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NEWS NOTES
Howard Bush, a popular member of the senior manual training class, was operated upon for appendicitis recently after repeated attacks of the difficulty. His condition is reported as satisfactory and it is hoped that he will be able to return to school and graduate with his class.

Prof. Grant of the faculty of the College of Mines, Houghton, was a recent guest at the Normal.

Mr. Howard F. Mills, of Grand Rapids, spoke at the Normal Tuesday morning, April 15, at assembly time and aroused in the audience a spirit of response to his appeal for "play" for children and grown-ups alike. As director of this work in Grand Rapids, Mr. Mills has initiated features which have proved a great success and his address at the Normal reviewed some of the work he has accomplished in this newest line of activity. He told of some of the uses to which school buildings have been put recently and further talked of social center and playground work.

On Tuesday, April 22, the Rev. Arba Martin, pastor of the First Methodist church, gave a helpful talk on the outlook of the student. He brought to the attention of the young men and women the importance of knowing "what you are here for" and made a profound impression on listeners.

Dr. Herman Ostrander, who has been connected with Michigan State Hospital for the Insane for many years, spoke before the students Tuesday morning, April 29, on "Some Phases of Insanity." In refutation of some recent remarks Dr. Ostrander stated that the spread of insanity is not increasing but that its concentration in institutions makes it appear so. He discussed the influence of heredity and environment in causing insanity and gave altogether a most interesting and enlightening address on this subject.

The Thomas Charles Company, well known and trustworthy dealers in kindergarten materials and school specialties, has moved from Wabash avenue to 207 N. Michigan avenue, Chicago, where a much pleasanter place than that occupied for so many years on Wabash, is now utilized.

The senior and junior rural sociology seminars are meeting jointly this term for the purpose of hearing reports of work by teachers who are coming in from rural schools to present special features of their work. Miss Harrington, teacher of the rural observation school at Oakwood, gave a very interesting account of her work at the meeting held May 6. The meeting held May 22 was the term social meeting and was in the nature of a picnic held in Wattle's grove. On June 5, Miss Rockwell of the South West street school, and Mr. Holmes, of the Alamo avenue school, will discuss their work.
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ALUMNI NOTES

A recently received letter from Miss Ida L. Miller, a graduate of 1911, states that she is teaching in the fourth and fifth grades at Richland Center, Wisconsin.

Lee Barnum, superintendent at Millersburg, has recently been appointed as research assistant in botany at the Biological station of the University of Michigan at Douglas Lake. Mr. Barnum has made a great success of his nature work and has also proved himself a capable executive.

Miss Mildred Williams of the class of 1911, is teaching at Flint this year and plans to attend the University of Michigan next year.

Fred Wellington Soules of the manual training class of 1911, recently resigned his position in the schools at Mannington, W. Va., and is engaged in correspondence school work in Lansing.

Glenn M.-Sooy, '11, after two years of successful work in the Battle Creek high school, has resigned his position to enter the University next fall.

Miss Mabel White, a graduate of the Normal, has recently written interestingly of Idaho, where she is engaged in teaching at Kimberly.

Lee Omans, who is principal of one of the Traverse City schools, will take a summer course at the University of Chicago this year.

Miss Edith Patterson, a graduate in the kindergarten department of the Normal, has accepted a position in the Battle Creek schools for the coming year.

Miss Bessie Ashton, a graduate in the first class of the Western Normal, was in the city recently, called by the death of her uncle, D. W. Ashton. Miss Ashton is teaching in the Normal school at Valley City, N. D.

A wedding which will especially interest the members of the class of 1910, took place Saturday, April 19th, when Miss Carlotta Dryden, of this class, was united in marriage to Mr. Arthur Bennett of Kalamazoo. The wedding was a quiet one with only immediate relatives present. Mr. and Mrs. Bennett are at the home of Mrs. Bennett’s mother for the present, but will later reside on East Walnut street.
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New York
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A SMILE OR TWO.
"How old are you, Ethel?"
"I'm five, an' mamma says if I'm good an' eats lots o' oatmeal I'll be six next birthday."—Life.

EVERY MOMENT COUNTED.
Elihu Root was cross-examining a young woman in court one day.
"How old are you?" he asked.
The young woman hesitated.
"Don't hesitate," said Mr. Root. "The longer you hesitate the older you are."

A ship, says the recorder, was recently lying in the harbor of New Orleans when an Irish emigrant came aboard and thus addressed the cook, whose nationality the recorder conscientiously explains. The present teller of the tale is not so candid, but will leave the secret to be divined. Said the emigrant: "Are yez the mate?"
"No!" responded he who was addressed "O' I'm the man as cooks the mate!"

De man who wants de office don't sleep sound till he gits it, but after he's on de inside, he sleeps too sound ter hear his friends knockin' on de door.—Atlanta Constitution.

WORTHY OF CONFIDENCE.
"Are you the druggist?"
"Yes, ma'am."
"Have you a diploma?"
"Yes, ma'am."
"How long have you been in the business?"
"About ten years."
"Well, I guess you are all right. Give me a couple of postage stamps, please."

A horse, we are told, will eat his head off, but that is only the first course for a motor car.—Puck.

"Is he a man of mettle?"
"Well, he is credited with iron nerve, a grip of steel and a heart of gold."—Baltimore American.

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HEREDITY AND EUGENICS

Among the biological sciences the study of heredity occupies a central position. One does not study organisms very long without being impressed with two things: first, that there are remarkable similarities among them, and second, that there are interesting differences between even those whose kinships would entitle them to great likeness. There is a disposition to feel that likenesses are due to internal causes and that unlikes are due to new combinations of parents and the varying external influences. In other words, the former are thought to be due to heredity and the latter to both heredity and environment.

Characteristics which plants and animals receive from their ancestors are described as hereditary. We ascribe the fact that a hen’s egg produces a fowl and a frog’s egg a frog, to the action of heredity. No less is the repetition in the child of minute parental peculiarities of feature and form, a fact of inheritance. While these likenesses are due to the action of the internal forces of heredity, it must not be deemed that heredity is a purely conservative force in the life of an organism for two individuals of the same parents may present differences due solely to inheritance. The offspring may present a mingling of characteristics inherited from both ancestors which are decidedly new qualities in either line of parentage. Heredity, then, perpetuates old qualities and introduces variations by new combinations.

As I see it, there are four different ways in which the subject has been attacked.

Frances Galton and Karl Pearson of the London Laboratory of Eugenics, and Charles Davenport of our own Laboratory of Eugenics at Cold Harbor, New York, have used quite extensively what is called the statistical method. From this study, Galton has been able to formulate two laws, the law of ancestral inheritance and the law of regression. The law of inheritance stated simply is that the parents contribute one-half of the inheritance of the individual, the grandparents one-fourth, and the great-grandparents one-eighth and so on. The law of regression attempts to state the average deviation of a group from the mean of the general population in terms of the average deviation of two parents.

—Spillman. This latter law supposes all variability to be due to different and equally probable combinations of a great number of small causes. Variation then means deviation from the median.
However valuable such a study may be along some lines, it does not prove much for the individual. It relates to man as a group.

Another method of attack is the study of the physiological and structural unit of the organism, the cell. This study has been carried on largely by Prof. E. B. Wilson, of Columbia University, and Prof. Morgan and Miss Stevens, in America, and Boveri, Strasburger, and Balster in Europe. These people have substantiated the fact that within the network of the nucleus of the cell are found ribbon-like bodies which they term chromosomes. It has also been proven by them that these chromosomes are transmitted from generation to generation. Hence they have been called the bearers of heredity. They have further shown that one-half of this chromatin material divides in the process of maturation and unites with another one-half in the nucleus of the cell of the opposite sex. This chromatin material remains recognizable in the nucleus of the new individual. It is thus that individual variation is produced by new combinations of the chromatin material. From transmission of chromatin material from generation to generation we have a suggested way for the transmission of the characters mentioned under the discussion of cross-breeding, which follows.

A third method of study has been the chemical process concerned in development. A great deal of work of physiological chemistry has a bearing on this subject. This study has led one chemist, Guyer, to state, that at least one function of the chromatin material is the production of enzymes which by their regulating effects on the metabolic processes produce important effects on the development of the organism. Such investigation leads towards the manner in which hereditary characters make their appearance rather than the transmission of these characters.

The fourth method of study has been by experimental cross-breeding. This modern phase of study was started by Gregor Mendel in the year 1857. It was while this experimental study of the species problem was in full activity that the Darwinian writings appeared. Evolution, from being an unsupported hypothesis was at length shown to be so plainly deducible from ordinary experience that the reality of the process was no longer doubtful. With the triumph of the evolutionary idea, curiosity as to the significance of specific differences was satisfied. The Origin of Species was published in 1859. Experimental breeders, however, continued their work until 1870, when all work along this line practically ceased, due to the great satisfaction caused by the Darwinian Theory. Experimental breeding was not revived until 1900, when Hugo DeVries of the University of Amsterdam, rediscovered the Mendelian laws.

In order to give a clearer idea of the results of the work of these men, a short biography of Gregor Johann Mendel is taken here from Mendel's Principles of Heredity, written by W. Bateson, Director of the John Innes Horticultural Institution.

Gregor Johann Mendel was born on July 22, 1822, at Heizendorf bei Odrau in Kuhland district of Austrian Silesia. His father was a small peasant proprietor, being the first of a family to raise himself to that degree. He held his land by right of a kind of socage, performing agricultural labor for his lord. It is recorded of his father that he took special interest in the fruit culture, initiating his son at an early age into the methods of grafting. Mendel's maternal uncle was evidently a man of intellectual tastes, which is shown by the fact that he started private classes in a neighboring town for children. Thus Mendel was able to say that he was of a good family. Mendel attended his uncle's school until the death of the master. A government school was then established at Heizendorf which he attended. After this he attended school at Leipsic, and at the gymnasium at Trappan. One of his teachers here was an Augustinian and it may be possible that it was here that Mendel's thought was turned toward a monastic life. He was admitted to the Augustinian House of St. Thomas at Brun. His work was principally educational. In 1847, he was ordained a priest. At the expense of the cloister, he was sent to the University of Vienna till 1853, where he studied mathematics, physics and natural sciences. Returning to Brun, he taught physics in
the Realschule. In 1868, he was elected Pralat of the Königskloster. The experiments which made his name famous were carried on here before his election as Pralat for after this he did little but resist the government in the collection of special taxes laid on the property of religious houses.

Up to 1900, only one reference to the work of Mendel has been found showing that his work sank into oblivion, for a long period. It may however be due to the publishing of Darwin's first editions of Plants and Animals which marks the very zenith of these studies and the decline of experimental investigation. And as stated before it was not until 1900 that three men, De Vries, Correns, and Tschermak rediscovered and confirmed simultaneously the work of Mendel.

In the experimentation of Mendel, he recognized that two conditions must be fulfilled: first, that the plant must have differentiating characters and, second, that hybrids, or crosspollinated flowers must be protected from the influence of foreign pollen. The pea (pisum salivum) was well adapted to this work because the separate flowers are self-fertilizing, while the insects do not interfere much in cross-fertilizing. Experience in artificial fertilization, such as is effected with ornamental plants in order to obtain new variations in color led to the experiment which he conducted and recorded in his paper called Experiments in Plant Hybridization, a translation of which I recently read.

If two plants which differ constantly in one or more characters, be crossed, it has been demonstrated by numerous experiments that the common characters are transmitted unchanged to the hybrids and their progeny. But, as Mendel further states, each pair of differentiating characters, on the other hand unite in hybrid to form a new character, which is usually hybrid. Hence, he experimented with these differentiating characters to deduce the law according to which they appear in successive generations. This experiment may resolve itself into as many experiments as there are constantly differentiating characters.

He selected seven pairs of characters for his study, taking opposite qualities for each pair. The following were selected: First, differences in the form of ripe seeds; second, differences in color of seed albumen; third, differences in color of seed coat; fourth, differences in form of unripe seeds; fifth, differences in color of unripe pods; sixth, differences in position of flowers; seventh, differences in length of stem. In all these experiments only the strong healthy plants were fertilized.

As to the results in the first generation (F₁) or hybrid seed, Mendel states that it is quite impossible to determine any of the seven pairs of characters. The characters show themselves in the second generation or the generation bred from the hybrid (F₂). The results of his experiment on the differences in length of stem are recorded in the following graph. Plants of six or seven feet, in length of stem, were crossed with dwarf plants from three-fourths feet to one and one-half feet in length of stem.

![Tall x Dwarf](image)

Tall plants resulted from the cross in the F₁ generation. The next step was to collect the seeds thus formed and to sow them the following year. When this was done it was found that both tall and dwarf plants resulted. Thus in the F₂ generation, as shown in the graph, he obtained 1064 plants, of which 787 were tall and 277 dwarfs. As the first generation were all tall Mendel concluded that tallness was dominant over dwarfness and so the terms dominants and recessive were applied to the tall and dwarf characters, respectively. The ratio then of the dominant and recessive characters in the (F₂) generation was 3:1.

In the following year the seeds of the F₂ generation were sown. From the seeds of the dwarfs came only dwarfs, i.e., the recessive character bred true. The tall
plants did not have the same nature throughout. Some of them gave rise to tall plants only. Others formed seed from which sprang tall and dwarfs in the proportion of 3:1. Thus in one experiment plants were raised from the seeds of 100 tall plants, 28 produced seed giving tall plants only, while 72 yield seed which gave rise to both tall and dwarfs with an approximate ratio of 1:2. Mendel found this ratio borne out in all his other experiments although it did not hold exactly here. Similar experiments of differentiating characters have been studied by DeVries, Correns, and Tschermak, and have led to the following statements, which entirely substantiate the law as written by Mendel. Those forms which have the dominant character in the first generation, two-thirds have the hybrid or mixed character while one-third remain constant with the downward character. The ratio 3:1 in accordance with which the distribution of the dominant and recessive characters in the first generation, resolves itself in all experiments into the ratio 2:1:1, if the dominant character be differentiated according to its significance as a hybridized or as a parental character, thus we have the law; since the members of the first generation ($F_1$) spring directly from the seed of the hybrids, it is clear that the hybrids form seeds having one or other of the two differentiating characters and of these one-half develop again the hybrid form while the other half yield plants which remain constant and receive the dominant or recessive characters (respectively) in equal numbers. Expressed graphically we have the following for all experiments of this type in plants or animals. $D$ representing a dominant character and $R$ a recessive character and $F_1$, $F_2$, $F_3$, $F_4$ representing the number of the generation.

Of Mendelian inheritance of normal characteristics in the human family one case has been established with clearness—that of eye color. After careful study of children and parents, it has been found that the type in which pigment is present on the front of the iris is a dominant, the absence of such pigment being recessive. When pigment is present in some quantity the eye is brown or black, while if absent it is blue or grey. In general terms, then, it may be said that brown eyes are dominant over blue eyes.

It is pretty hard to draw definite, hard and fast rules from the mass of data on the transmission of many of the characters thus far studied in the human family because of their multiplex condition. This is due to the fact that this science is in the research period of study and also to the fact that the knowledge of the past generations is meager.

Dr. Goddard of the Vineland Training School for Feeble Minded Girls and Boys has accomplished a great deal along the line of the transmission of feeble-mindedness. One of his latest studies is of the Kallikak family. A girl who was feeble-minded came to the school and he became interested in her ancestry. This girl is marked $A$ in the chart given below. He traced her ancestry back six generations and found that a normal individual (marked $X$ in the chart) met a feeble-minded girl at a tavern by whom he became the father of a feeble-minded son. This was at the beginning of the Revolutionary War. As you see by the chart, the majority of the descendants were feeble-minded. Further, there were alcoholics, prostitutes, illegitimate children, epileptics and criminals, and very few normal people, part of which I have not been able to chart here.

Later this same grandparent of the girl married a normal, respectable woman at the close of the Revolutionary war and from this marriage came descendants of a different character. “All” of these are normal people. This family have been the prominent people of their locality and of the country, including descendants of colonial governors, signers of the Declaration of Independence and founders of a great university. In fact, all are good, respectable citizens. Further detail of this family is given in a text entitled,
The Kallikak Family, written by Dr. Goddard.

This chart shows a typical illustration of what bad stock really brings on to the helpless, future generations. Further Dr. Goddard has shown that if two feeble-minded persons marry their progeny are always feeble-minded and the majority of the descendants continue to be so even if they unite with normal people.

Such a study leads to the conclusion, that if man as a group is to progress he must have a sound healthy body and mind and be capable of endowing the future generations with these same qualities. And finally, racial advance must come about mainly through an elimination and preventive process directed against those individuals possessing characters furthering racial deterioration.

HARRY F. DAY, '13.

IMPORTANT OF TEACHING HYGIENE TO THE CHILD

The health of the child is truly the wealth of the nation. Just as a boy or girl does not and cannot automatically develop into a capable and efficient leader in any profession, so he cannot become a credit to efficient citizenship without having been nurtured and trained.

It costs us a considerable sum of money to support our public schools and well it should. The end is not to be measured in money calculation, but in personal, home, and civic betterment. An education which does not produce better home and better municipal relationships is not creditable to our efforts and support.

But essential as an education is, there is at least one other thing which is much more vital, namely, good health. Sound health is the basis of intellectual development. It is largely responsible for pure moral development, as well.

As long ago as the time of the Roman poet, Juvenal, the aim of education was recognized as a "sound mind in a sound body." Education, broadly considered, includes physical as well as mental development in its aims.

Parents and teachers are recognizing this principle as they have never before recognized it.

We are coming to believe that the basis of education is correct habits. Rousseau said that he would have his ideal child trained to form no habits. But we believe that the greater the number of the activities necessary to the well-being and proper functioning of the body we can put upon the basis of habit, the more efficient the individual becomes. Most of us know that the things we learned to do as a child take almost no effort on our part to do now.

A child's habit-forming begins with his natal life. It is very essential to his future happiness and efficiency that proper habits of eating and sleeping, and the proper functioning of the excretory organs be formed in early childhood.

In the matter of eating, Dr. Tanner says that a child's likes and dislikes are fully formed by the age of five years. So it seems to me that every effort should be put forth to cause him to like the foods best for the body.

The habit of going to bed early should be insisted upon for children. They need much sleep in order to restore nervous energy. Miss Lucy Gage said in one of her lectures that she, in her work, found many children suffering from insufficient sleep.
Habits of politeness can be formed by proper teaching in the home. When so taught from childhood up, it becomes natural to him. How much happier and more efficient is a child who has been taught good table manners and the simple courtesies of life and puts them into daily practice at home! He is never to suffer the agonies of self-consciousness in not knowing how to behave in company. These things have become a part of him. Boorish, rude behavior comes from lack of education along this line.

Habits of personal cleanliness can be taught while the child is yet quite young. I believe it is possible to teach the child the use of the tooth brush by the time he is three or four years of age.

All of these matters which have been taught at home can be and should be supplemented and emphasized at school. In many cases, where parents are busy and negligent, or careless, the school can arouse an interest in hygiene through the child.

Only last year this little incident came to me: I had charge of a room full of sub-primary children, mostly from good homes. One day I gave a little talk on the care of the teeth. The day following the older sister of one of my tiny boys told me that that night she had found her small brother brushing his teeth with a mucilage brush. On questioning, she elicited the information that "Miss Fields told them to brush their teeth night and morning," and he was going to do it. The sister said she immediately bought him a little tooth brush and promised to see that he used it regularly and properly. They had simply thought him too young to use one, but he demonstrated it differently. The little ones used to proudly show me their clean teeth and of course were praised. The mothers laughed about how the babies came home and demanded tooth brushes and how assiduously they were used.

I have always found little children very willing, even eager to put into practice the teaching of the school-room.

In this same school, we were able to abolish the very unsanitary waterpail, and have installed sanitary drinking fountains, through agitation from the children.

They were taught the dangers of the common drinking-cup first, and in a short time most of the children were provided with individual cups. But we still continued to point out the dangers from the open waterpail and the children disseminated all the knowledge they acquired at school. One case of diptheria came at a propitious time to hasten matters. So when the time seemed ripe to ask for them, the drinking fountains were installed without protest, even from the people most afraid of having "their taxes increased."

In summarizing: The child can be taught the care and use of the teeth and eyes, the necessity of cleanliness and fresh air, of nourishing food and plenty of rest and sleep. He can be and should be taught how to avoid the common diseases, and what to do in emergencies; the danger of using public drinking cups, towels, and toilets.

In this way only can we make ours a nation of healthy individuals.

Fathers, mothers, and teachers need to become wise in knowledge of child nature, and more skilled in parent-craft, which may help the child to realize the best of his possibilities on a sound and cultivated biological basis.

MAYE S. FIELDS, '13.
nature is dynamic, not static. Every living thing bases its claim to existence upon action. The most dwarf-like blade of grass, the most infinitesimal bud, the myriads of winged creatures,—all have interwoven into every fibre of their structure an impelling tendency to act.

But to every action, there is direction; and for every intended action, there is purpose. A motivation was paramount in the mind of our Creator, whose ultimate purpose in creation was, "that we might have life, and have it more abundantly." He made the beasts of the field, the birds of the air, and then made man their master, breathing into him his own infinitude. But in wielding this infinite power throughout the ages, has man shown himself to be in harmony with nature's plan for self-preservation and adjustment? Has he recognized the usefulness and interdependence of every created thing in the preservation of the whole?

Today, our thoughts are shifted from the cold, scientific facts of the universe to the beauty and grandeur of this earth. Our eyes are dazzled by the brilliancy of nature's garments; and our senses are quickened by the breath of her floral children, as they vie with one another for the approving smile of their queen-mother.

"Now, Time throws off his cloak again Of ermined frost, and wind, and rain; And clothes him in the embroidery Of glittering sun and clear blue sky; With beast and bird the forest rings, Each in his jargon cries or sings."

And it is of these little forest singers, clad in feathers that blend in their hues the sky, the water, the mottled sands of the shore, the bronzed splendor of the sea-weed, and the opalescence that lines the sea-shell that I would have you think as occupying one supremely important place in God's great plan of creation.

To be complete in its purpose, everything must minister both to man's economic and aesthetic life. The birds are just beginning to be thought of in this two-fold function. In fact, the development of economic ornithology is comparatively recent. It was in 1850, that small and harmless birds were first given a legal standing in the states of Connecticut and New Jersey. Before this time, there was protection for game birds only, as men seemed unable to comprehend the usefulness of birds which did not serve to satisfy their immediate appetite and love of sport.

In the early days, necessity made man the destroyer of life; but as civilization advanced and man, by means of various tools, became the successful tiller of the soil, nature furnished him with a tool of inestimable value,—the insectivorous bird. Until recently, this tool has existed practically unknown to the science of agriculture. Our birds were not recognized as an insect police-force doing what scientists unaided are powerless to accomplish. Very insignificant seemed the fact that they consume more food than any other class of vertebrates, and that this food is made up, almost entirely, of that with which man has to combat in agricultural pursuits. It is to be noted that birds of the most varied character and habits, migrant and resident, of all sizes, from the tiny wren to
the blue-jay, are all instrumental in wip­ing out that army of insects and noxious animals constantly threatening the anni­hilation of our plant life. They are also to be credited with the destruction of an enormous amount of weed seed, a service that is little appreciated. In fact, it is estimated that in Iowa the tree­ sparrows alone consume eight hundred and seventy-five bushels of weed seed every season.

With these facts known in the age when everyone is alert to the sweeping wave of conservation that is passing over our country, it is very evident that effective means should be universally adopted for the protection of those birds that maintain the balance of forces in forest preservation, horticulture and agriculture.

Due largely to ignorance, and a mis­direction of commercial ambitions, the number of birds in Michigan has been reduced twenty-five per cent in the last twenty-five years. A sense of humilia­tion for the feminine sex comes over me, when I am forced to admit that a large percentage of this extermination came about through no other demand than the oriental taste for adornment; and to satisfy this demand, we find thousands and thousands of birds killed by the merciless onslaught of the commercial octopus. This is, however, only one of the nu­merous causes of the scarcity of birds. The instinct, manifested by small boys for collecting birds' eggs, has effect­ed their decrease enormously. Other ene­mies are the house cat, weasel, and Eng­lish sparrow,—useless in themselves, but exceedingly harmful to the species of birds that are valuable. Another exter­minating factor is the epicurean desire for such delicate dishes that even the robin, wood-thrush, and chewink must be sacrificed in order to satisfy this so­called "educated taste."

In opposition to these pernicious in­fluences, we find that there are a number of individuals whose minds have been stimulated to exert every effort in pro­viding for a great increase in the num­ber of useful birds. As a nation, the Germans are far more advanced in this respect than we. They have taught us that we must restore to the birds, by arti­ficial means, all that our modern systems of cultivation have taken away.

Baron Von Berlepsch is the father of modern scientific bird conservation. His great estate at Seeback in Thuringia, which covers over five-hundred acres, is a completely equipped station for the preservation of bird life. He has dis­covered that the essential part of the bird protection is the providing of nest­ing facilities. When he noticed that the birds preferred deserted wood-pecker holes, he conceived the idea of imitating the work of the wood-pecker. His idea was deemed worthy and adopted, so that at present there are several factories making different kinds of bird nests; and there is an ever-increasing demand for them as the public becomes more and more enlightened as to their possibili­ties.

It is to the credit of the United States, that they are generally receptive to every progressive innovation; and due largely to the unparalleled work of the National Association of Audubon Societies, and the United States Department of Agri­culture, we are now doing great things for the birds. We are endeavoring to compensate for our former negligence. That the sentiment for bird protection of all kinds is growing, is proven by the fact that the government has established fifty-six reservations, where birds are fully protected, and in many cases fed during the winter months. It is interest­ing to know that one of the last reserva­tions was made on Hogg Island in Lake Michigan, only last year.

Recognizing all these conservative ac­tivities, we must not become blind to the great biological fact that in everything that lives, there are infinite possibilities of development and improvement. As each succeeding stage in civilization ar­rives, there are presented opportunities unimagined. So, too, with the bird problem. To cope with this situation in a manner fitting for Twentieth Century thought and intelligence, we must act as a united force. An enobling, moral sen­timent for bird life must be created in every individual before we have real ef­fective action.

This involves the principle of federal as against state regulation; a principle that was so forcibly enunciated in the last session of congress by Mr. MacLean
of Connecticut, that effective legislation followed. He argued with great force that "the states are incompetent to accomplish the preservation of migratory bird life, and that it is incumbent on the national government under the general welfare clause of the constitution to meet this insistent and reasonable demand.

When this principle has been inculcated into the universal mind, then we can appreciate Shelley’s verse,—

“No longer, now, the wing’d inhabitants, That in the woods their sweet lives sing away, Flee from the form of man; but gather round And prune their sunny feathers on the hands Which little children stretch in friendly sport Towards these dreadless partners of their play:—happiness And science dawn though late upon the earth.”

As it is unfair to estimate a man’s worth to humanity by only one striking capacity, so it is unfair to think of the bird as being a mere factor in economic organization. Great as has been the bird’s economic usefulness, and great as are the possibilities for further usefulness, still greater is its place in the world of thought and feeling,—the aesthetic world. Nature has endowed every human being with an inherent love for beauty; and all those things which call forth this love, exert a wonderful, regenerating power upon the human heart. The very idea of a bird is symbolic and inspirational. His life is so intense; his frame is so charged with buoyancy, and his heart with song that our souls are truly lifted up in contemplation of them. The early Greek dramatist, Aristophanes, gave to the birds human attributes. Poets have ever sung of “the beautiful vagabonds, endowed with every grace, masters of all climes and knowing no bounds.”

“I never hear,” says Burns, “the loud solitary whistle of the curlew in a summer noon, or the wild mixing cadence of a troop of gray plovers in an autumnal morning without feeling an elevation of the soul like the enthusiasm of devotion or poetry.” This feeling is common to all; so that with Emerson in his beautiful poem of May Day, I would plead:—

“Beloved of children, bards and spring, O Birds, your perfect virtues bring, Your song, your forms, your rhythmic flight, Your manners for the heart’s delight, Nestle in hedge, or barn, or roof Here weave your chamber weatherproof. Forgive our harms, and condescend To man, as to a lubber friend, And generous, teach his awkward race Courage, and probity, and grace.”


THE ACCURACY OF DETAIL IN THE WORK OF GEORGE ELIOT

HAVE neither the time nor the skill to do justice to a review or even a worthy criticism of George Eliot's novel, "Adam Bede." So I shall discuss briefly one phase of her work and illustrate with quotations from "Adam Bede" some general truths about George Eliot’s fiction.

The quality in her work which impresses me most forcibly and which I admire most thoroughly is the care with which she relates the minutest details in the conversation and action of her humble men and women. She describes their reactions to joy and sorrow in their variant forms with a naturalness that touches the heart. Each succeeding episode in "Adam Bede" increased my wonder and admiration for the marvelous powers of observation and expression of its author. It presents such a wide range of experiences that I was not surprised to find the book the product of a mature and experienced mind. Only experience coupled with the sincerest sympathy and love for common folks could have furnished such a wealth of
real characters as she presents in her stories of humble life.

We are accustomed to realistic scenes at certain of the important stages of a narrative, but George Eliot always gives it to us even in the most trifling events described. The episode of the broken crockery serves to reveal more of the nature of "Mrs. Poyser'' than some of the more serious incidents. True, it presents her weakest side but her very inconsistency in this scene impresses the reader with the possibilities of her blustering nature. After scolding a maid for breaking a jug in which she is fetching ale, Mrs. Poyser takes another highly-prized jug intending, this time, to draw the ale herself. But being in a highly nervous state, she starts at the appearance of her niece in the guise of a "Methody.'' She drops the jug and breaks it. Her consternation and ensuing remarks are as real a bit of comedy as is to be found in the story.

Bartle Massey's school interested me. People study for such different reasons, and so few study because they love to know the truth about things, that I wonder what our colleges would be like if they were not so utilitarian and fashionable. George Eliot gives the motives for study in the cases of a number of the pupils in this night-school and she sizes up the situation in what seems to me a very realistic manner. The three most backward students are having a reading lesson as Adam enters the school-room.

"Bill had a firm determination that he would learn to read founded chiefly on two reasons: first, that his cousin Tom Hazelow could read anything right off . . . , and second, Sam Phillips, who sawed with him learned to read when he was turned twenty. The man seated next to Bill was of a very different type; he was a Methodist brickmaker, who, after spending thirty years of his life in perfect satisfaction with his ignorance, had lately 'got religion' and with it the desire to read the Bible." The third was "a dyer, who in the course of dipping homespun wool and old women's petticoats, had got fired with the ambition to learn a great deal more about the strange secrets of color."

How could George Eliot know how an impatient man smoked a pipe? How did she know what a lonely man would say to his dog? These little bits of knowledge make me more than interested in George Eliot, the woman.

In the following conversation between "Mr. Irwine" and "Arthur Donithorne," she touches upon another truth—the inconsistency of the love of old people for young people. "Arthur" says in speaking of his grandfather, "I believe if I were to break my neck, he would feel it the greatest misfortune that could befall him, and yet it seems a pleasure to him to make my life a series of petty annoyances."

In some novels the plot reveals something of the writer's philosophy; still others put epigrams into the mouths of the principal characters. George Eliot uses another method. If we wish to know her philosophy we must read her work faithfully for it comes out in unexpected places and ways. Here, for instance, in the middle of a dance, "Hettie" turns pale as she looks at "Arthur." "That pale look came upon Arthur like the beginning of a dull pain. Hettie's look did not really mean so much as he thought. But Hettie's face had a language that transcended her feelings. There are faces which nature charges with a meaning and pathos not belonging to the single human soul that flutters beneath them, but speaking the joys and sorrows of foregone generations—eyes that tell of deep love which doubtless has been and is somewhere, but not paired with these eyes—perhaps paired with pale eyes that say nothing; just as a national language may be instinct with poetry unfelt by the lips that use it."

Passages of this nature foretell some of the developments of present day psychology and eugenics.

"Adam Bede'' presents innumerable psychological facts not new to the reader, but heretofore unremarked by him. In giving "Adam's" mental condition on the morning of the trial, the writer gives us one of these facts. "Energetic natures, strong for all strenuous deeds, will often rush away from a hopeless sufferer as if they were hard-hearted."

This quality of painstaking delineation of facts as she has observed them is not in itself the greatest charm of Eliot's novels. It is only one of the many strik-
ing ways in which she handles the material of her work. It alone could not have made her loved as one of our best novelists. I am not sure that I have been perfectly clear in my expression of what I feel in regard to George Eliot, but I have tried in a crude way to pay a tribute to that characteristic in her which I most lack, attention to and observation of details.

GEORGIE A. COOK.

PLAYING INDIAN

AMMA,” whimpered little Max Lee, shuffling into the kitchen, “what can I do?”

“You mustn’t bother mamma now, she’s making a cake for your birthday,” replied his mother. “Why don’t you play with your cars?”


“No, I need that one, but come along with me and I will find you a book with pictures in it,” she said, remembering the one her husband had brought home the night before for Max’s birthday.

Max was delighted with the gift and after his mother left him he lay upon the floor with the book before him, his feet in the air, and his fat chin resting in his hands. He wondered much as the turning of the pages revealed the various pictures until, nearing the middle of the volume, his eyes lighted on a picture that to his mind surpassed any he had previously seen. It was a picture of an Indian chief, standing before his wig-wam, while around him were many others, Indian boys, Indian squaws and, hanging on a nearby tree, a papoose in its cradle.

Then an idea came into the mind of Max. He would go over to Bobby Carroll’s and together they would play Indian. Quietly he stole out of the front door, but when he was out of sight of the house and saw Bobby, he emitted a wild whoop and ran toward him. When Bobby heard the plan he was as enthusiastic as Max. After they had gathered enough feathers from the chicken-run, they asked Bobby’s twin sister, Doris, to sew them to some cloth. She refused to do it unless she too could play, to which the boys were naturally opposed. The fact that Max remembered there were squaws as well as painted warriors among Indians, saved the day. She was admitted without further protest. While she was busy sewing the rows of feathers, Max and Bobby were furthering their plans in another place.

“We ought to have a baby Indian like in the picture or else Doris won’t have anything to do,” said Bobby, “cause pa said that squaws can’t hunt and fight.”

“I know what,” exclaimed Max, “I’ll go home and get Buddy if he ain’t sleeping.”

Bobby thought that “Bud” would make a dandy Indian baby, so Max ran home and quietly crept into the nursery where he found his little brother looking about with wide open eyes which brightened as Max entered.

Stealthily he moved about, getting the baby’s hat and coat and then luring him out of doors. He uttered a triumphant yell as he neared Bobby’s home where everything was ready except the cradle for the baby. This, however, was not long in construction, for all they used was a board, a few strips of cloth and some rope. Soon they were on their way to the woods and Doris, carrying the baby on her back, found that her part was by no means the easiest. Before their destination was reached she complained of her back aching and by the time they gained the interior of the woods, she was about ready to drop in her tracks.

“I just can’t carry him no farther,” she cried. “Won’t one of you take him for a little while? He’s sleeping now.”

The “Braves” were emphatic in their refusal. “No sir,” Bobby said. “You wanted to play an’ you’re the only squaw what we got so you got to take care of him.”

“In my picture book they hang babies on a tree,” offered Max. “Let’s see if we can find a place.”

They hunted around until they found a place where the wind had broken a
limb so that one end rested on the ground. Bobby climbed up the limb and Max handed up the baby and cradle which Max suspended from a stubble of a limb.

“Now you can stay here, Doris,” said Bobby, when he had descended to the ground. “We’re going to shoot bears and wolves. If you see any around here, holler and we will come and shoot them.”

With these parting words the two young Indians dashed off among the trees, leaving little Doris beside the tree which supported the infant.

“Wolves,” she thought, “an’ bears too. This ain’t no fun, sitting here alone.”

She pictured the fierce beasts coming from behind trees or clumps of bushes. Her fright increased until she was nearly crying. Finally, with a last look at the sleeping baby suspended away out of her reach, she went home.

Max and Bobby, intent upon their hunt for bears, soon forgot the sleeping infant. Deeper and deeper they plunged into the woods until the long shadows, cast by the setting sun, warned them to return.

“Oh,” exclaimed Max, “we’d better go back, else I’ll catch it when pa comes home.”

They turned about and began retracing their steps as Bobby’s father had at one time taught him. They had walked perhaps half a mile when they came upon a grassy plot where the trees had been cut down. They remembered crossing it earlier in the afternoon, so they went on in absolute confidence. Amid the trees again, they were unable to find their footprints on the heavy carpet of leaves. They looked upon one side and then on the other, but nowhere was there any clue to the tracks. When the sun took its final plunge in the west, the lads were still hunting for the path. Then as darkness settled slowly about them, fear gripped their young hearts. As they stumbled to and fro, they clapsed each other’s arm and finally, wearied by the excessive exercise, sank beside a clump of bushes and began to cry. Half an hour later they were in another sphere. They had cried themselves to sleep, their drowsiness having overcome their fear.

In another part of the woods a different scene was being enacted. A group of men and women were straining their ears to locate the direction of a faint but heart-breaking wail of an infant. They scattered, spreading out fan-like, that they might not pass by the child. They all held lanterns high above their heads and scanned every nook and corner.

One of the men, who was going straight ahead, stooped to pick something from the ground, and then, as the cries came more distinctly to him, he started forth again eagerly. At last, nearing a large tree, he ran forward with a joyful cry, for there hung the cradle with the child. He called to the others, at the same time climbing up and getting the baby from its perilous position. The cloth and ropes were loosened and the happy mother clasped the child in her arms.

The women went back with the baby while the men, encouraged by their first find, went on in search of the others. For three hours they scanned every place where the youngsters might have crept. They were about to give up when the rays from one of the lanterns fell upon a dark heap which, upon investigation, proved to be the two boys, still huddled together as they had fallen asleep. Their fathers picked them up carefully so as not to awaken them and carried them home where they were undressed and put in bed. The next morning when they awoke and saw the bands of feathers which had been left beside their clothes, the remembrance of it all came back to them, but not the desire to play Indian.

OSCAR RABBERS, H. S. ’16.

HENRY DAVID THOREAU

Stevenson closes his prefatory note on his criticism of Thoreau with this sentence:—“In some ways a less serious writer, in all ways a nobler man, the true Thoreau still remains to be depicted.” From these two points of view then, let us work to see if we can sum up and supplement the views of critics who have been either friendly or unfriendly.
Thoreau's writings still exist, and they may be criticized as justly now, in regard to the mechanics of structure and their style, as ever before. However, his contemporaries no longer live, and we are deprived of this valuable means of judging. Thoreau the man, except as we read the scanty printed records they have left. Then, too, as one critic, who chances to be so authoritative a one as Donald G. Mitchell (Ike Marvel) says—"One can hardly know this author except by reading him thoroughly, up and down and across, in every light, in every season, in every labor." There is such a close relationship between the man and his work that it is hardly possible to study them wholly apart.

Those who are competent to judge agree in saying that he had exquisite mechanical skill in the shaping of sentences, that they are crystalized thoughts in as perfect a form as can be found in the English language. Thoreau was master of the epigrammatic sentence, and in this form of his sentences we find the forced style of imitation, even though he surpassed his friend Emerson, from whom he copied it, in its arrangement. In his poetry he treats the old metres freely and invents new ones at will. His weakness is the too frequent striving after antithesis.

Because of great familiarity with classic writers Thoreau has a good English style to which there is added an original piquant humor and a beautiful natural diction. Even in his earliest work of description there is evident the characteristic smooth flow of sentences, and as noticeably there is revealed the unerring placing of words. He says, "Man does not wantonly rend the meanest tie that binds him to his fellows; he would not stand aloof, even in his prejudices did not the stern demand of truth require it," and in the concluding statement we find sounded that note of sincerity to himself and his ideals. Matthews says of him: "He was above all an artist in words, a ruler of vocabulary, a master-phrase maker. But his phrases were all sincere; he never said what he did not think, he was true to himself always." Desiring to have people notice, understand and realize what he was writing Thoreau made frequent use of exaggeration and allegory, and in so doing often nearly defeated his own aim, for only the truly sympathetic reader—the real reader—knows what is meant and what is not meant. Here and there a sentence exhibiting a note of complacent dogmatism is found. He talks as if his idiosyncrasies were imperative rules of conduct for all, yet though self assertion and swagger grow loud it is harmless. He was not always logically consistent in his utterances, nor did he seemingly aim to be at times. Sometimes he was so intent on putting his idea forcibly as it came fresh from his mind and experience, that he emphasized it unduly and threw other expressions out of relation. In short, he had not the artistic mastery which controls and gives to the work a balance of completeness, but does possess an artistically beautifully expertness in the formation of sentences and paragraphs or short verses which express a detached thought, sentiment or picture. "His range is narrow, but to be a master is to be a master."

Rhyme, rhythm, and metre Thoreau regarded as mere tricks to catch the reader's attention. He thought that the scheme and form of poetry caused a sacrifice of vital truth and poetry. Yet—read him aloud and you will find that the emphasis is bound to fall where meaning demands. An effect like this is attainable only through a delicate sensitiveness to rhythm. The commonest occurrences of nature were a mighty parable to Henry David Thoreau and parts of it he set to adequate music that it is a delight to hear. He despised all conscious aim at effect and rhetoric and though he made poems out of the most ordinary events he did not celebrate it as such. "Whatever things I perceive with my entire man, those let me record and it will be poetry. The sounds which I hear with the consent and coincidence of all my senses, those are the significant and useful ones. I omit the unusual and describe the common. This has the greater charm and is the true theme of poetry." This is his conception of poetry. Then he pleads, "Give me the obscure life, the smallest share of all things but poetical perception. Give me but the eyes to see the things which you possess."

He was too much a poet to forget the
soul of things and too much a naturalist to neglect accurate observation. Correctness of details when held in closest union with fine imagination is his first characteristic and when we add to this that quality of sympathy the poet’s feeling of heart and eye we have pictures of otherwise uninteresting things and places which grip and force our attention. For after all Thoreau himself states: “The theme is nothing, the life (by which he means interpretation of the subject) is everything. Improve the suggestion of each object however humble, however slight and transient the provocation; what is there to be improved? Nature makes a thousand acorns to get one oak.”

Hardly any writer can be named, ancient or modern, who devoted such high powers so studiously to such a cyclopedia of themes. However, his peculiar gifts led him to deal mostly with the inner life of nature. He valued nature not as a source of mere knowledge, but as a fount of pleasure and inspiration. “In what book,” he asks, “is this world and its beauty described? Who has plotted the steps toward the discovery of beauty? Your greatest success will be to conceive that such things are, though you may make no communication to the Royal Society.”

When Thoreau is telling his own story—what he saw, heard or did—in the great out of doors, he is simply delightful; no man could be more clear, simple, direct or incisive than he when he has a real nature object before eye or mind. For instance, where can be found a more graceful style, or more beautiful pictures than in the following extracts from “The Maine Woods?” This forest picture is penetrated by the spirit of the primitive wilderness—“Who shall describe the inexpressible tenderness and immortal life of the grim forest, where nature, though it be midwinter, is ever in her spring, where the moss-growing and decaying trees are not old but seem to enjoy perpetual youth and blissful innocent Nature is like a serene infant, too happy to make a noise except a few tinkling, lisp­ing birds and trickling rills.” In the following bit we can see that fineness of perception and unpremeditated delicacy of touch which is so rare among writers. “The lakes are something you are unpre­pared for; they lie up so high, exposed to the light, and the forest is diminished to a fine fringe on their edges, with here and there a blue mountain, like amethyst jewels set around some jewel of the first water.” Such a picture is artistic. No floridness or forced expression but clear­ness and grandeur. We can see that he was choice in his words and for so learned a man spared erudition. Behind his descriptions we can observe the thoughtful mind strengthened by a decent culture.

At the age of seventeen he recommended keeping a diary as it enabled anyone to detect whatever false thoughts and feelings had crept into his mind and so could abandon them. In the same essay he strikes the keynote of his philosophy when he makes this statement:— “Most of us are apt to neglect the study of our own characters, thoughts and feel­ings, and, for the purpose of forming our own minds, look to others who should merely be considered different editions of the same work. To be sure it would be well for us to examine the various copies that we might detect any errors; yet it would be foolish for one to borrow a work which he possessed himself, but had not perused.”

Looked at in the light of this statement the Walden episode assumes a different character, especially as he says his reason for the experiment was that he wished to front the essential facts of life and see if he could not learn what it had to teach. It is amusing to find that those who blame him for his stoicism in this matter were also severe on him for his anti-slavery efforts. Such contradictory criticisms criticise themselves. Immediately following this two years of seclusion he went to live at Emerson’s home and here showed his companionableness and social traits. When Margaret Fuller was shipwrecked with her husband and child, he went at once to see what could be done for his former friend. Did he in this case shirk duties we look upon as humanitarian? He helped the slave, he was kind to animals, he loved family and friends with an active love, yet because he detested some of the superficialities of society and societies such as Brook Farm, he was criticised unsparingly. It is said that Thoreau went to Nature an
individualist and came back the prophet of society, as truly reconstructed; with liberty for its ground work—but liberty which gave no quarter to license of any kind. Sobriety, severity and self respect, foundation of all true sociality were his motto.

The best known work, Walden, is the one by which Thoreau is most often judged, and such being the case it is not strange that he is so often misjudged. Walden has many good qualities, but still plainly shows a superficiality in both manner and matter. The book was written, as we might say, to put its author on exhibition—no wonder it is artificial to a greater degree than any other of his works.

His Journals, on the contrary, were written to please himself and so expose his inmost self, a mixture of base metal and pure treasure. These Journals were begun but a few weeks after he left college. In them he recorded his daily experiences both inward and outward. This continuous record which covered a period of many years, forms a progressive self-revelation. Many people will read these volumes for the information they give on the thousand points of natural history, some for the singular beauty and brevity of description where the commonplace is shown to have the elements of wonder; many, but fewer, for philosophic or poetical significance; most, perhaps, for their racy humor by which New England life and rustic American character is so sympathetically portrayed.

Thoreau's great aim as given in part by Stevenson, was to urge people to the pursuit of self improvement, and the means to the end he used was a close communion with nature and his own thoughts. To get this aim he must be read either lovingly or interestedly, for he has all the variable charm the contradictions, austerities and delightful surprises of nature herself. His individuality is often so assertive as to repel a sympathy which it happens not instantly to attract; but that sympathy must be unwholesomely sluggish which would willingly resist the appeal of his communion with nature. Thoreau was without doubt a genius, true to himself, unswerving in his bent. As such the appreciation of him will grow despite the incompleteness and immaturity of his actual performance.

CORDELIA SIBOLE, '13.

CONDE$$DED CONTRIBUTIONS

THE BROADER LIFE.

"To her fair works did Nature link
The human soul that through me ran;
And much it grieved my heart to think
What man has made of man."
—Wordsworth.

Someone has said that no theology has all the truth, so no learning is the sole source of culture. And it was never more true than now. Once to be cultured meant to have a knowledge of Greek and Latin, theology, Aristotle and perhaps a little mathematics. Gradually a few discriminating minds began to study Aristotle critically and to look to nature and things about for knowledge. So the meaning of culture changed. Phenomena began to be explained according to the way they habitually acted; a few noticed that under the same condition nature always performed the same definite acts in the same way. Men began to classify these acts and relate them to life in general, and we had science. So today culture means a knowledge of, and an ability to cope with things about us. We must enlarge our conception. It is an ancient chapter of progress which puts art and literature in one division and science in another. The time was, of course, when theology and science warred continually, but this time is well nigh past. One has only to read Burrough's "Breath of Life" in the April Atlantic to feel that one can love nature and God at once. Natural law in the spiritual world is the logical sequence of natural law in the physical world. Both science and the arts have made their efforts to win the greatest liberty of thought, but Herbert Spencer, in discussing "What knowledge is of most worth?" after treating the earning of a livelihood, health, citizenship, art, and mental disci-
pline, gave on every count the answer:—

yet there are several things about science in general which allies it with art and literature. First, the human element is present in the vivifying of dead facts, one of the aims of modern science. Second, science works the imagination and offers much material for hypothetical reasoning. Third, it compels the restless struggle for ideals. Fourth, science illustrates and emphasizes the reign of law and order without weakening the need of a First Cause.

Shakespeare says, "One touch of nature makes the whole world kin," and it is by investigating nature that science endeavors to bring forth her cultural ideals. Can any other cultural line of work produce so wide a field for research? The common idea of scientific work is its utilitarian side. What is it worth to me in dollars and cents?—but you have only to refer to some of our great scientists to find the idealistic side. Christ put the great ideal as "Love one another," and science, in its application by such men as Roentgen, Pasteur, Koch, and many others, have practiced that ideal in alleviating man’s suffering and providing for the future. Those last four words bespeak the aim of the scientific world today. Science tries to tell us how to so live, and induce the world to live, that posterity shall be the better for our having existed. Man is no longer a lone individual, he is part of the race.

Shall we, then,

"Creep into our narrow beds,
Creep, and let no more be said?"

Tennyson says:

"The Lord let the house of a brute to the
soul of a man,
And the man said, ‘Am I your debtor?
And the Lord, ‘Not yet; but make it
as clean as you can,
And then I will let you a better.”

Man has, by use of Mendel’s laws of heredity, been able to improve his stock, his grain, fruit, etc. Why not apply the Mendelian laws to man himself? That is one of the interesting problems of biology at the present time. In physics and chemistry ideals are many. Examples of men like Newton and women like Mme. Curie are among those who have exhibited clear cut reasoning added to devotion to a cause. These are just a few of the many lines of scientific thought reaching out in life today. Take away the contributions of science and man is back in the middle ages again, trying to get fire with flint and tinder.

"When science has discovered something more. We shall be happier than before," has become literal. We cannot all be Loebs, Michelsons, Darwins, or Edisons, but we can each do our part by making it our business to know things about us, and above all, as progenitors and teachers of the rising generation, it is our duty to know about ourselves.

Most of us are working along lines of least resistance. Instead of looking ahead for a glimpse of a few years hence we say, "In two years I'll graduate,—it doesn’t matter what I take."

"Omne vivum ex vivo." Let us be alive and give our contribution to life! Dr. Vaughan, of the University of Michigan, says, "When we realize that each one may contribute to the progress of the race, the problem of life impresses upon us a hopeful seriousness, and a buoyant determination that though the task be great it is one well worth the effort."

LON BOLSTER, '13.

NATHANIEL HAWTHORNE.

As a boy Nathaniel Hawthorne was of a gentle and imaginative nature. After his father's death, his mother lived in seclusion and Hawthorne was left much alone. He learned to read early and liked most to wander to some quiet nook and read such books as Shakespeare, Milton, Thomson, Pilgrim's Progress and the Fairie Queen, books which were to be found in most New England households of that time. These writers probably influenced his writings, although he does not seem to have copied very directly. His first writing was the keeping of a diary, the literary value of which has never been determined as the original has not been found. He liked best imaginary subjects and always treats them in such a manner as to appeal to the imag-
Hawthorne loved children, he was a companion with his own children, making them boats and kites, and going with them to fish and gather wild flowers. It has been said that "Hawthorne is never so attractive as when seen with the light of his children's eyes upon him." It was for them that he wrote many of his short stories which have been published in the two books called the Wonder Book and Tanglewood Tales. These are old classical myths which he tried to adapt to the understanding and interests of such children as his own. While he leaves out some things that are valuable as myths the tales are so well told that the child misses nothing. The language is simple and well chosen, but it is the appeal to his imagination which interests the child most. The tales have for their characters fairies and dragons.

Although Hawthorne's Tales were very successful he had another ambition which was to write novels. In this he was equally successful and is classed as one of the greatest of American writers of fiction. The Scarlet Letter is perhaps the most widely known. He does not introduce many characters in his novels and he usually presents a moral. He does not dwell on the moral, but rather makes the story so illustrate it that it is not necessary to repeat it many times. His novels are very imaginative and yet the characters are from real life.

In the Scarlet Letter there are only four principal characters, Hester Prynne, the minister, the old physician and the child. There is nothing either in the "method or perception" which is not found in the earlier tales. What "distinguishes it is the union of art and intuition," that is in his power to see deeply into life and seemingly read what was on the mind and then express it so that others will see it also. The Scarlet Letter is a beautifully embroidered letter which a woman is compelled to wear on her bosom as a punishment. It is supposed to represent the "brand of sin on life." The scene is laid in a small Puritan town of New England where the life is simple and the punishment for sin is often death. This story begins where most stories end, after the crime has been committed. The story takes up the effect on the lives of those who are immediately concerned. The physician seeks revenge but in getting it is so much changed for the worse that his revenge seems a failure to the reader. The minister suffers not only the pangs of conscience for the crime but also for deceiving the people. The moral which Hawthorne brings out is "Vengeance is mine saith the Lord." This man has not the power to do.

He wrote the House of Seven Gables in five months. It is said that "he wrote regularly but the story went more slowly than he had hoped, requiring more care and thoughts than the Scarlet Letter because of the greater variety of tone." The House of Seven Gables is a succession of stories bound together by common characters and interests and also by the haunted house. It is the history of a family for a generation who live under the curse of the haunted house. Most of the victims are innocent but this does not remove the curse. The characters are true to life but the story is perhaps more horrible than some of his other works.

He also wrote several other novels, among which are the Blithdale Romance and the Marble Faun. The Blithdale Romance is in part a record of the ideas and experiences of the Brook Farm in which Mr. Hawthorne was very much interested and where he lived for several years. The ideas for the Marble Faun were gathered during a tour through Italy. The scenes are principally from Rome. The Faun was a statue fashioned from an old myth. The principal character Hawthorne fashions after the Faun. For me this is the most imaginative of Hawthorne's works.

Hawthorne wrote little after this. He started the Dollyvater Romance for the Atlantic Monthly, but his health failed and he told the readers that he would never be able to finish it and he never did.

DELMAL AUFFER, '13.
Closing the Year. The Record will publish its closing number for the year several days before commencement in June and this will make it necessary for all copy to be in hand by the first of the month. Will all teachers and students, who have faithfully aided the Record during the year, please keep the date in mind? There is also left to any who may have done nothing to help during the year, this last opportunity to break the spell of their indifference.

Alumni. The regular alumni Association party will be held on Monday evening of commencement week, and the business meeting of the Alumni Association will be called at a convenient time on Monday or Tuesday, a definite announcement of this meeting will be given in the June Record. There should be as much information about alumni presented in the June Record as limits will permit. To this end all readers of this statement are urged to send items of interest to the alumni editor, Katherine Newton, before June 1.

Arbor Day. No better expression of the spirit of the Western Normal has been seen than that given on Arbor Day. The splendid program of the morning drew practically the unanimous attendance of the students, and many visitors were present from the city and beyond. The address by Governor Ferris was a forceful and thoroughly enjoyed interpretation of the meaning of the occasion. His philosophy of life rings true in a challenge to young and old alike to appreciate the relative values of life's opportunities and purposes. The presence of the Governor throughout the day lent inspiration and will greatly enrich the memory of the whole event. The afternoon programs, exemplifying as they did the best efforts of the children and students in dramatization and oratory, and including the beautiful procession about the campus, which was never lovelier, will add for all concerned, confidence in the permanency of this annual recognition of tree and bird day. The address by Mrs. Sigler of Grand Rapids, was a feature of the afternoon, and it was richly enjoyed by all.
Mother's Day. The month of May is especially significant in special days. In addition to Arbor and Bird day, there are also Peace day and Mother's day, both of which come this year on the same date—May 18. The American School Peace League, which was established in 1908, has for its purpose the carrying forward of the peace propaganda in the public schools, and it has done this chiefly by means of essay contests on the general subject of international peace. By a happy coincidence this year has brought the great ideal of peace, yet to be realized, and the matchless ideal of motherhood once realized for the race, and in multiplied instances realized for individuals, into conjunction. It is true that “righteousness exalteth a nation”—and it is likewise true that righteousness is safeguarded by peace and motherhood. It is the purpose of these special days to emphasize the necessity for establishing the ideals of peace and motherhood in their true perspective in the appreciation of all, and more especially the rising generation. The peace ideal has been forced into the consideration of the public schools by a special organization, as stated in the foregoing discussion; will it be necessary to have further and more definite organization to procure a suitable recognition of mothers in schools? The poem by Joaquin Miller called “The Bravest Battle” is sure to reawaken an appreciation of motherhood for anyone who reads it.

The bravest battle that ever was fought,
Shall I tell you where and when?
On the maps of the world you will find it not—

’Twas fought by the mothers of men.

Nay, not with cannon, or battle shot,
With sword or nobler pen;
Nay, not with eloquent word or thought
From the mouths of wonderful men.

But deep in a welled-up woman’s heart,
A woman that would not yield,
But bravely, silently bore her part,
Lo, there is that battlefield!

No marshaling troop, no bivouac song;
No banner to gleam and wave;
But, oh! those battles they last so long—
From babyhood to the grave.

Yet, faithful still as a bridge of stars,
She fights in her walled-up town,
Fights on and on, in the endless wars,
Then silent, unseen, goes down.

O ye with banners and battleshot,
And soldiers to shout and praise,
I tell you the kindliest victories fought
Are fought in these silent ways.

Oh, spotless woman, in a world of shame!
With splendid and silent scorn,
Go back to God as white as you came,
The kindliest warrior born.

School Spirit. One of the greatest needs of a school is school spirit. Without it, the school is dead, the students and the faculty are selfish, one-sided beings, who think only of what they may be getting out of their work in terms of certificates or dollars and cents. This school offers us more than this. Athletics, oratorical contests, and literary societies, need the help of the school body. The boys on the baseball team must work, not each man for himself but all must work together. They do not work for their own honors alone, but for the good of the school. The young women of this school should be more loyal to Western Normal. They should attend the ball games and the oratorical contests, and by their rooting help the boys to victory. The school spirit can be roused by having mass meetings, getting the students together, and learning the school “yells.” If we did do this, more people would become interested in our athletics and our school, and would attend the games. By becoming interested in our school, they would do better school work. The summer vacation is close at hand, and it is our duty to our school and it should be our pleasure, to “boost” Kalamazoo Normal.

Athletics. Athletics is not something entirely distinct from the playground. The athletic field is the playground for the more mature people, while the playground is the athletic field for the children. Some
teachers take the position that the school exists only for mental work and is not concerned with physical development. They do not want to recognize athletics but this does not change the enthusiasm of the boys and girls. The playground and the athletic field are essential factors in education and should have their proper assignment of time on the programme. They develop the child physically, morally and mentally. The most admirable qualities of heart and mind, that can be found in a human being can usually be traced back to athletics. Tho' football is hardly suitable for the children we have to deal with in the rural school, baseball is easily explained to a child, and no game requires so complete and thorough concentration. It exercises judgment, imagination, insight, self control and develops team work which is very valuable in every day life. The teacher should be with the pupils, for his own good as he needs the exercise and for his influence on the moral conduct of the children. Several say that country children do not need athletics as they have pure, fresh air but this, so far as physical development goes, does not bring them any nearer to human perfection than those who live in cities. Country children are inclined to be ungainly and awkward, therefore there is all the more need of athletics. The shuffling footstep, the ungainly bearing, so common in rural school children, is a proof of disproportionate physical development. As some one has said: "Some youngsters, literally speaking, run altogether to hands and feet at the expense of other parts of their natural mechanism." If it is as bad as all this, let us not sit down to moan and weep about it, saying how awful it all is, but let us get to the front and do what can and ought to be done.

TRAINING SCHOOL

ASSEMBLY PROGRAMS.

National songs were chosen for Assembly April 10, and those best known to the children. The stories told, were written by Joel Chandler Harris (Uncle Remus) and equally familiar to most of our boys and girls.

These darkey folk-tales were given by two members of Miss Forncrook's "Story-telling Class," and their costumes added much to the children's appreciation. Mrs. Soderstrom as an "old southern mammy" in true loquacious style and dialect delighted the children with her tale of "The Owl and the Other Birds." Miss Voorhees followed in the character of an old negro uncle seated on a box whittling, while in most leisurely fashion he told "The Tar Baby."

It was a true picture of antebellum days with the negroes in their most happy mood, that of story-telling.

April 17 Shepherd Life as given by the second grade was characterized by pastoral simplicity and each scene was an outgrowth of some phase of their winter's work.

Douanie Scott read the story of "The Lost Sheep."

The scenes given were as follows:

I. Meeting of the Shepherds.
II. Home Life showing the life of the women (carding, spinning and butter making).
III. Return of the Shepherds from their day's work. Relating their experiences of the day.
IV. Arrival of a guest who tells a story of a desert experience (improvised at the time).
V. Evening Pastimes showing dances, songs and stories of a pastoral people.

The children were absorbed in the life these scenes suggest. Conversation and activities were spontaneous and the audience caught the spirit of it all. The folk-dances were worked out in the gymnasium from suggestions offered by the children. The weaving dance had that grace and beauty that can only come when the children have given themselves up wholly to the mood of the life they are living.

Mr. Manley surprised the children April 24, by playing a rather unfamiliar instrument, the xylophone, which he handled with great skill.

Mr. Hickey of the History Department, gave us another of his splendid travel talks. This one was a walking
trip across the Alps. The children followed him closely each step up the mountainside with every change of temperature and vegetation and finally the last long, hard pull to reach the monastery for safety and shelter for the night. Mr. Hickey has that happy, simple terminology so necessary in picturing to children what we have experienced and puts in enough of the human element to hold the youngest child.

May 1st.—Nature gave of her best to this May-day; a cloudless sky, warm, balmy air, budding trees all furnished an ideal setting for an out-door dramatization of Scott's "Lady of the Lake," by the eighth grade.

The following scenes were chosen as a result of class work, where critic and children worked together selecting, criticizing and re-constructing the grouping of both people and content that would best tell the story in dramatic form. Very little change was made in text, in fact, the children wished to keep the original phrasing. The costuming of such an undertaking was a problem. There was first picture study of the Scottish costume then the Art students sketched large posters for the children and the first boy to bring his costume complete was one who had little or no home assistance, who had worked it out almost wholly alone from the helps and suggestions gained from pictures and posters. With stockings turned down at the knee, a kilt skirt and a scarf of plaid thrown over his shoulder, with a barrel top driven full of bright-headed tacks for a shield he represented a true Scot and the other boys were not long in following his lead.

The boys and girls themselves managed every feature of the performance, scene shifting, responsibility for taking their cues, etc. The value of such organization and realization that this experience gave to the eighth grade can hardly be computed.

At the fourth act the official explainer came forward and announced that the play would be repeated at a later date when the last act would be added and an admission of ten cents charged. Proceeds to be used to help the Training School equipment. At time of going to press the boys and girls are selling tickets and the date set is Wednesday, May 14th, at 8 p.m., Training School rotunda. Kensell Williams, a member of the class, printed programs and tickets.

PROGRAM.
The Lady of the Lake.
By Sir Walter Scott.

ACT I.
Scene 1—Fitz James visits the highlands meeting Ellen and gives Ellen signet ring.
Scene 2—Allen Bane and Ellen discuss Roderick, etc.
Scene 3—Welcome Roderick Dhu.
Song.

ACT II.
Scene 1—Brian the Hermit prepares the fiery cross.
Scene 2—The gathering—Lanrick Mead.

ACT III.
Scene 1—Malise brings news of scouting.
Scene 2—The prophecy.
Scene 3—The prophecy fulfilled.

ACT IV.
Scene 1—Fitz James receives hospitality from his foe.
Scene 2—The trip to the ford.

ACT V.
Scene 1—The king forgives the highlanders.
WESTERN NORMAL 10; ALBION 2

On April 19 the Western Normal baseball team opened its schedule by trimming the Albion collegians by a 10 to 2 score. This is the fifth straight victory recorded over the Methodists by the “highlanders.” The well informed fans were expecting to see a pitcher’s battle between Emmons and Curtis, but were disappointed in their hopes when the Teachers got to the former for 3 runs in the fifth. Weighman, who replaced the sturdy Albionite, did not show a very extensive assortment of foolers and the locals had little difficulty in scoring from this time.

The work of “Lefty” Curtis, who did the hurling for the Normals, was sensational and during the course of the game struck out 23 of the visiting batters. In addition he allowed but four well scattered hits. Of the new men Finch, Miller and Smith showed up well with the willow. Joe Walsh did some fine throwing and hit when some one was waiting to cross the pan. The score:

1 2 3 4 5 6 7 8 9 — R. H. E.
Albion College 0 0 0 2 0 0 0 0 0 — 2 4 4
West. Normal 1 0 2 0 0 0 0 5 x — 10 13 2

Batteries—Albion, Emmons, Weighman and Reed; Western Normal, Curtis and Walsh. Umpire—Harmon.

HILLSDALE COLLEGE 3; WESTERN NORMAL, 2.

The Hillsdale College team came along on May 2 and licked the over-confident Normalites to the tune of 3 to 2. It was the first time since the two schools have met that we have ever had to take our hats off to the Baptists in a base ball game. The game turned out to be a fine pitchers’ duel between Curtis and one William Rennie, who at one time was a member of the Normal’s pitching staff.

The game was lost in the first inning when on account of some loose fielding and battery work the visitors scampered over the rubber with THREE big runs, and the farther the game progressed the bigger those runs looked.

The Normals played a great up-hill battle but could not connect with the fine pitching of Rennie with any material success, and so had to be content with one shy of enough to put the game into extra innings. Although some of the more superficial fans did not look upon the Hillsdale south paw as a real pitcher, let it be stated here that the youngster had as fine a slow curve as any pitcher needs. Of course he did not have much speed and he kept his “fast one” in his “grip” where the Normalists could not get at it. He used his head in the pinches and had several of the boys out-guessed before they got into the batters box. Curtis pitched great ball after the first inning and did not yield a hit or a run from that time on, striking out 14 men. Fillinger got back into the game and got a hit when it was needed. Miller and Walsh also did some fine hitting but Rennie always tightened when necessary. The score:

1 2 3 4 5 6 7 8 9 — R. H. E.
Hillsdale 3 0 0 0 0 0 0 0 0 — 3 2 1
West. Normal 0 1 0 0 0 0 1 0 0 0 — 2 5 4

Batteries—Hillsdale, Rennie and Jenkins; Western Normal, Curtis and Walsh. Umpire—Harmon.

The remaining games on schedule are as follows:

May 12—Battle Creek Training School at Battle Creek.
May 16—Hillsdale College at Hillsdale.
May 20—Olivet College at Olivet.
May 24—Hope College at Holland.
**NEWS ARTICLES**

**MAY MEETING.**

The May meeting of the Western Michigan Industrial Arts and Science Association was held in this city Friday, May 9. The session was conducted in the Commercial Club rooms and was attended by about sixty members from the Manual Training, Industrial and Art departments of the schools of Battle Creek, Jackson, South Haven, Grand Rapids, Saginaw and Bay City, Port Huron and other cities. A number of the members arrived in the morning and were shown through the shops at the new school on Vine street, the manual training department of the Normal, and the continuation or trade school on East avenue. The new shops were the subject of much favorable comment and the work of instructors and students was characterized as ranking with the best in the state. The regular executive session was held at 4 p.m., and various business matters settled, several new members voted in and reports of committees and officers read. It was voted to broaden the field of the organization by holding meetings outside the state as well as within its borders. After the business meeting two very fine addresses were given by Prof. Charles G. Wenzel, principal of the local continuation school, and Prof. Louis Hays, of the Detroit University and Cass Technical High School of Detroit.

Mr. Wenzel was for years identified with several large manufacturing companies of the country and later in charge of the industrial work in the Toledo schools and is a man of broad experience and ability. He enlarged on the work of the Kalamazoo school and showed how in many respects Kalamazoo is foremost in continuation school work. He characterized the system as the best way of producing efficient workmen.

Prof. Hays spoke at length on the work of Detroit University and Cass Technical High along industrial education. As he is in charge of the industrial departments of both schools his talk was significantly interesting and pertinent.

Representatives of several manufacturing houses were present and gave short but entertaining talks on various topics. F. C. Downer, of Lowe Brothers' paints, spoke briefly on the nature of paints and varnishes and the best way of using them. J. L. Abt told of the manufacture of leather belting and products and R. R. Grimes of Browne & Sharp, described fine instruments of precision.

Fifty-five covers were laid for the banquet at six, during which an excellent musical program was tendered by the Manual Training Glee Club of the Normal. The boys responded to repeated encores before the teachers would let them go.

Fred Huff, in charge of manual training at Central high, is president of the organization and to his efforts much of the success of meeting was due.

**SENIOR CLASS PLAY.**

For the annual out of door play which will be given by members of the senior class on Friday evening, June 20, Miss Forncrook, head of the department of expression, has selected the following cast:

"**THE PIPER,**" The Stratford Prize Play by Josephine Preston Peabody.

The Piper......Alfred Wilcox, Bangor Michal, the Sword Eater..............Lloyd Tryon, Kalamazoo Cheat-the-Devil.C. E. Brown, Lima, Ind. Men and Women of Hamelin. Jacobus, the Burgomaster..............Frank Carpenter, Kalamazoo Kurt, the Syndic.......................Charles Nichols, Kalamazoo Peter, the Cobbler....................John Erickson, Houghton Hans, the Butcher.....................C. J. McCarthy, Standish Axel, the Smith.......................Clarence E. Stephenson, Shelby
Martin, the Watch..................................
Steve Starks, Bloomingdale

Peter, the Sacristan .. Harry Day, Climax
Anselm, the Young Priest ....................
Ray Adams, Hopkins

Old Claus, a Miser............................
Murl Herrington, Otsego

Veronika, Wife of Kurt......................
Steve Starks, Bloomingdale

Town Crier.........................Steve Starks

Miss Marie Hoffman, Grand Rapids

Barbara, Daughter of Jacobus........

Miss Alzadah Baker, Kalamazoo

Wife of Hans, the Butcher..........

Miss Anna Voorhees, Kalamazoo

Wife of Axel, the Smith...............

Miss Hazel Payne

Wife of Martin, the Watch...........

Miss Harriet Riksen, Holland

Old Ursula..............................

Miss Eva Duthie, Grand Rapids

Burghers, Nuns, Priests and Children.

ARCHITECT E. W. ARNOLD, of Battle
Creek, has been in consultation with
members of the faculty most interested in
the plans for the new science building
and final plans will soon be completed for
this structure which will be hurried
through to completion during the coming
year. With an expenditure of $75,000
for the building alone a structure 120 by
90 feet will be erected. It will be back
of the gymnasium and facing Oakland
Drive and will be three full stories. On
the first floor will be the departments of
agriculture, geography and phychology.
On the second will be the work in biology,
botany, zoology, physiology and hygiene
and on the third will be the physics and
chemistry. The building will have north
and south entrances and will carry out
in general the architecture of the present
buildings. An additional amount of
$10,000 has been appropriated for the
equipment of this building which will
meet a much needed demand of several
years.

Some plans are in progress for securing
Miss Helen Keller for a lecture at the
Normal during the next school year.
Such an undertaking is a big one, but it
is believed that the project will result
successfully with proper handling.

ARBOR AND BIRD DAY EXER-
CISES.

Through the efficient efforts of Dr. L.
H. Harvey and Miss Bessie B. Good-
rich, who had the matter in charge, the
annual observance of Arbor and Bird
Day on May 9 was most successfully
carried out.

The forenoon program consisted of
some special music and general songs,
and a splendid address by Governor
Woodbridge N. Ferris. The attendance
was very large; students, townspeople
and guests from various sections of
southwestern Michigan being present.

A luncheon in honor of the Governor
was served at noon by the students of
the Domestic Science department. The
guests besides the Governor, were Sena-
tors Wiggins of Bloomingdale, and Grace
of Kalamazoo, Representatives Wieden-
teller of Van Buren county, and Fitz-
gerald and Hopkins of Kalamazoo
county; Mayor Connable of Kalamazoo,
and Messrs. Taylor and Blaney, Judge
Adams and Dr. Noble, with President
Waldo and several members of the fac-
culty.

The afternoon program consisted of a
 dramatization of the Birds of Killings-
worth by the children of the Training
School, a talk by Mrs. Lou Sigler of
Grand Rapids, a processional with ap-
propriate exercises by the children in
dedicating a martin house, and by the
students in the annual tree-planting by
the seniors. The parts of this program
will be reported more at length in the
June Record. For pictures of the march
and the tree planting see the frontis-
piece.
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NEWS NOTES

Dr. L. H. Harvey addressed the members of the Grand Rapids Nature Study Society Friday evening, May 9th, and on the following day conducted a nature study excursion.

President Waldo delivered an address before the Northern Bankers' Association at Traverse City on the evening of Tuesday, May 13th. His subject was, "The Banker and the Farmer."

A musical treat which was enjoyed by many towns people as well as faculty and students was given Thursday evening, May 23, when Miss Hanson, assisted by Mr. Grove, pianist, both of Chicago, appeared in recital. The program, which was an artistic one from first to last, was presented in the assembly room before a large audience and an appreciative one. Miss Hanson was heard to the best advantage, her beautiful soprano voice which has won for her a name in the musical world, eliciting the usual applause. Mr. Rankl and Miss Grove have both been heard at the Normal before and repeated on this occasion their success of last year's recital. Mr. Rankl possesses a rich, fine baritone voice and in each number sang with splendid effect. Miss Grove is an accompanist of rare sympathy besides being a brilliant performer.

On Friday morning at the eleven o'clock hour an "Elijah" program was given by the trio and proved a delightful supplement to the program of the evening before.

The Hon. L. L. Wright, Superintendent of Public Instruction, paid the Normal a visit on Monday, May 5. He was in quest of candidates for county normal work and interviewed a number of 1913 graduates.

Dr. Ernest Burnham was at Rice Creek on Arbor Day to speak at the celebration planned by Miss Myrtle Brown, teacher in the district and a graduate of Western Normal.

Dr. L. H. Harvey, who has been active in all lines of nature work since coming to the Normal as head of the department
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of biology, has been presented with the Mershon medal, a gift of the Hon. W. B. Mershon, of Saginaw, in recognition of his interest and activity in bird protection. The presentation was made on Arbor Day by President Waldo.

The annual alumni reunion and conference of graduates of the department of rural schools will be held on Monday afternoon, June 23.

Governor Ferris was "snapped" by school photographers during his visit here and the result has been some excellent pictures of Michigan's executive.

A "hiking club" is the latest and most enthusiastic organization the Western Normal claims. Once or twice a week the young women of the club tramp "over hill and over dale," cooking their luncheon out of doors and enjoying to the utmost the beauties of nature. Cooper Glenn has been a favorite destination for the young women among whom are numbered several members of the faculty.

Superintendents Fell of Holland, Washburn of Marshall, Coburn of Battle Creek, and McAlpine of Tecumseh, have been recent visitors at the Normal, all interviewing candidates for teaching positions next year.

A faculty "take off" which entertained a room full of instructors and students, was given Monday evening, May 12th, when the Amphictyons after many weeks of preparation, "got even" with their "superiors." In a clever farce written by Miss Sue App, assisted by other active Amphictyons, the dominant characteristics of various members of the Normal's teaching force were displayed and the result was an evening of fun.

Miss Irene Miller, a popular member of the music and art department, has recently been appointed director of music and art in the Charlotte schools.

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Representatives of the Redpath Chautauqua Co. have recently visited the Normal and announced a few of the special
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The Lathe shown here is only one of our many styles we can surely please you.
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attractions for the Chautauqua to be held on the Normal grounds during the summer school—the week of July 24th. Governor Folk, the Crill Band, Mrs. Beecher, a famous reader, the Hon. Adam Bede and the Ben Greet Players are among the attractions which will make the Normal's summer school a little out of the ordinary. There will be fourteen special features on the week's program and the students will be given the very low rate of $1.00 for the entire week.

Dr. J. A. Dinsmore, of Borea, Ky., spent a day at the Normal recently, visiting especially work connected with the department of rural schools. He will go to Kent, Ohio, this summer as head of this department in the new state normal.

As the result of recent conferences and other activities among the students an annual inter-class field day meet has been instituted. The first meet will be held in June when all classes in the Normal will compete, the events being planned to include all students and departments of the school. A handsome cup will be offered as the trophy on this occasion and will be on display in the office at an early date. A second athletic event is also planned, a tennis tournament for all who care to compete, having been arranged as an annual event. A cup will also be given for this.

A "Play Festival" which will include all of the children of the training school and all of the students in the Normal, will be held in Normal grove some time in June. The department of physical education with the co-operation of other departments of the school, will direct this festival, the first the Normal has given.

President Waldo has received a new honor during the past month. Mayor A. B. Connable has named him a member of the Board of Police and Fire Commissioners of Kalamazoo, one of the most important offices in the city.

A pleasant day was spent by the Calhoun County Normal Training class May 8th, when, accompanied by Miss Wariner, director of the Normal, Superintendent Washburn of Marshall, and Miss
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Davis, supervisor of music, the members of the class visited the Normal and the rural observation school at Oakwood. A luncheon was prepared by Miss Moore of the Normal lunch room, and the party enjoyed it out of doors at Oakwood. The main object of the visit was to observe a cooking lesson in the rural school.

Miss Alice Marsh, of the faculty, visited the Marshall high school on Friday, May 8th.

One of the most enjoyable faculty parties ever held in the school was that of May 2, in charge of Miss Elizabeth Johnson and a committee of assistants. Instead of the usual indoor dinner, a picnic supper in most attractive boxes and arranged for two, was served out of doors. The occasion was so novel and informal that the guests, one and all, pronounced it the most enjoyable social event of some time.

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KALAMAZOO
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A High Grade School for the Training of Teachers

The faculty consists of 50 efficient instructors who have been trained in the institutions named below:

Armour Institute, Albion College, University of Chicago, Chicago Art Institute, Chicago School of Physical Education and Expression, Columbia University, Eureka College, Harvard University, University of Illinois, University of Indiana, Michigan Agricultural College, University of Maine, University of Michigan, Michigan State Normal College, New York Institute of Musical Art, Northwestern University, Oberlin College, University of Ohio, University of Pennsylvania, Pratt Institute, Sargent Normal School of Physical Training, Terre Haute Normal School, Wabash College, Western State Normal, University of Wisconsin.

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

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

Students may enter at the opening of any term. The Spring Term opens April 7, 1913. The year book will be mailed on application.

DWIGHT B. WALDO, President.
Kalamazoo, Michigan.