up a stick and whittled for several minutes with an old knife.

"Well, boys," he finally said, "when I came up here, my intention was to tell no one the reason. I have changed my mind within the last few years, but have had no chance to tell it until now. The last time I spoke to a white man was five years ago. If you care to listen, I will tell you. It may help you to see things in a different light."

Then as we sat before him in the pale moonlight, he unreeled before us a pan-
orama of his life, pausing now and then as if to let us get the full meaning of his words and toward the end stopping occasionally to catch his breath.

"When I was a boy," he began, "I had everything that a boy could desire. My father was a retired broker and of course I went to college where I received a better education than most men. After completing my course, I became a member of the bar. As I had studied hard while at college, and was not practicing for the sake of the money I could earn, I soon became known among the common class as a great lawyer.

"After I had been at this for about seven years, I got to drinking more than was good for me. I fought against it but it seemed only to increase the longing for the ruinous liquor. When the people in my locality learned of my habits, I received fewer cases than before. I felt the shame of it keenly and put forth greater effort to rid myself of the plague, but it was useless. Finally, as a last hope, I came out west. Here, I thought, I could work on a ranch and there being no liquor obtainable for miles around, I would be safe."

"Everything went well until pay day when through the coaxing of the other ranch hands, I went with them to the town where we spent our whole month's earnings in one night. The next day, when the effects of the carouse had worked off, I was so thoroughly disgusted with myself that I vowed I would get away from the sin if I had to leave civilization. This is the result. I have conquered at last and, I trust, made up for some of that which I lost in my earlier life."

Here he stopped, his breath was coming fast. He let his head fall to his hands. He remained in this position for some time as though fighting against the faults of yesterday. When he at last raised his head, his face was calm. Carl and I helped him into the cabin where he changed his clothes and lay down upon the cot. He raised his head slightly and mentioned to us to come beside him.

"Boys," he said, "It will not be long now before I leave you. I would like to give you some advice while I have the chance. Experience has taught me that it is far better to leave drink alone in the start even though one's intentions are to be moderate. Such were mine fifty years ago but resolutions count but little sometimes when you have been tempted. Let my life be as a warning to you, boys. I am glad to give it up."

His head fell back upon the old coat which served as a pillow. He moved his lips, then uttered a sigh as though relieved of some unpleasant thought and his eyes closed upon this world.

OSCAR RABBERS, H. S. 16.

**Condensed Contributions**

**WORLD'S CHRISTIAN STUDENT CONFERENCE.**

Someone has said, "You know there are some things that are too small to be seen and some things too big to be seen, until people have time to adjust their mental focus. Then they make a discovery."

It has taken some years for students to see the value of a small local Christian Association. Now we are just beginning to discover the bigness and significance of their union with the World's Student Christian Federation. The next conference of the Federation will be held at Lake Mohonk, N. Y., June 2 to 8, 1913, calling together influential professors and students from forty or more nations. You ask, what is the Federation, what is the meaning of the conference, and what brings the students to America.

The federation was organized in 1895, when the student representatives from the National Christian Student Movements of Great Britain, Germany, Scandinavia and North America met in conference at Vadstena, Sweden. The Christian students of these countries had begun to be interested in one another. There was a growing sense of kinship and a conviction that if the world was to be brought to know Jesus Christ, the students of the world must carry the message.
Since the first conference many other countries have caught the spirit of this world union and there are now twelve national student movements affiliated with the Federation.

The objects of the Federation are these: To unite student Christian movements throughout the world and promote relation among them; to collect information regarding the religious conditions of the students of all lands; to deepen the spiritual life of students and to enlist students in the work of extending the kingdom of Christ throughout the whole world.

These purposes are carried out in all sorts of ways. International visits have been made by many distinguished Christian leaders. For example addresses by Baron Nicolay of Russia before students of Japan; lectures on Christian fundamentals given by Professor Allier of the Department of Philosophy in the Sorbonne of Paris to French speaking students in Turkey and Roumania. Also the visits of Miss Michi Kawai, National Y. W. C. A. secretary of Japan, to the university students of Germany, Switzerland and North America. Miss Kawai was a student in one of our Eastern colleges. We recall that name with keen interest.

The Federation also provides for the interchange of literature and textbooks on Bible Study and Christian apologetics and conducts research work on the religious conditions and problems of students.

The most important method of promoting international friendship, however, is through the World's Student Conferences. There have been ten of these. Some of them have been held in countries where the Christian student body is strong. In recent years, two of the regular conferences have been held in very important centers where the mass of students is non-Christian.

The first of these met in Tokyo, Japan, in 1907. Here the Federation proved to be a powerful apologetic for the cause of Christ. It was the first World’s Conference of any kind held in the Orient and thousands of keen-minded students then gained convincing proof that Jesus of Nazareth commanded the intellectual strength and loyalty of the nations. Many Christians who had been meeting subtle persecution because of their faith felt the strength of the Christian world behind them and were shown a new respect by their former enemies.

The last of the conferences was held at Constantinople, Turkey, in 1911. Here for the first time the Christian students from the Greek church of the near east were present. Many addresses were heard by Mohammedan students also.

This year, the students of North America are to receive the Christian students from all lands. Previous to the conference, there will be a reception when the foreign delegates will be welcomed by representatives of church, government, universities and student movements.

Most of the conference time will be spent in discussion of religious questions affecting student life in all nations.

After the conference, delegations of foreign students will visit the Y. M. C. A. and Y. W. C. A. summer conferences as speakers and visitors. Delegations will also visit educational institutions in all parts of the United States. In this way hundreds of students will be able to become acquainted with these leaders.

The meeting at Lake Mohonk will not only make possible the world outlook for North American students, but will bring under the influence of the Federation for the first time delegates from Latin America, from the Negro and North American Indian races.

CATHERINE KOCH.

FESTIVAL REFERENCES


Mr. Chubb makes a plea for more recognition of the “educative value of joy,” for the education of heart, imagination and creative and dramatic nature of the child by “doing.” It is the best of all festival books to own as its theory is sound and inspirational and it combines more of the practical with the ideal than any other book. Its bibliography is most complete. The following outline of its parts will give an idea of the scope of its material.
Part I—The Festival in Its Educational, Cultural and Recreational Aspects.
Part II—Music in the Festival.
Part III—Art in the Festival.
Part IV—Costuming in the Festival.
Part V—Dancing in the Festival.
Part VI—First Steps in the Development of Festival and Dramatic Activities.
Appendices—Specimen Programs, Bibliographies, etc.

"Folk Festival"—Mary Master Needham, Huelsch, New York.
A delightfully written book intended, as the author states it, for the "pioneer" in festival work. It is evidently written for the purpose of arousing interest and enthusiasm in festivals and it surely fulfills its purpose. It will be of double interest to those who have been in Mrs. Needham's classes or who are interested in the Western Normal for much of the work described was done in this school.

Will convert the most skeptical to the value of festival and pageant and give hints as to making class work in any department very interesting. It contains descriptions and dialogue of many pageants, already produced and is very explicit in its directions for preparing a pageant.

"The Dramatic Festival"—Craig, Putnam's Sons, New York.
A plea for the development, and not the suppression, of the "temperamental in the child," the freeing of personal expression through the lyrical arts. It is an excellent book and especially good for grade teachers. There are in it a number of short plays very usable and references to many more.

"Atlantic Educational Journal"—Baltimore, Md.

*NOTE—These references are given in answer to many recent inquiries for suggestion in regard to dramatizations and programs for special occasions. These books are full of suggestions by which class room work may be utilized for programs and the study thus be made more enjoyable and the ordinary, inane program supplanted by something of real worth to students and audience.
—Elva Fornerook.

This magazine has an excellent section devoted entirely to festivals and gives us the very best and latest developments in festival presentations.

A TRIP TO THE COMMONWEALTH POWER CO.

On January 20, 1913, nine junior and senior boys of the high school department visited the Commonwealth Power Company's plant. Our great expectations were satisfactorily met.

We obtained our pass and upon entering were shown through very thoroughly and cordially by Superintendent Hamifal.

The first department we visited, a most interesting one, gave us a clear understanding of the Rotary Converters, with which our Physics dealt very briefly. Then we took a glance at the Transformers and from there to the Boiler Room. Here we found things run very systematically, the superintendent was able to tell us how much coal was being used, to a pound, as well as the efficiency of the fires. We were allowed to open the door at the bottom of the chimney to feel the strong draft.

Next we sauntered to the water works which we were eager to see, having had the other departments so thoroughly described to us. We learned how they draw the water in from the Kalamazoo river. Another interesting fact we noted was the almost perfect water vacuum which, that day, was twenty-eight inches.

The machinery and building was kept in very fine condition and everything seemed to be "up to the minute." We thanked the superintendent for his pains taking kindness and went on our way, greatly pleased with the result of the trip.

Chas. Jacobson, H. S. 1914.

THE ALTERNATING CURRENT GENERATOR.

This is the machine which furnishes the light and power for our residences and various educational and business institutions, and therefore we are perhaps more interested in it.

The steam turbine, which is directly attached to the large shaft of this dynamo, exhausts in a vacuum, thus increas-
ing the efficiency about 50 per cent. The
turbine is controlled by a governor which
in turn is controlled by a volt gauge.
When some of our residences turn on
their switch the voltage is decreased and
this acts upon the governor and allows
more steam to enter the turbine, making
it run faster and more current is gener­
ated by the dynamo. Thus the current
(voltage) is kept at a constant pressure
of about 5,000 volts.

The dynamo is never run at full ca­
pacity, so that there is little danger of
the people of Kalamazoo using more
electricity than could be generated, un­
less everyone should throw in their
switch at the same time, of which we
need not fear will happen. The small
dynamo which excites the current for
the field coils of the generator runs at an
average speed of about 3,600 revolutions
per minute and contributes toward the
feeling of revolving one has after watch­
ing the machinery in the plant.

John Giese, H. S. 1913.

THE BOILER ROOM.

This room is mainly occupied by theive brick studded boilers which are
about fourteen feet in diameter and
twenty-five feet high. Their water and
pressure gauges are placed about fifteen
feet above the floor and lighted by sev­
eral thirty-two candle power lights.

These boilers are fed by movable
grates which are the self-feeders and
stokers. The feeds to these are so built
that the flow of coal through them can
be accurately controlled. An automatic
scale weighs every ounce of coal con­
sumed. In this way it is possible for
them to figure the work-in of their boilers.

At one end of the room stands the
huge chimney which furnishes the draft
for the fire-boxes. This is built of rein­
forced concrete and is about twenty feet
in diameter and two hundred and sixty­
three feet high. About nine feet above
the floor are four port-holes placed at
equal distances around the chimney.
They are about four by six inches in size,
assuring a continual draft. When the
fires are all burning, this draft is quite
powerful. We were allowed to test it
by holding our hands in front of the iron
door which the superintendent opened
for us. This door is made of heavy cast
iron and is about a foot and a half wide
and two feet high. It is about a foot
above the floor and in spite of the super­
intendent’s efforts when he closed it, it
was pulled shut with a loud “bang.”

Behind the boilers are situated two
pumps, which keep them filled with
water. One is running continuously
while the other is kept for an emergency.

Last but not least, although it seemed
small when compared with its surround­
ings, was a gasoscope. This instrument
registered accurately, by drawing a red
line on a circular chart, the amount of
inflammable gas escaping up the chim­
ney. The chart is calibrated and made
to read for a period of twenty-four
hours, when it is replaced by another one.
The machine itself is very complicated,
but the benefits derived from it are many
and of great importance.

The firemen are requested to study
this chart from time to time in order to
see the results of their work. By look­ing
at these reports each day, the chief
engineer can tell exactly when the fires
died down or when the coal was fed too
fast, causing more gas to be formed than
consumed. In this way the efficiency of
the engines can easily be kept at a par
with those of competing firms.

The orderly way in which the work
was carried out in this room impressed
me very much. Every move seemed to
register at some place or other, thereby
attaining and preserving an exceptionally
high efficiency for their boilers, which
seemed to be their chief aim for all this
painstaking recording. They certainly
value the adage that “anything worth
doing at all is worth doing well.”

From the time of the first issue, May, 1910, the Record has been most generously patronized by local advertisers, and by publishing houses as a medium of communication with old and desired new customers. That this has been true is the chief explanation of the financial solvency of this journal. We most earnestly urge all local and foreign subscribers, who contemplate purchases in any of the lines of merchandise represented in the advertisement pages of the Record, to read these pages, and to purchase from the advertisers whenever it is at all possible. It will help us if you say that you read the announcement or had your attention called to the purchase by the Record.

Alumni Announcement. Following the special student issue the Record desires to print in June an Alumni number. In so far as the material can be secured the contributions of graduates, and news articles and notes about graduates and their activities will be given preference for the June Record, which will be brought out just preceding commencement week. Alumni are asked to send in before June contributions which they desire to have appear in their special number; and friends of graduates as well as friends among the graduates who will contribute personal items about members of the alumni, will greatly aid in making an interesting and successful issue. Illustrations of buildings or
equipment being used by graduates, or of groups of graduates, who are working in the same schools or localities will add interest. Activities of special value to teachers, which have been observed, or participated in by graduates will be peculiarly suited for use. Please send materials as soon as possible, and before June 1.

Oratorical Contest. Preliminary oratorical contests have been held to choose the representatives from each of the literary societies for participants in the final contest, which will occur on the evening of Thursday, May 1. The annual oratorical contest is the best public expression of student activities of a literary and forensic nature. The multiplicity of organizations through which public activities are now carried on, enforces upon young people the absolute necessity of equipping themselves with facility in group manipulation and in effective oral presentation of their thoughts. The literary societies, in their debates and orations, in their parliamentary drills, and in their miscellaneous oral activities and elections afford a most excellent opportunity to their members to make themselves efficient in group action. The student who allows his school days to pass without his having taken advantage of the opportunities for growth to be found in active membership in a literary society is accepting an unnecessary handicap.

Brown and Gold. The 1913 edition of the Brown and Gold is now in the process of making. Each Senior class has striven to surpass all previous efforts in the production of the Annual and this year is no exception. The editorial staff promises a book that will eclipse any annual ever published in this school. The book will be on sale about June first and a large sale is looked for. Only a limited number will be printed and those desiring copies should leave their orders with Miss Katherine Shean. The price will be $1.50 to be paid when the books are delivered.

The binding will be of brown leatherette with the school seal and title stamped in gold on the front cover. The paper will be the finest grade of coated paper made in Kalamazoo. The book will be almost wholly a local product, the engraving, printing and binding all being done in Kalamazoo and the book printed on paper made in this city.

Some good stories and poems by Normal students will be features, and the joke department will be the best ever. Many snap shots and photos of familiar places and people will also be features. The art department will furnish the art pages and illustrations and some fine work is being done by these students.

Arbor Day. Last year was inaugurated in the Normal an observance of Arbor and Bird Day, which will be continued from year to year. Those of us who were so fortunate as to participate in it (and it is an occasion where every one may participate in the song and march if in no other way) feel that it was a day which possibly more than any other made us realize our unity, from training school to senior class. It was a day which both students and faculty will long remember as a splendid expression of the right kind of school spirit.

As a part of the program a tree was planted by the senior class. Certainly no memorial which a class can give to its Alma Mater can so fittingly typify the memory which it wishes to leave behind and the hope which it has for the future as does the tree planted by their own hands.

In last year's program emphasis was given to tree life, while this year birds will be more especially considered. The committee which has this in charge has been most fortunate in securing Governor Ferris for the morning address, and Mrs. Lou I. Sigler of Grand Rapids, whose work along nature lines is well known to many in this institution, to speak in the afternoon to both children and grown ups on some phase of bird life.

A splendid program has been provided and is published in another place in this issue. The officers of the junior and senior classes are doing their part. Soon you—this means all—will be asked to learn some songs. This is your part. It may seem a small part, but it is an
important part. Your school spirit will be shown by your response to this. The day will be one long to be remembered if everyone, faculty and students, brings to it the right enthusiasm and co-operation.

TRAINING SCHOOL

ARBOR AND BIRD DAY.

The Arbor Day celebration of last year set a very high standard, but the committee in charge plans even more beautiful exercises for this year. May 9 has been designated by the Governor as the day to be observed by all educational institutions, for the promotion of a spirit of protection to birds and trees. It has been our good fortune to secure Governor Ferris for the address in the morning and Mrs. Lou I. Sigler of Grand Rapids, will give the talk in the afternoon. In the afternoon also the children of the Training School will give a dramatization of "The Birds of Killingworth." After the program is given in-doors there will be a procession of the children of the Training School and the students and faculty to the campus for the purpose of erecting bird houses and taking part in the exercises of the senior tree planting.

The program as it has been arranged for Arbor Day is as follows:

10 a.m.—Gymnasium.
Address .... Gov. Woodbridge N. Ferris
Song ...........................................The School

AFTERNOON PROGRAM.
Gymnasium—2:00.
PART I.
Song ..........................................The School
Address, “Bird Life”....................Mrs. Lou I. Sigler, Grand Rapids
Dramatization, “The Birds of Killingworth” ..........................Children of the Training School
Song, “Michigan, My Michigan” ..........................The School

PART II.
Tree Processional, School and Guests—
Marshal, Archie Nevins, Otsego.
Song (at the tree), “Blue Are the Heavens” ...........(Frank) Girls’ Chorus

Oration ...........Ruth Snow, Paw Paw
Planting of the Tree...........Senior Class
Presentation of Spade to Junior Class
by President of Senior Class, Marie Hoffman, Grand Rapids.
Acceptance by President of Junior Class, Elzie Clifford, Nashville.
Song, “America” ............The School

ASSEMBLY NOTES.

March 21.—On this date the children in the various grades who had musical talent entertained their mates. John Waldo of the fourth grade, delighted the audience with his drumming, Fanny and Jules Van Urk and Helen Wells contributed excellent violin numbers and Milton Courtney and Howard Hinga pleased with their songs. There were also groups of songs by the pupils of the first, fifth and seventh grades.

March 28.—Every grade had prepared one or two charades for the other children to guess. In the primary grades the subjects were taken from nature study and in the upper grades names of cities and countries were acted out. It was one of the cleverest programs given this year and from the way in which the child audience seemed to enjoy it an exercise of this kind ought to be featured each term. A group of songs was also delightfully given by the fourth grade.

THE MAN IN THE MOON.

Once upon a time there lived, in the far-off country of China, an old man and an old woman. One day when the old man was out walking, he suddenly met a fairy and stopped to talk with her. The fairy saw that he was a good and kind-hearted man, so she gave him two pills, saying, “Look at the southern sky at noon on the fifteenth day of the eighth month, and you will see a door open out of the sky. Then swallow these two pills and you will be taken up
to a better land in the world above the skies." Before the old man could reply the fairy disappeared. The old man went home and told his wife all about the fairy. They put the pills away to keep them safe.

When the appointed day came the old man was not at home, but his wife remembered the words of the fairy and just at noon she went out and looked up at the southern sky. Slowly she saw a door open, just as the fairy had foretold, so she swallowed one of the pills and left the other one for her husband. Then down came a chair out of the sky. The woman took her seat upon it and was lifted higher and higher up into the air.

When the old man came home, he was much troubled because he could not find his wife. As he was searching for her, he saw the little pill, which she had left on the table to remind him of the fairy's promise. He swallowed the pill and waited to see what would happen. A stool came down for him also. He sat down upon it and was soon following his wife. But just before he got to the door and after his wife had safely disappeared through it, the door was closed. The old man mourned deeply because he could neither go to his wife nor could he go back to his home on earth.

The Guardian Angel felt so sorry for him that she gave him a home in the moon. And there we can see him to this day in his Palace of Chilly Vastness.

HELEN HARTZELL, Grade V.

WINTER TERM CONSTRUCTION.

For the construction problem for the winter term's work, the 5th grade built a miniature Parthenon in plasticene. The problem was first suggested by Miss Thomasma, to correlate the art work, with the history, and the problem was made more interesting on this account. As a beginning, picture studies were given of Greek art as a whole, and famous temples and statues of ancient Greece.

The beginning of the Parthenon itself was made, first by a study of the ground plan of the temple, each pupil drawing a plan, at the teacher's direction. This established the idea of the proportion of the building and was followed by a study of the three types of Greek columns, principally the Doric, which is the style of the pillars of the Parthenon.

The first stages in the building of the temple were most important as there were four steps to be built up. This was done by laying four thin boards, graduated in size, one on top of the other—and covering them with plasticene, thus forming the floor and the steps. The dimensions of this miniature building were reduced in proportion to the dimensions of the Parthenon as nearly as possible.

The class was divided into sections for the work, and while the steps and floor were being covered by one section, the others worked on the small slabs for building the walls. It took many of these slabs for all the walls, and for a time the fifth graders thought that the Parthenon was nearly all wall, but their diligence and untiring efforts soon brought results, and with the walls built up, their problem began to take a definite shape.

The columns, the most effective detail of the building, caused the most interest in construction. To mould a pillar, and top it with a Doric capital seemed at first an impossibility, but after one was made perfect, it was easy to make more, and the fact that the pillars added a final perfect touch, made the work progress with added interest. For several lessons the placing of finished pillars in the correct position was an all absorbing task, and from this stage, the problem gained in interest.

A large stiff cardboard, cut to fit exactly over the pillars and walls, was placed carefully, the edges covered with plasticene, and the slabs for the entablature laid on this, reaching just to the edge. The slabs were laid in two rows—one above the other. After these were placed, the children discovered that it would be necessary to place another similar cardboard over this, with narrow strips of cardboard to support it, placed across, before the roof could be put on.
PARTHENON OF PLASTICENE

Made by Fifth Grade
The roof and the triangular shaped pieces, fitting in at the ends, just beneath the roof, were covered with plasticene and made ready to place in position. The triangular shapes, or the pediments were placed at the ends of the cardboard, supported by plasticene, which held them in place.

The most important part in the construction was the placing of the roof. The whole group gathered round the table, while several of the children put it in place. They selected one member of the group to add the finishing touches, to make it perfect, and called him Phidias, after the Greek artist under whose direction the Parthenon was built.

The baseball outlook was none too rosy as the Record went to press. As has been stated in the preceding publication there is a scarcity of experienced material on hand from which to turn out a team that will measure up to past teams of the school.

Only one man, Steve Starks, is left from last year's aggregation of stars. Of course the new men may show exceptional ability, which, in a way, would off-set the loss of eight veterans. However, the new recruits are responding to the call for hard work with a dash and spirit that is seldom shown and it is hoped that there may be among them a Frank Martin or a Shivel.

The most severe handicap in the development of a good team is the lack of a field on which to practice. Last year the team was composed of veterans and thereby not so much practice was necessary to compete successfully with the teams on the schedule. The list of games is somewhat stronger than that of last season and the boys will have to work overtime to win more than half the games.

The men have been working indoors for some time and the squad has been cut down to about a dozen candidates. It looks as if Starks and Miller will have a fight on for first base. Steve played a great game at that position last year, but his ability as an outfielder may mean that he will have to hold down one of the garden positions. Miller is a good hitter and fair fielding first sacker, but has never had any outfield experience. Finch appears to be the best bet for second base with Snell, Herrington and Chamberlain fighting it out for the other two infield jobs. Snell played in the outfield on the Athens high school team last season and comes highly recommended as an all around man. Barker, with Martin, Curtis and those left over after the infield is chosen, will make up the outfield.

Joe Walsh is far ahead of all comers when it comes to the receiving department. His wide experience behind the bat, and his ability to throw from any position makes him a valuable man for the team. Finch, who is trying for second base, has had some experience as a catcher and will be used as utility receiver.

Curtis will be relied upon to do the bulk of the pitching. The sturdy “southpaw” has been working in the gymnasium for the past six weeks and is ready at a moment's notice to go the whole route. Arthur Martin will have to act as utility pitcher since the graduation of Donald Pullen. He can also play the outfield if necessary.

Huller, Henney, Plough, Roper and may break into print any time any of the regulars begin to weaken.

The baseball schedule has been slightly modified and reads as follows:
April 19, Albion College at Kalamazoo.
April 25, Battle Creek Tr. School at Kalamazoo.
May 2, Hillsdale College at Kalamazoo.
May 10, open.
May 13, Battle Creek Tr. School at Battle Creek.
May 17, Hillsdale College at Hillsdale.

May 21, Olivet College at Olivet.
May 24, Hope College at Holland.
May 27, Olivet College at Kalamazoo.
May 31, Culver Military Academy at Culver, Indiana.
June 2, Albion College at Albion.
June 6, Lake Forest College at Kalamazoo.
June 14, Ypsilanti Normal College at Ypsilanti.

NEWS ARTICLES

MANUAL TRAINING BUILDING.

A number of the graduates report that they expect to come this summer, in case the manual training shops are ready, and take special work in machine shop and foundry practice.

The blacksmith shop is being used and finishing touches to the equipment placed as rapidly as possible. It is expected that we will move into the wood-turning and pattern making shop the middle of April. We hope to have the machine shop and foundry equipped and ready to be used for the summer classes and other special instruction along these lines.

The Kalamazoo Manual Training and High School addition is being occupied partly at present by classes from the High School and Normal. The building is expected to be completed and in operation for the September opening.

The shops in the rear of the building are being finished and we expect to have them completed for the summer session of the Normal.

The building is 260 feet long on the Vine street side and four stories high—about two-thirds of the building will be utilized by the manual training classes—the other part of the building will be utilized by classes in Chemistry, Physics, Biology and other laboratory subjects.

The first floor of the manual training part includes the office of the director, lecture and library rooms and six shops. The foundry, blacksmith, machine and pattern-making shops are 30 feet x 50 feet long and twenty feet high, lighted from the roof. A special feature of the arrangements of these rooms consists of the partitions between each shop which are two stories high providing stock rooms on the floor level of the shop and wash rooms on the second story. This permits the instructor in each shop to be in touch with not only the shop, but the stock and wash rooms. The most up to date machinery has been purchased for the various rooms. The picture shown was taken before all the equipment had been installed. The rooms on the second floor have been set aside for the domestic art department and consist of two sewing rooms, cutting and fitting, and recitation rooms. The rooms on the third floor have been set aside for the domestic science department and consist of two kitchens, closets, refrigeration, dining, bed, laundry, drying and recitation rooms. The top floor has been set aside for the work in drawing and art, consisting of printing and book binding rooms, two mechanical drawing rooms, one Arts and Crafts shop and art room.

The rooms in this building are all good size. Special attention has been given to lighting and ventilating. Most of the equipment will be specially designed for the various rooms.

(See Frontispiece).

MANUAL TRAINING MEETING.

The Manual Training Round Table will be held in Kalamazoo May 9 and 10. The meetings will be held at the Commercial Club rooms and the banquet will be served there.

It is expected that Prof. Wenzel, of the Kalamazoo Continuation School for Boys, and Prof. Hayes, of the Detroit Cass Technical High School for Boys, will give addresses at the meeting, and that the Manual Training Glee Club of
the Normal School will furnish songs and music at the banquet. The directors of manual training from the following cities are expected to be in attendance: South Haven, Jackson, Flint, Battle Creek, Grand Rapids, Muskegon and Kalamazoo.

**NEWS NOTES**

In their annual reception to the seniors, the members of the junior class of the Normal paid honor to the upper class men and won praise for themselves Saturday evening, April 19. A brilliant party was the result of their efforts and nearly every member of both classes attended the event. Music was furnished by Fischer's orchestra with its latest novelties and decorations were of an artistic and elaborate character. Committees in charge of the reception were composed of the following students: Decorating, Hetty McNamara, chairman, Sue App, Mary Loughead, Olive Anderson, Ruth Kelsey, Marian Campbell, Veronica Scally, Guy Finch, Will Empke, and Graham Barker. Refreshments, Lela Hayman, chairman, Eugenia Alton, Lila Rose, Mae Johnson, Calla Van Syckle, Hazel Rogers, Mildred Cooke and Florence Farr. Program, Helen Leighton and Ruth Appeldoorn.

Miss Matie Lee Jones and Miss Helen Frost, directors of physical training in the Normal, attended the state meeting of physical training directors in Detroit April 10-12.

President Waldo was in Bloomingdale Friday evening, April 11.

Miss Hazel Young of this year's class has been acting as substitute in Mattawan consolidated school in the absence on account of illness of Miss Ruby Polley.

In the list of visiting superintendents recently at the Normal are I. M. Devoe of Charlevoix, A. H. Robertson, Paw Paw, J. A. Wiggers, Three Rivers and W. G. Coburn of Battle Creek.

Prof. T. P. Hickey acted as judge in the debate at Hope College Friday, April 11.

Several of the prospective graduates have been engaged in good teaching positions for the coming year. The Misses Harriet Notier, Bernice Marhoff and William Tolhuizen have accepted positions in the schools of Wausau, Wisconsin. The Misses Lebelva Blakeslee, Minna Hunziker, Hazel Caldwell, Ione Salisbury and Florence Roselle have signed contracts for Battle Creek, Miss Marie Hoffman will teach in Grand Rapids and others have been placed.

The final summer bulletin will be out and ready for distribution by the time the Record of April is out. In the list of instructors for the summer session which will open June 30 are the following well known people in educational work: Supt. C. H. Carrick, Charlotte; Supt. W. E. Conkling, Hastings; Commissioners V. R. Hungerford, Paw Paw; Cynthia A. Green, Charlotte; G. N. Otwell, St. Joseph; Miss Charlotte Waite, head of the vocational school in Kalamazoo; Miss Mary Ensfield, of the University of Michigan; Prof. C. L. Nash, of Union City High School; Prof. S. B. Norcross, Kalamazoo; Fred Huff, Kalamazoo; Principal Paul Stetson, Grand Rapids, and Commissioner F. E. Robinson of Coldwater.

Prof. H. C. Maybee, who is spending the year in study abroad, will be at the Normal for the summer school for work in music. He has been at the head of the department of music in Central Normal and comes to the Western Normal to take charge of this department.

The young women of the Normal participated in one of their "gym" frolics Wednesday evening, April 16th. In gym costume the students enjoyed a series of games and contests which formed an entertaining evening.
Prof. C. A. Baker of Harvard University, came to Kalamazoo on April 14th, to deliver a lecture under the auspices of the literary societies of the Normal. His subject was “Civic Theater and Pageantry” which was ably handled by an authority on the drama. The lecture was given in the First Presbyterian church and through the efforts of the societies which for the first time attempted such an undertaking, a splendid audience listened to the excellent address.

President Waldo and others having the interest of the Normal at heart, are particularly hopeful at present over the prospects of the next two years, since the Ways and Means committee reported favorably on several items of the budget presented by Mr. Waldo. It looks at the present as though the following appropriations would be made for the biennial period beginning July 1:

- **Science building** ........................................... $75,000
- **Equipment for Science building** .................. 10,000
- **Heating plant** .............................................. 40,000
- **Equipment for Manual Training** ................... 5,000
- **Ventilating system** ......................................... 4,000
- **Tinting of walls** ........................................... 500
- **Current expense for each of two years** .............. 110,000

With this money available the Normal can make the much needed additions to its efficiency, foremost in which is the immediate need of a science building.

Later—The anticipated appropriations have been made.

Work on the “Brown and Gold” is going faithfully on and the outcome will doubtless be a splendid publication in which many of the students have had a hand. The illustrations in charge of the special art students will be especially good and the literary features will without doubt equal anything ever produced by the students of the school.

In the oratorical preliminaries which the Normal Literary society and the Amphictyons have held, two of the contestants for the finals were chosen. Miss Veronica Scally successfully represented her organization, the Normal “Lits,” and Miss Marie Hoffman in her oration on “A Plea for the Jew” received first place for the Amphictyons. Finals will be held early in May when all three societies of the school will be represented, cash awards being made to the students winning first and second places.

The Junior Rural Seminars is in charge of the following officers this term: President, Honora VanderKolk; vice president, Jennie Koosman; secretary and treasurer, Lillian Bolster.

The storm of March 21st which devastated so much territory was seriously felt on Normal hill with the result that the door of the car power house was blown off and several windows of the building destroyed.

Dr. J. C. Hockenberry is now in Asheville, North Carolina.

The Rev. Henry W. Gelston spoke in assembly on Tuesday, March 25, to an audience which was enthusiastic over his presentation of the equal suffrage question. On this occasion the Chaminade Club sang two numbers, directed by Miss Hanson.

One of the interesting assemblies of the year was that of March 18th at which time Miss Lucy Robinson, representing the international student volunteer movement, spoke on her native country Japan. From first to last her address was of intense interest and she was later persuaded to address the students in a special meeting.

The Hon. D. H. Hinkley and the Hon. J. D. Jerome, members of the Ways and Means committee of the House of Representatives, visited the Normal on March 28 for the purpose of inspecting the Normal and looking into the school’s needs. An informal luncheon was given in their honor, several men of the faculty meeting with the guests at that time.

Dr. and Mrs. William McCracken, who have spent the past few weeks in Syria, will soon be in Naples on their return trip, which will include many places on the continent.
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NEWS NOTES

In the list of speakers for the summer term are President S. D. Fess, of Antioch College, Ohio, a member of congress; Dr. C. H. Judd, of the University of Chicago; Dr. Lotus D. Coffman, of the University of Illinois, and the Hon. Charles Seymour, a historical lecturer of note. There will also be two high grade concerts in connection with the series of entertainments offered to the students, but they have not been definitely decided upon.

The Senior Rural Seminar will enjoy a program by the young women of that organization on the Modern Farm Home at the regular meeting, April 24. The officers for this term are: President, Glen Flannery; secretary and treasurer, Florence Smith; program committee, Lena Harrington, Florence Robbins, Katherine Ennis, and Edward Mulder.

The election of officers for the spring term for the Erosophian society was held on Friday, April 11, resulting in the following choice: President, John Giese; vice president, Clark Smith; secretary-treasurer, Carrie Wiese Montgomery. The president, upon installation, made some interesting suggestions as to the outcome of the year's work before the society.

A special meeting of the Junior class was held March 20th, in the gymnasium. President Waldo called the meeting to order. He spoke to the class in regard to its organization, the co-operation of its officers and members and of the place the class holds in the institution. The class was put in charge of the class president. Mr. Greenburger was appointed to be Field Marshal for Arbor Day and he was given the privilege of choosing three assistants.

Don Pullin, of the Manual Training Department, has accepted a position as director of manual training in the schools at Mannington, W. Va. He commenced his duties April 7.

Dr. Burnham has been engaged to speak at an interesting gathering near
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Philadelphia July 3-4. It will be the general conference of the Religious Society of Friends at the George School. He has been asked to speak on rural welfare topics.

Preparations are nearing completion for the oratorical contest conducted annually among the literary societies of the school. The Erosophian society held its first “Preliminary” on Friday, April 18, the two contestants being George Jacobson, who had for his subject “The Regeneration of the South,” and Lucille Fletigal, who spoke on “Choosing a Calling.”

The fourth biennial convention of the Young Women’s Christian Association of the United States of America was held in Richmond, Virginia, April 9 to 15, 1913. The program included the following speakers: Rev. Professor Graham Taylor, of Chicago; Rev. Frank W. Bible, of China; Rev. Cornelius Woelfkin, D. D., of New York City; Mrs. Raymond Robins, of Chicago; Miss Jessie Woodrow Wilson, of Princeton, New Jersey; Mrs. Wallace Radcliff, of Washington; Rev. James G. McClure, D. D., of Chicago.

Readers will find it to their advantage to read the advertisements.

BOOK NOTES

Winnebago County Schools, Annual Report, by O. J. Kern. Published by Mr. Kern, Rockford, Ill.

This is the eleventh issue in Superintendent Kern’s notable series of annual reports, and it proves anew the peculiar power of its author in using facts, figures and photographs with striking directness and clarity. County Superintendent Kern is contributing material of permanent value as source material for the historian of the American rural school. He is also exerting an increasingly beneficial influence upon all work in rural education.

E. B.

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This supplementary reader for the fourth year is copiously illustrated with suitable pictures, and is written in a vivid and interesting style, well calculated to appeal to the imagination. In the selection of incident and detail, and in the manner of presentation, the author has also kept in mind the moral value of history, the reverence due to the memory of noble leaders, and the education of the will which comes from early acquaintance with the lives of strong, forceful men.

Francis Beaumont and John Fletcher—

Two Types of Rural Schools: With Some Facts Showing Economic and Social Conditions. By Ernest Burnham, Ph. D., Teachers College, Columbia University, Contributions to Education, No. 51.

After the introduction, Chapter II presents in numerous tables with an admirable comment of explanation and exposition, the "financial, community, and family data" of the four townships chosen. These tables so fully present what might be called the background of the rural school and community that one can almost construct the typical farmer in one of these townships, and see him in his various interests and activities.

Chapter III investigates the School Status, in four townships in each state, and again presents the data in numerous tables with the same sort of running comment. Table 36, on "current professional aids used by teachers," suggests to the reader a sort of educational Dismal Swamp—a group of young men and women, scarcely well beyond the age of adolescence, with only a smattering of professional training, trying to educate, train, inspire the children of a rural school.

Chapter IV is devoted to Constructive Interpretations. The author thinks the school tax rate is largely a matter of habit, and thinks it wise, therefore, to
put it near the maximum bearable limit as soon as possible; urges state aid for the improvement of secondary education for rural schools, holds feasible a much better education and training of rural school teachers, and asks for the rigid enforcement of the compulsory school attendance laws in the two states. He thinks there ought to be maintained at normal schools "demonstration schools," in which workable methods and an applicable curriculum could be shown.

On the need of leadership for such work in the country he well says: "Further progress in country community building calls for a more adequate provision, through institutions founded for such purpose, of men selected, specifically trained and enlisted for life in rural community service. Native talent, enriched intelligence, sensitive sympathies, resolute will,—in short, individually refined and socially cultured personality—these are the presuppositions of a leadership equal to the constructive program by which the new country community is to emerge out of the old without losing the worthy ideals of the old."

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