Western Michigan University

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THE
KALAMAZOO
NORMAL
RECORD

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

JUNE, 1913
NORMAL BASE BALL TEAM, 1913

MANUAL TRAINING MEN
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F. T. NEIFERT
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And live your splendid best.

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

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You have to live your splendid best
In the short years ahead.

—The Forerunner.

AS IT SHOULD BE.
Shopper—I want to buy a necktie suitable for my husband.
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NEWS NOTES

Wednesday, June 18th, has been set for the date of the graduating exercises of the eighth grade and President Waldo will deliver the address to the members of the class.

The young women of the senior kindergarten class made up a delightful house party at Gun Lake June 6th and 7th. Every member of the class attended and the party occupied two cottages.

Dr. and Mrs. Hockenberry returned to their home in this city on May 31, after a sojourn of several weeks in Asheville, North Carolina.

Dr. Burnham gave the commencement address for the Martin high school Thursday evening, May 29th. On the fourth of June he addressed the graduating class of the Wayland high school and on June 5th was the speaker for the County Normal Training class at Charlotte. June 7th he addressed the eighth grade graduates of St. Joseph County at South Bend, Indiana, and on the thirteenth the County Normal Training class at Big Rapids. He will be in Flint in a similar capacity for the Genessee County Normal June 16th and on the following day will deliver the address for the County Normal Training class at Grand Haven.

Miss Gage spoke before the Kalamazoo County Federation of Women’s Clubs at Vicksburg Wednesday, May 28th. Her subject was “The Responsibility of the Home Toward Citizenship.”

January 14th has been decided upon for the appearance of Miss Helen Keller in Kalamazoo, under the direction of the Normal. This lecture, the subject of which will be “The Heart and the Hand,” will be filled with unique interest.
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Patents in the new spring shapes $2.50.

White New Buck in new Nifty toes the price $2.69. A wonder.

A new spring shape in Black Seudes $4 value. Basement price $2.95.

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Patronize our Advertisers and mention "Record"
HOUSEHOLD SCIENCE AND ARTS  
for  
ELEMENTARY SCHOOLS  
By JOSEPHINE MORRIS, Supervisor of Household Science in the Boston Public Schools

A PRACTICAL and helpful book, designed for school use, and containing suggestions as to the best ways of keeping a house clean and sanitary, advice as to the preparation of wholesome foods, and over three hundred recipes for simple and nutritious dishes.

The book provides for a two years' course, is easily understood by elementary students and saves time and thought for young housekeepers, to whom it would prove of much service. It contains chapters on such useful topics as laundering, home nursing, mistakes to be avoided in the kitchen, school luncheons, house furnishing, housekeeping and labor saving devices.

Miss Adele M. Jones and Miss Mary Moore of the domestic art and science faculty respectively, were in Ypsilanti May 23 and 24. They visited the Normal college, enjoying a delightful luncheon served by the young women of the domestic science department.

Students in the rural department enjoyed a picnic in the glen back of the Normal May 22. A “bacon roast” was a feature of the event. Dr. Burnham and Miss Goodrich were members of the party.

The 1913-14 general bulletin is out and presents a fine appearance in its brown cover bearing an artistic though simple design, the work of the art department. Many changes are seen in the book which gives details of courses and much other information.

The second annual conference of the graduates of the department of rural schools will occur on Monday, June 23. An informal round table discussion of teaching experiences will be held in the forenoon at 10:30 o'clock, and in the afternoon. C. A. Rowland will talk upon the vitalizing of rural school work. Harry Day, '13, will lead an informal discussion of Mr. Rowland's suggestions. A reception will follow.

Mr. Waldo delivered two addresses on Memorial Day, one at Centerville and the second at Hickory Corners.

Read the ads. Mention the Record.

A SMILE OR TWO.

“There’s one thing I want to see while I am in Europe.”

“And that is?”

“The Hungarian goulash in session.”

—Washington Herald.

Knicker—Think we shall keep the Philippines?

Subub—We’ll have to. Why, I can’t even get rid of my Swamphurst lot, only one hour from New York.
A Dollar in Bank

is worth more to you than a dollar in your pocket, because—

You know it is safer.

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You can make it earn you 4% compound interest every six months if you leave it here.

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I Hear a Voice

Maudy Earl

W. SCOTT THURBER

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and kindred lines
with special attention given to that
SERVICE
which makes of visitors customers and of customers friends
The Edwards & Chamberlin Hardware Co.

ALUMNI NOTES.

Miss Loretta Marantette, graded '10, has taught successfully in the Jackson schools the past three years and will continue her work in the grades.

Miss Blanche Peppe, who is director of the County Normal at Traverse City, will spend the summer in Canada.

Miss Edith Sawyer, a graduate of the Normal, was a visitor at the school June 2.

De Forrest Walton, high school '12, will teach French in Howe Military school, Howe, Ind., next year. He will spend the summer in France in study and travel.

Miss Jessie Evans, graded '10, has taught in the Wakefield schools for three years, and will teach in Houghton the coming year in the grades.

Earl Sortore '08, is employed in Chicago.

Mrs. Morris E. Stokoe, formerly Mrs. Nettie Sooy, a graduate of the Normal, visited the school May 24. Mrs. Stokoe resides at 1382 N. Minnehaha street, St. Paul, and had been visiting her daughter, Mrs. Deane, formerly Garnet Sooy, also a Normal student.

Dale Maltby, manual training '11, plans on entering the engineering course of the University of Michigan next fall. Mr. Maltby has been the successful supervisor of manual training at Midland for two years.

Rex Nutten has been re-elected director of manual training at Amasa, Michigan, at a considerable increase in salary.

Grover Stout, '11, writes very interestingly of his work in Soule's college, New Orleans.

A wedding of interest to Normal alumni was solemnized at the Gull Lake home of the bride's parents in May when Mrs. Gertrude Mills Cole was united in marriage to Mr. Ross Evers. They are residing at the home of the groom at Gull Lake. Mrs. Evers has taught for two years in Traverse City, where she was supervisor of art.
J. R. Jones’ Sons & Co.  
KALAMAZOO, MICHIGAN  

Full Fashioned Hosiery 25c  
For Women and Misses

Full Fashioned Hosiery at 25 cents is today a very scarce article,
By anticipating and placing early orders we have secured a remarkable assemblage of Full Fashioned and regular made stockings to sell at 25c.
Knit of fine Lisle Yarns, with plain Black or White split foot.

Special Showing of  
Blue Serge Suits for  
Commencement Wear

1913 Straw Hats  
Now Ready—Let Us Show You

SAM FOLZ  "Big Corner" Clothier, Hatter and Furnisher  
MAIN AT PORTAGE

THE BELL SHOE HOUSE

Well known shoes of Quality, that show the Leading Fashions in Footwear.

Shoes and Oxfords for men, all leathers  
Walk-Overs and Banisters

Shoes, Oxfords and Pumps for Women, Walk-Over, Laird & Schober, Exclusive Designs

We will be pleased to show you

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124 E. Main Street

Patronize our Advertisers and mention "Record"
CORRELATION AT TUSKEGEE

VISITORS to Tuskegee, and these include some of the most distinguished educators of this country, have been very pronounced and enthusiastic in speaking of the success in methods and results of the educational work being done at the Institute. Certainly, we need but watch the career and influence of the number of successful graduates of the school to see that in fact results have been good and have fulfilled the expectations of the friends and patrons of the institution. With regard to methods, correlation has been and is our watchword, and although in practice this is construed with varying shades of meaning, the school’s mission has been to keep the student in touch with the actual affairs of life. Not relying upon an apprenticeship system to furnish the worker, the founder of the Institute brought all the trades to a centre into school, thus affording opportunities for a larger education and culture by offering academic studies in connection with the trades. And this early became a distinctive feature of our work. There were many grammar schools and academies, colleges and universities, theological schools, technical and medical schools. There was not a school for carpenters, brick masons and blacksmiths. If there were organizations performing these functions they were apart, by themselves. The boy intending to be a tradesman was compelled to get his book-training before or after his trade or get only one or the other, notwithstanding the fact that conditions forced many to start late. There were no combined courses. The studies were not organized so as mutually to enrich each other and increase the student’s possibilities for development and more efficient service. Thus the intellectual gymnastics were not concerned with the manual worker. Book-learning was exclusive and had nothing to do with productivity. Productive education was however what the emancipated negro needed, hence the opportunity of any system of education which sought persistently to be an economic factor in the life of this people. The Tuskegee Institute met this situation. It correlated daily bread, so to say, with daily educational practice. What we now see—large buildings, large numbers—are but the outward signs of the great moving principle which Dr.

*NOTE—The author of this article, J. T. Williamson, is a former student of the Normal School, and a graduate of Kalamazoo College. He is now teaching in Tuskegee Institute in Alabama.
Washington emphasizes by the identification of the school with life. By this we do not mean any vague indefinite thing; we mean the living interests and calling needs of a race and a conscious direction of efforts to meeting these vital issues. This is what correlation means for us.

More specifically, our pedagogical operations may be considered as to their psychological significance where, of course, we are dealing with our students. In the main, our efforts at correlation from this standpoint have succeeded because they have well-grounded reasons, reasons which because of their spontaneity and naturalness, are in harmony with true principles of education. In contrast with the stand-pat methods, especially where these are not backed by vigorous and strong personalities, this kind of teaching is a new and bright picture. Dovetailing academic principles into industrial problems vitalizes the material and broadens the interest. The pupil receives stimulation from a variety of sources and finds legitimate outlet for his energies in many ways which lend themselves readily to control because within his understanding. If he reads or hears about anything, he is made to see and observe it, to handle it, to think about it by dealing with problems bearing upon it or by viewing it as to its relation to his own or to the community life. To illustrate take this problem as developed in Mr. Woodard's arithmetic class.

The following table gives the per cent of protein, carbohydrates, and fats in the feed stuffs used at the Dairy Barn.

<table>
<thead>
<tr>
<th>Protein</th>
<th>Carbohydrates</th>
<th>Fats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cotton Seed Meal 37.2</td>
<td>16.9</td>
<td>12.2</td>
</tr>
<tr>
<td>Cotton Seed Hulls .3</td>
<td>33.1</td>
<td>1.7</td>
</tr>
<tr>
<td>Shorts .............12.2</td>
<td>50</td>
<td>3.8</td>
</tr>
<tr>
<td>Wheat Bran..........12.2</td>
<td>39.2</td>
<td>2.7</td>
</tr>
<tr>
<td>Rape ............... 1.5</td>
<td>8.1</td>
<td>2</td>
</tr>
</tbody>
</table>

At the Dairy Barn an effort is made to maintain in the feed a certain ratio between the protein on the one hand and the carbohydrates and fats on the other. This ratio is called the nutritive ratio. This ratio is computed as follows: (1) Multiply the weight of the fats in the feed by 2.4. (2) Add this product to the weight of the carbohydrates. (3) Find the ratio of the weight of the protein to the sum just found. The nutritive ratio, then, may be expressed thus,

\[ \text{2.4} \times \text{wt. of fats} + \text{wt. of carbohydrates} \]

If the nutritive ratio is less than 1:6, it is called a wide ratio; if it is greater than 1:6, it is called a narrow ratio. At one time the feed for No. 1 cows at the Dairy Barn was as follows: 5 pounds of cotton seed meal, 30 pounds of cotton seed hulls, 3 pounds of shorts, 2 pounds of bran, and 50 pounds of rape. Find the nutritive ratio in this feed. Is it wide or narrow?

It is evident that in this example the observations to which attention has been directed above are largely substantiated. They are however fully substantiated when the pupil has actually dealt with the problem, for in addition to the mere solution, visits are made by teacher and students to the various departments involved in order to secure materials necessary for making concrete the situation as well as for information necessary to the solution. The instructors in these departments explain and impress matters of interest cognate to the subject under treatment, thus enlarging and elaborating at every turn the student's store of concepts.

Space will not allow to multiply examples. Suffice it to say that it is the constant burden of the director, Mr. J. R. E. Lee, that the same be true in grammar, in geography, in chemistry and physics, in fact, so far as is reasonably possible, in all the activities of the school. The student appropriates the material to become part of himself. Sustained effort is made to deal with the practical, concrete, commonplace, if you choose; nor less to maintain interest to the highest degree; and this, I need not mention the too well-known psychological principle, vitally gets hold of the attention at a saving of effort and energy. Practice being an important part of our scheme, ample provisions are made for motor expression. As a vocational school we stress the value of the end in our work as a whole, and we have definite ends—a brickmason, an intelligent farmer, a useful citizen, a responsible member of a
race. The student himself is conscious of the end. This, of course, opens the other door of opportunity which might otherwise remain closed. Whatever is of value in his experience is utilized at once to serve his education. A boy thinking about his trade will bring to the class whatever he meets in his daily walks and conversation having relation to his chosen vocation, and he learns to look ahead with social interest to the time when he must take the initiative in community work among his people.

Thus trained, he does not go out into the world dumbfounded and guessing all the time. He has been active in a real world. Interest as we see, has led him. Meaning and movement have characterized the material with which he has been dealing, and these guarantee success because purposeful. His education is a life affair keeping in touch with his needs, desires and aspirations. His learning has utilized his full sensory, mental and motor possibilities for education. Here it can be said that the "co-ordination of the studies serves the unity of the child's mental life." Furnishing ideas from many but related sources, we meet the condition for mental growth. Not content with mere precepts, but seeking to establish firm associations between ideas and action, we show our belief in the doctrine that "knowledge is correspondence with reality."

Although we do not lay claim to originality of these great principles we do persistently endeavor to make constant application of them. The practical grasp of a present situation is characteristic of the school's work. The enthralling public interest which the institution serves, the impelling mission which it fulfills is to be the measure of its success and the explanation of its marvels. And so the animating, integrating principle of the Tuskegee Institute is not to be confined as a subject of school psychology but must be viewed with reference to the invaluable social service which it is giving.

Thus it may be summed up, that the school correlates school life and everyday life; identifies itself with vital issues—the living interests of its pupils and patrons; and places intensified emphasis upon concrete values—a regard which meets opportunely the race at this stage of its development. These circumstances combine to make the process of education fresh and unburdened, natural, retaining spontaneity. The principle which gives the work social significance, overrules its psychological and effects its pedagogical achievements. Properly recognized and adhered to this motive of service will unfold itself in the progressive accomplishment of greater good. Refraction only may retard. But in faith we may depend upon its healthful and widening influence for it goes out with the graduates in the sense of honor and efficiency which it gives them, and the world welcomes and encourages the man who carries with him into his business the sense of honor, confidence and willingness which identifies him with its cherished ideals of industry and service.

J. T. WILLIAMSON.

EXAMPLES OF COMMUNITY SERVICE

HE children and I spent about two weeks or a little less preparing for "Mothers' Day." The children wrote invitations to their mothers and we prepared a short program, which consisted of spring songs, memory verses, signs of spring dramatized and stories from readers—told by children. The children did not know who was to take part, until just as I called their names during the program—the idea was that every one in the room could produce any part of the program. Of course I knew enough about it to select those who were most interesting and who could be heard. The idea worked out splendidly.

With sixty children the room is rather full so I let the children march out after the program and the mothers looked over the interesting things about the room: Clay work, nature study (I had some frog's eggs just hatching). Paper cutting—one poster "The House That
Jack Built" was especially good. Drawing which included some fine story illustrating, writing, color work, etc. I talked with the mothers informally regarding the school work and considering the objectionable weather we had a very nice time. About twenty mothers were out. They said some very nice things about my work and I felt well repaid for my trouble.

AUDREY BETTES, '12.

The first thing I undertook was a Hallowe'en Social at the school house. I had two objects in view,—raising funds to use in improving the interior of the school-room and getting the people of the community together for a social time. With a duplicator I printed off posters and sent to the nearest schools, also, smaller invitations to send to each family in the district, about fifty. Because I was anxious to have the affair a success socially as well as financially, I worked out the program for the evening's amusements quite carefully and everything seemed to "work." We had a bonfire and marshmallow roast, an "apple-bob," a gypsy fortune-teller, sold girls as ghosts for supper partners and served supper to one hundred twenty-five. I was well pleased with the attendance for it was representative of all classes in the community. With the proceeds (about twelve dollars) we purchased material for sash curtains and rods for them. With what was left the school board added enough to pay for having the walls re-painted which is a great improvement. The girls drew the threads, and basted the hems in the curtains and I stitched them. They also sent away for samples of materials for the curtains and I helped them choose the best for our purpose. The children have their own towels, too. I bought a bolt of toweling at five cents a yard and the children were willing to pay five cents for a towel. Then I invited the girls to my boarding place one Saturday afternoon and we had a little "sewing party." They started the towels and finished them in school.

One Sunday afternoon I invited the boys to the woods and we had a bacon and "weenie" roast. In January, we had a peanut social at the school house, and served supper to about seventy-five. I was not so well satisfied with it as a social affair as with the first one. We cleared about eight dollars and the school board added a little to that enabling us to purchase a set of eight maps in an oak case. The director is very proud of them.

Just now we are busy with plans for an Arbor Day Festival. I sometimes am discouraged and think it is all an air-castle, but I am hoping it will be a success. This is what we have planned.

Morning—Games and sports in charge of the County Y. M. C. A. secretary, and our minister.

Picnic dinner on the school grounds at noon.

Afternoon—Planting.
1. Trees, shrubs and vines on the school grounds, under management of the director.
2. Setting of maple trees around the cemetery under the direction of the president of the Cemetery Association.

Evening—An Arbor and Bird Day program at the church. Besides an address the children are preparing a dialogue, "The Birds' Convention," which I am hoping will go off well. We are to dress them up in crepe paper suits of appropriate colors. This dialogue is in the new book of dialogues just prepared by Mrs. Dora Stockman, of Lansing.

I wrote to one of the county farm bureau managers in regard to Farm Expert Work and he offered to give a talk at the Grange here without expense to us if we would see to meeting him. I brought the matter up in Grange meeting and they voted to accept his offer. He has promised to be here May 15, and we are planning to hold an open meeting. (The Grange holds its meetings in our school house). I am glad he is coming for many even in the Grange are not in favor of farm experts.

MYRTLE B. BROWN, '12.

I started a Mothers' Club as an attempt to develop the school spirit in my home district. I had not lived at home for several years and knew few of the parents or the children. When I came home last spring the school was in a state of open rebellion. I had never held any theories in the line of discipline except the one of relying upon my power of
interesting children. So I accepted the position reluctantly but with a determination to straighten matters out with the parents as well as the children. So I felt that a Mothers’ Club would give me the acquaintance and support of the mothers with a possible chance of directing their thought in regard to educational matters. I wished to make the agriculture work a means of interesting the troublesome boys. I wanted to give the children some good times in their school work. Story telling, dramatization, geography excursions, school gardens, and nature study were among my plans and I wanted to talk to the mothers so that they would consider them practical helps rather than innovations.

I had seventeen mothers in my district and they were Americans, Poles, Germans, Hollanders and Irish. There has never been any social center except the school and the mothers had not been there for friendly visits for some time. In the latter part of the summer I called at each home in the district and invited the mothers to meet me at the school-house a week before school opened. Five mothers responded. All felt that the school needed to be changed and all were eager to help in every possible way. This little outline is the one I used in talking to them at that time. I take it from a hastily written note-book but it gives my main ideas.

Mother and teacher work together; school, a business proposition; punctuality; work hours; play.

Help I want from mothers: Suggestion—I want mothers to suggest to children that the school is to be orderly, interesting and pleasant. They may even suggest the idea of their having an especially good teacher. These things have power at the opening of a school. Get a State Course of Study. Know what work your child is doing. Pay attention to reports of your own and other children. Cultivate pride in school. Encourage 8th grade pupils to graduate. Help to plan their high school courses. Visit school. Speak to other children in district about their work. Give attention to exhibits at school house. Get supplies and text books promptly. Purchase uniform supplies. Help me to detect and put down any nasty element.

We decided to make the club permanent and elected officers. The rest of the meeting was informal but I received much helpful information concerning school conditions and much encouragement.

Our next meeting was held in October. The program consisted of some parts of our school work I thought would interest the mothers. The children took the responsibility of showing the various exhibits and explaining them. After the program the children went home with the exception of two of the older girls. The business meeting was then held and a committee reported the following “Purposes and By-laws”:

To promote interest in school among parents.

To encourage pupils in their work.

To secure regular attendance in school.

To promote acquaintance and understanding between parents and teacher.

To work for better school equipment, supplies and repairs.

In order to realize these purposes we make the following by-laws:

To meet at least every six weeks.

To meet regularly at 3:00 p.m. on date set at last meeting.

Date of meeting may be changed by committee of president, secretary and teacher.

To include as members all ladies in the district who are interested in school work.

The girls then served simple refreshments and the meeting resolved itself into a good visit which made the mothers late home and gave the fathers a chance to laugh at our club.

The next two meetings were social gatherings at the time of our Thanksgiving and Christmas programs. Our January meeting was spoiled by a blizzard. The last meeting was again a program of school work, including a dramatization of a reading lesson. We meets again tomorrow and our principal subject is “Reading in the Home.”

We have a membership of about twelve at present. I am not sure that the club will continue after this year. We started it to fill a need at a special time and it has been a great success in that respect.
The mothers helped me in giving a party in the schoolhouse. We played games.

Our school has also become an Agricultural Club. We are listed as Delaney Junior Agricultural Club, (No. 3). We are planning to hold meetings during the summer for educational and social purposes. We include older children of district.

Tomorrow, I mean to propose opening the school for library purposes one evening a week during summer. We have a fair library and it has been well read by children and grown people this winter.

We have a ball team which plays other schools.

We have exchanged visits and held spelling contests with an adjacent district.

That, I believe, is a crude summary of what we have done or attempted to do in social lines.

I mean to work out some games which require simple apparatus and can be played out of doors. I want games especially for country schools. Can you tell me some good sources of material?

GEORGIA A. COOK.

On coming to Galesburg and examining into the conditions relative to the interest taken in the school, I found that the majority of the parents were very desirous of becoming acquainted with the teachers and their work in the school. I was informed that nothing had ever been attempted to bring about this mutual acquaintance.

Most of the mothers were anxious to have some sort of an organization. Of course some pessimistic people told me it would be of no use to try to organize a mothers' club since it had never been done here; nevertheless as soon as I could arrange for a meeting, I sent to each home by the pupils a small card upon which was printed the object, time, and place of the meeting; might add that our first meeting was on Friday, November 13th, this being the year for lucky 13. The meeting was held in the high school. The attendance at the first meeting was far beyond my most sanguine hopes, about sixty-five mothers being present.

Our program consisted of a few musical numbers and a talk, in which I tried to explain the object of such an organization and give an outline of what I hoped we might accomplish by so organizing. This was very enthusiastically received, it was also agreed that there be an organization perfected at the next meeting to be held one month later, when officers were elected for the year, but no membership list made, leaving it open to all women interested in the welfare of children and the school. After the program the ladies were invited to the domestic science room and were served with light refreshments by the eighth grade girls.

We have held six meetings; at two we have had outside speakers, Miss Lucy Gage and Dr. Ernest Burnham of the Western Normal faculty.

Both these meetings were very well attended and the very interesting and helpful talks given were very much appreciated. At the other meetings some of the ladies read papers on such subjects as: "Diseases of the Throat," "Sex Hygiene," etc. At these meetings the discussions have been open to all and freely participated in by both teachers and parents. Some additional topics which have been discussed are: "Relation of Teacher to the Home," "Relation of the Parent to the School," "Cleanliness, Food, Sleep and Clothing as Essentials for the Physical, Mental and Moral Development of the Child."

We have come in touch with at least one hundred twenty-five different mothers who have attended some one or two of the meetings and a great many who have attended all of them. As a result of this work there is a very clear understanding between the parents and teachers and the mothers feel free to come and consult with the teacher at any time; consequently we have had no misunderstanding or irritation during the whole year.

The meetings were closed while the interest was very good and all are looking forward to a very effective, entertaining and educative series for the ensuing year.

IRA J. AREHART, '12.
BEAUTY AND THE BEAST
(Dramatized for Grade V.)

CAST OF CHARACTERS.

MERCHANT.
- Merchant's three sons.
- Beast, a forbidding creature.
- (Prince in disguise).
- Beauty, a beautiful girl, loving and kind.
- Kate and Alice, Beauty's sisters, stylish and haughty.
- Jane, servant to Beauty.

PROPERTY LIST—ACT I.
- Merchant's suit—Plain cut. Fur cap, coat and mittens.
- Kate and Alice—Attempt at style. Kate in faded blue velvet. Alice in worn red silk.
- Beauty’s dress—Plain, dark and heavy. White apron and cap.
- Beast's costume—Fur overcoat. False face of some animal. Fur hood to cover back of head.
- Fairies—Light colored, thin dresses, and long veils.

PROPERTY LIST—ACT II.
- Beauty's dress—White satin, long train, rings, bracelet and brooch.
- Servant—Blue gingham dress. Apron and cap.
- Prince—Lovely dark suit.

Book.
Shawl.
Lamp.
Clock.
Electric bell.
Water in small silver cup.

Music behind scenes.
Lights arranged above so they may be turned on all at once.

ACT I.
Scene I.

Place—Living room in an isolated country dwelling. Kate stands gazing from a window. Alice sits before fireplace. Both very cross. Kate turns.

Kate...O dear, how I do hate this stupid dull life. No balls, theaters, drives or anything pleasant, since father lost everything and we had to come to this dreary place. How Beauty can enjoy it all so much, I can't see. (Throws herself into chair by table).

Alice. (Out of patience)—Please don't speak of her. I heartily wish I had married that handsome fellow who took me to that grand ball last year. Then I could have fine clothes and stylish ladies for friends.

Kate. Any one of my offers would have been better than this. To be shut up in this cage! One thing is certain, I shall not spoil my beautiful hands working in the garden or tending sheep. No, or even being servant in the house.

Alice. Just look at Beauty. She is so stupid and low-minded that she even feels content in this miserable place. Father thinks she is fitted to shine in society. If that’s the case, it’s a pity she didn’t marry one of those young men, who pretended to care so much for her, and said she was so good, gentle and beautiful; but (scornfully) she probably hopes to marry a prince. We’ll see. Maybe it will humble her a little to do the work. That is her place anyway.
(Enter Beauty, seats herself at spinning-wheel, humming a song.)

Kate. I should think you'd keep quiet awhile. That's all I've heard since four o'clock this morning. One couldn't sleep on account of the noise you made in the kitchen.

Beauty. If one is happy time goes much more quickly. (Laughs). Ten o'clock is too late to be sleeping anyway. (Seriously. Come, let us do all we can to comfort father and help him. He and our brothers are working hard in the field all day and need us to keep things cheerful and tidy here at home. Just because we are poor, we need not be miserable. Let's try to be happy.

Kate. (Spitefully). That's well enough for you to say. You who know nothing of society. You have never been to grand balls, operas, or—

(Enter Merchant breathless.)

Beauty (springing up). What's the matter, father?

Merchant (joyfully). Good news! I've just received—

Alice (running up, interrupting). O, are we rich now?

Kate (taking hold of father's coat). Can we go back to the city right away?

Merchant (addressing Beauty), (takes letter from pocket). I have just received this letter telling me that a ship has come into port with some merchandise belonging to me, so I must go to the city at once.

Alice. Good! Good!

Kate. I'm just wild with joy!

Alice (joyfully). O, father! bring me a white satin dress, a bracelet, a fine hat, and—

Kate (interruptingly). I want a diamond ring, a string of pearls, a red velvet dress and cape.

Merchant (to Beauty). Is there anything you wish to buy for you?

Beauty. I pray you to bring me a rose, for we have not one here. (To father as he turns to go). Do be careful, dear father, and come back to us soon. We'll be watching for you.

(Exit Merchant).

Alice. I wonder if my shawl is all right to wear with my satin dress? Guess I'll go and see. Will you go with me, Kate?

(Exeunt Kate and Alice.)

(Beauty, singing, sits down to work again.)

Curtain.

Scene II.

Place. Garden of Beast's Palace.

(Enter Merchant, stands gazing at flowers).

Merchant (musing). Indeed, this is a most beautiful place. I should have perished in the snow after I lost my way, had I not seen the lights of this castle. Strange that there is no one about the place. I thank the kind fairy who gave me my nice supper, and a good bed to sleep in. She even thought of preparing a dainty breakfast for me; so I feel quite refreshed. I think I'll get my horse from the stable and start home. I will be so glad to see my children again. (Spies rose bushes). Oh, there are roses! I'll pick just one for Beauty, she is such a good girl. (Crosses over and picks a rose). (Loud roar is heard.) What was that? (Horrified.) A Beast,—what shall I do?

(Beast enters).

Beast (in terrible voice). What an ungrateful being you are! I received you into my castle, and saved your life. Now you steal my roses, which I care for more than anything else in the world. Death alone can make amends for what you have done. I give you a quarter of an hour, no more, in which to ask forgiveness of God.

Merchant (trembling, falls on knees before Beast, clasps hands). I pray you, my lord, to forgive me. I did not think to offend you by picking a rose for one of my daughters, who asked me to take it to her.

Beast (angrily). Call me not my lord, but simply Beast. I do not care for compliments. (More gently). You say you have daughters. I will pardon you on condition that one of your daughters will come of her own free will to die in your place. Don't argue. Go! and if your daughter refuses to die for you, swear that you will return in three months' time.

Merchant (aside). One of my daughters shall not come to this hideous monster; but I shall, at least, have the pleasure of embracing them once more. (Aloud). I promise to return in that time.
Beast. Then all will be well. You are at liberty to go.

(Exit Beast).

Merchant (sighs). Never did roses cost so dearly! (Bows head to meditate).

(Enter fairies, dressed to represent roses, dancing and singing). (Surround merchant).

SONG—"Never did roses cost so dearly,
Never lovelier gift was nigh,
They prove true heart's love clearly,
Fairies have heard; so do not sigh."

Curtain.

Scene III.

Place—Same as in Scene I. Children gathered around the fireplace discussing return of father.

Beauty. He has now been gone two days. Surely he will be here tonight. I hope no ill fortune has befallen him.

Kate, (haughtily). O, I'm not worrying about that. Undoubtedly he is staying to make arrangements for us to go back to the city. I can hardly wait till he comes with our new clothes. (Sneeringly). What kind of a lovely rose did you request, Beauty? What do you expect to wear it to? We might lend—

(Step heard outside. All jump up).

AIL There father is now.

(Enter Merchant).

Kate. Tell us the news.

Beauty (taking father's wraps). I'm so glad you came back safely. (Places' armchair in front of fireplace). Sit here, father, and warm yourself. I'll get you a warm supper; then you can tell us about your trip.

Kate (apart to Alice). He hasn't brought anything for us.

Alice. What more could you expect?

Father (hands roses to Beauty). Here are your roses, Beauty. Your unhappy father has paid dearly for them.

Beauty (smelling of flowers). They're lovely! Where did you get them?

Merchant (weeping.) You'll know all soon; but now it is enough to know that in payment for these roses I must return to a monster in three months to die, or one of my daughters must go willingly for me.

Kate and Alice (scream and cry). How dreadful! How dreadful!

Alice (to Beauty). You wretched little creature. To satisfy your pride our dear father must die, and then we'll all starve.

Kate (to Beauty). Why couldn't you have asked for something to wear, as we did? But no, you must always show yourself off as superior to us. Have you no cause to weep?

Beauty. Why should I cry about my father's death? He is not going to die! Since this monster will accept one of father's daughters, I'll give myself up to him, that he may vent his full anger upon me. I am happy in so doing, for by my death, I shall have the joy of saving my father's life, and of proving my love for him.

Three Brothers (angrily). Indeed! our sister, you shall not go. We will go and find this monster and either kill him or die.

Father. Do not hope to kill him. He is very powerful. My Beauty's loving heart makes me glad; but she shall not give her young life as a ransom for my many years.

Beauty. I am determined, my father, that you shall not return to that castle without me. You cannot prevent me following you. Although I am young, life has no great attraction for me, and I would far rather be devoured by the monster than die of the grief which your death would cause me.

Kate (aside). She'll repent her grand, noble resolutions.

Alice. It's just like her to try to show her good qualities. She won't deceive the monster. Anyway she won't be here to torment us with her sainted ways. I'm glad she is going. (Alice motions to Kate.)

(Exeunt Kate and Alice).

Merchant. My sons, is everything outside cared for ready for the night?

Brothers. We'll go and see.

(Exeunt brothers).

Beauty (to father). During your absence visitors came to see us, and two, who appear to be very good, love Kate and Alice. Let them marry, father, they are not happy here.

Father. Can you wish them happiness when they treat you so shamefully?
Beauty. Indeed! they are my sisters and I love them very much. But, father, come. You must have something to eat.

(Takes father's arm... Exeunt.)

(Impish little clowns, each carrying a rose, enter from all parts of room, and give grotesque dance).

Curtain.

ACT II.

Scene I.

Place. Reception room in Beast’s palace. Beauty, elegantly dressed, sits before fireplace in leather rocker, a book lying open on her lap.

Beauty, (musing,— looking into fire).

I have been here three months; sole mistress of this lovely mansion, with everything around me for which anyone could wish. When father brought me to this supposed monster he expected I should be devoured, and, instead, the monster has been so kind that I have grown to like him.

(Singing behind scenes. Beauty rises, places book on table and goes to window to listen—)

(Continued musing.) At first I almost died of fear to see the Beast approaching; he did look so ugly. Now I find myself eager to hear his first step. (Glances at clock on mantle.) Half past eight. A half hour yet to wait. Only one thing gives me pain. Not one night in these three months has he failed to ask me to be his wife, and when I refuse, he seems to be overcome with sorrow.

(Sighs.)

(Turns from window and goes to piano; plays a sweet weird strain.)

(Enter Beast quietly, unseen by Beauty. Listens to her music.) (Rises both arms toward her, then drops them at sides.)

Beast (softly). Come, Beauty. (Beauty quickly turns.) I wish to speak to you a moment. (Leads her back to her chair. Kneels beside her.) (Pleadingly.) Can you not marry me now?

Beauty (sadly.) You grieve me, Beast. I wish it were possible for me to marry you, but I am too truthful to make you believe that such a thing could ever happen. I shall always be your friend. Try to be satisfied with that.

Beast (bows head.) I suppose I must. I know I am horrible to look upon; but, (looking up at her), I love you so very much; however, I am but too happy that you consent to remain here. Promise me that you will never leave me.

Beauty. I would promise without hesitation never to leave you; but I do so long to see my father again that I shall die of sorrow if you refuse me this pleasure.

Beast. I would rather die myself than give you one moment of pain. I will send you home to your father. You will stay there and your poor Beast will die of grief at your absence.

Beauty (weeping.) No, no! I care for you too much to wish to cause your death. In my magic mirror I have seen that my sisters are now married and my brothers have entered the army. My father is all alone and needs me. I promise to return in a week’s time.

Beast. You shall go to him tomorrow, but remember your promise. When you wish to return, only send me word. You must go and rest now.

Beauty, (sighs.) Farewell, dear Beast. (Slowly rises, crosses room, glances back.)

(Exit Beauty.)

(Enter Beast, still kneeling, bows head on arm of chair.)

(The Beast’s little courtiers enter softly and stand around the Beast, with heads bowed, as if expressing sympathy with the Beast in his great sorrow.)

Curtain.

Scene II.

Place—In merchant’s living room. Same as Act I.

Scene I. (Merchant wrapped in shawl, sitting in rocker before fire.) Servant dusting furniture. (Door bell rings.)

Merchant. Jane, see who is at the door.

(Jane opens door and Beauty runs in and throws arms around father’s neck.) Beauty. My dear father!

Merchant. My beloved daughter.

Beauty. I knew you needed me. Last night I dreamed you were ill; so my kind Beast let me come. I have promised to return in a week.

Merchant. I can scarcely believe that this is really you. I thought you were
lost to me forever, and how is it you call him your “kind Beast?”

Beauty. Indeed! he is so kind to me that I no longer fear him. He has even ceased to look ugly.

Merchant (to Jane.) Go quickly and bring Kate and Alice; so we may all be together once more.

(Exit Jane.)

Beauty. How are my sisters?
(Brings chair and sits down by father.)

Merchant. I fear they are still unhappy. Kate has married a man who cares nothing for anyone but himself; while Alice is made angry continually by the wit and cleverness of her husband.

Beauty. I’m sorry to learn this. How are my brothers?

Merchant. I have heard but once from them since they went away.

Beauty (rises and looks out window.) O, here they come! (Runs and throws door open.)

(Re-enter Jane, with Kate and Alice following.)

Beauty. O, sisters, how glad I am to see you. (Kisses them.) Tell me all about yourselves.

Alice (aside.) How elegantly she is dressed, just like a princess.

Kate (aside.) And see her rings and bracelet. I do believe she is more beautiful than ever.

Alice (aloud to Beauty.) How do you like to live with a cruel monster? Some different from home, I dare say.

Beauty. O, sisters, I just wish you could see where I live. Everything is as grand as in a dream. I am extremely happy with my good, kind Beast.

(Alice begins to put room to rights.)

Kate (aside.) Why should this wretched little thing be happier than we are? Are we not more attractive than she?

Alice. Just wait. I have an idea. Father said she could only stay one week. Let’s keep her two weeks. Her stupid old Beast will then be so enraged at her breaking her word that undoubtedly he will devour her.

Kate. You are right. To carry out our plan we must appear very loving and kind to her. (Aloud.) Beauty, you are not used to work, and I am. Let me do that for you.

(Alice begins work where Beauty left off.)

Alice. Is there anything I can get for your comfort? You must be tired after your long drive. Do you not wish to rest awhile?

Beauty (smiles.) You are too kind to me.

Kate. You have come to stay a long time, haven’t you?

Beauty. I promised to return in one week.

Alice. The monster won’t care if you stay two weeks.

Kate. We haven’t seen you for so long. We simply can’t spare you in less time than that.

Merchant. Do stay, my child, if you possibly can.

Beauty. I will stay the second week. I’m sure my dear Beast would let me if he knew.

(Kate and Alice exchange glances.)

(Father rises.)

Beauty. Where are you going, father?

Merchant. To bring you the letters from your brothers.

(Exit merchant.)

Alice. Kate and I will prepare dinner.

(Exeunt Kate and Alice.)

(Beauty left alone, falls to musing.)

Beauty. How changed my sisters are! They are so good to me; but I really feel lonesome without the Beast. I wonder if he misses me. I have been very wicked to be so ungrateful to one who has been so kind to me. It is not his fault that he is ugly. He is good and that is worth everything else. Why did I refuse to marry him? I should be happier with him than my sisters are with their husbands. It is amiability of character, uprightness and generosity that make a wife happy, and the Beast has all of these. I surely feel much affection for him, if I do not love him. I will not make him unhappy. I shall go to him very soon.

(Hears father call. Starts up.)

Yes, I’ll come.

(Exit Beauty.)

Curtain.

Scene III.

Place. Garden of Beast’s palace.

Same as Act I.

Scene II. (Beast lying near shrubs and flowers—unconscious.)
(Enter Beauty. Glances around.)

Beauty (calls.) Where are you Beast? (Listens) (cries.) O, where can he be? I've searched everywhere. Last night I dreamed he lay dying in the garden and I could not even stop to send word I was coming. I knew I should not have stayed longer than one week. O, if I have killed him! (Sees him on the ground.) There he lies,—but dead! (Runs to him, kneels down and feels for heart beat) (joyfully.) No! he is not dead. (Runs to fountain and fetches some water in a small silver cup, which she pours over his head.) (Beast slowly opens his eyes.)

Beauty. You are going to live. (Clasps hands.)

Beast. You forgot your promise. In my grief at losing you, I determined to let myself die of hunger, but I die happy since I have had the joy of seeing you once again.

Beauty (eagerly.) No, my dear Beast, you shall not die. You shall live to be my husband. I am yours from this moment, and only yours. I thought the feeling I had for you was only one of friendship; but now I know, by the grief I feel, that I cannot live without you.

(Beauty looks back to the Beast. Sees Prince and steps back.)

Prince (smiling.) You see him before you. A wicked fairy condemned me to remain in the form of a monster until some fair damsel would consent to marry me. You are the only one who has been kind enough to allow the goodness of my heart to touch yours, and I cannot, even by offering you my crown, acquit myself of obligation to you. (Takes her hand.) From this day you are my own Beauty, my true Princess.

(Slowly raises hand to lips.)

(Little courtiers come dancing out, carrying the Beast's head.)

(Music, soft and weird, is heard.)

Curtain.

A. AUGUSTA HAVENS, '13.

WASHINGTON IRVING

It is no longer fashionable to read Washington Irving. We resent his involved style. But we have not outgrown a susceptibility to the beauty and sentiment of his simple lore. We still need the purity of his humble humor and pathos. Some of the master-classics gladden only a few. Irving's works come close to the heart of many.

He lifted into the sunlight of imagination spots and people by others undiscovered or forsaken. To him the scenery of America held forth unrivaled charms. For him the old world art, ruins, and poets were a delight. He did not see things as a scientist or philosopher. He was not profound. He simply lingered among the nooks that touched his fancy. He meditated over the common struggles, the hopes, the tears, and the smiles that conspire to make a life complete. He portrayed its humor and pathos and awakened a responsive chord at home and abroad. The Catskill Mountains and their inhabitants have won their fame through him. Because of him England won much of our good-will. Westminster Abbey owes many of its visitors to his pen. The ancient, romantic ruins of Spain have fascinated many because they were influenced by the magic of his imagination. If Irving can be said to have a message it was to please his readers with refined sentiment in refined style.

Irving's writings are a connecting link between our literature and that of Europe. Although the "Father of American Literature," he dealt with many old-world themes. "With new-world spirit" he translated their experiences for us. Europe to him was rich in accumulated and ancient treasures. He pictured for us her refinements of cultivated society, her local customs, her art, and her
mouldering ruins. With him in "The Alhambra" and "The Conquest of Granada" we meditate in some ruined castle or delight to ramble among the decaying monuments of Christian or Moorish Spain. Again these olden spots are inhabited with strange and romantic people. There is an indescribable charm in his vivid imagination of ancient splendours. Bracebridge Hall, I have never read, but it is said to "convey the charm of English life to us, to mark the separation of American from English Literature, while it preserves unbroken the race tradition and the continuity of its spiritual development."

I have read the "Sketch Book" more recently than the "Alhambra" and "The Conquest of Granada." It is very characteristic of Irving and I enjoyed it thoroughly and much more than the other two mentioned. It is a book that appeals to the fancy rather than to the judgment. It is a book I enjoy picking up to relieve the monotony of real study. It is easy to read and enjoyable. I remember distinctly that its first reading prompted me to have a more benevolent view of people. The author is in good humor and his spirit is contagious. The material is local. In "Rip Van Winkle" and "The Legend of Sleepy Hollow" are two original characters, prosaic but rich in the hands of the artist. And Irving was an artist. There are descriptions in the "Sketch Book" and passages that cling to one and that one cannot forget. He writes poetry in prose. He writes an effective, finished short story. "The Country Church," "The Widow and Her Son," or "The Wife" all have a characteristic and intense simplicity and faithfulness that touch one. They reveal such refinement, delicacy and tender sympathy with their characters that make them stand out as pure ideals of short stories. The congenial, gracious, and kindly personality of the author radiates from every page. Each is a simple picture, but so tenderly drawn that indirectly and unconsciously it holds a message. Then there is the visit into "Westminster Abbey," impressive in every line, artistic in every sense, of the word, and never-to-be-forgotten. The mood, the light and shade, and the sounds are masterpieces of description; who could forget the description of the music of the "deep-laboring organ?" Who could fail to feel the impression of the grandeur and solemnity of it all? Then there is the "Christmas" sketch with its atmosphere of good-will and English hospitality, its localism, and its antiqueness. "Christmas Eve" has more humor in it. It has color. It has a personal element. "The Stage Coach," I would put in the same class. But for real humor that has won its way into popular favor "The Legend of Sleepy Hollow" excels. Ichabod Crane is a proverbial character. There is quite a good deal of novelty in this production, but also power and charm. Then Irving's Dutch characters are here pictured, quaint but always kindly. We laugh, but we laugh with them rather than at them.

"The Knickerbocker History of New York" resulted in the Knickerbocker character everywhere well known. There is in the book the type of the decaying Dutch families of New York. It is a story of historical fact mingled with nonsense. I have read only sketches or parts of the book. It is regarded as freshly American.

Irving's biographies are of literary and historical importance but not as popularly read as his other works.

He was the first American who established for himself during his lifetime a reputation in Europe. He was the first American who wrote a creditable and enduring short story. His writings have perhaps less value than many others but they have fulfilled their purpose. He wanted to please. He wanted to help smooth out wrinkles and bring smiles in adversity, and that he has done. Modesty and sincerity were his characteristics and with them he won the affection of his compatriots and the respect of others. "He identified American literature with purity of life, elevation of character, chivalrous respect for women, kindly humor and grace of manner." He used a plot merely as a device upon which to stretch material. Humor, sentiment, and pathos pervade his writings. Perhaps the secret of his success is that he enjoyed his work.

ANNA E. REINHOLD, '14.
Horch! Wa? Was? Wie?
Kikeriki! Kikeriki!
Was soll denn das krahen sein?
Ach, so! Es ist der deutsche Verein!
Ki—ke—ri—ki!

The German Club, organized and guided by Miss Zimmerman, has been one of the enjoyable features of the work in the German department this year. Besides the enjoyment we get out of the meetings, we incidentally learn much about German life, literature and ideals.

The club usually meets in the kindergarten room on alternating Thursday nights. The programs have been many and varied during the course of the year. Some have been strictly literary, consisting of discussions of the life and works of Schiller, Goethe, Heine and others. In others, Miss Zimmerman has given interesting accounts of student life at the universities, descriptions of famous scenes and buildings in Germany, and explanations of many interesting German customs. One of the most interesting programs was the one given at Christmas time, consisting of descriptions of German holiday customs and the singing of favorite German Christmas songs. However, the entertainment for the majority of the meetings has been the playing of German games. Many of them are played like our old game "author," with names of plants, household utensils, kinds of food, etc., taking the place of the names of the authors. Above all, the meetings of the club have been delightfully informal and universally enjoyed by all those who have attended.

We hope that next year the junior girls, who have attended the German Club this year, will initiate the new students in the German department into the pleasures and advantages which the German Club affords. We also hope that the senior girls, who are going out to teach German next year, will give their German students the same opportunities which the German Club affords for the students in that department in the Normal school.

BLANCHE HOWELL, '13.

HAROLD ADAMS’ LETTER.

Harold Adams, '12, who is teaching in Grand Bay, Alabama, has written very interesting letters to friends here, and the following is a part of one of these personal letters:

"I have enjoyed my winter here very much, in fact, I am in love with the climate. These clear southern skies and sunny days leave no desire in one to wade snow or shovel coal. Each morning I am awakened by the songs of the mocking birds, cardinals, cat birds, etc. I have found it interesting to study the plants and trees here. They are all so different from those at home. I have used my Gray’s key to the best of my ability.

"I am located about 20 miles from the gulf and about two miles from the Mississippi state line. I have made several fishing trips over into Mississippi. There are lots of rivers here and trout fishing is fine sport. I go to Mobile once a month at least. That is a very old city and many sights looked strange to me when I first saw them. It has been under the control of five different flags. One sees many remains of the French and Spanish architecture. Last Sunday I took a trip of 14 miles up the Alabama river. The scenery was great, and I used my camera to good advantage.

"There are many Northerners coming here and beginning to wake the South up. I am located right among a lot of Southerners, many of whom are still fighting the civil war. They call me a Yankee. However, they are beginning to take to me and I am entertained in one or two homes every week in regular old Southern style.

The hardest proposition I had was to get used to the Southern cooking, but starvation remedied this. I feel fine all the time. No small pox. The diseases to look out for here are malaria, typhoid and hookworm."

"A TAKE-OFF ON THE FACULTY."

A most enjoyable evening was furnished by the Amphictyon Literary Society, on Monday, May 12. A “Take-
CONDENSED CONTRIBUTIONS

off on the Faculty," written by Sue App, was presented by members of the Society. The news of a special literary treat for the evening had spread rapidly and a large and appreciative attendance was the result.

The meeting was called to order by the president, Flora Rice, and the minutes of the last meeting read by the secretary, Maud Pratt.

The Manual Training Glee Club headed the program. They rendered several real live numbers, which left the audience in splendid spirits for what was to follow. They were accompanied by Miss Hootman.

A Mock Faculty meeting came next. In this, Lloyd Tryon was given an opportunity of bringing his dignity more before the public by acting as President Waldo. Miss Newton's sympathetic nature was brought to light when Hazel Paine bestowed such "negative attention," in answer to the heart-rending pleas of the new not to say green student, Eva Duthie. Ruth Parker played the role of Miss Goldsworthy with the skill of one who knows. She led many of us to dream dreams we had never dreamed before, with regard to Miss Goldsworthy's "singular nature." Charles Nichols showed, also, Mr. Johnson's dexterity where "singular nature" is in question. Tommy Tomlinson, as Mr. Waite, avoided all possibility of draft and was made happy with his accustomed one cent stamp obtained in the office. Other parts taken were: Miss Zimmerman, Anna Reinhold; Miss Fornerook, Marie Hoffman; Mr. Spaulding, McCartney; Mr. Reinhold, Starks; Miss Wakeman, Marian Campbell; Miss Gage, Rowena Smith; Miss Jones, Ruth Appledorn; Dr. Faught, Carr; Miss Hootman, Elaine Stevenson; Dr. Jones, Erickson.

The Girls' Glee Club gave several selections, following the "Faculty Meeting." This club has been organized just recently by Miss Hootman, and is considered a credit to this worthy member of the faculty.

The third number was a music room scene. The Chamanade Club acted as the victim, while Bess Hannen, as Miss Hanson, waved the baton triumphantly about their heads. Charles Mainwaring furnished the music and in spite of several nerve-jarring reprimands distinguished himself as usual.

This number was followed by two solos by Katherine Lockhart, accompanied by Ruth Parker.

The last number was a "Gym Stunt." Miss Jones' office table could not be mistaken, for every article from Indian club to tennis shoes was placed thereon. Girls, especially interested in gymnasium work, constituted the class and under the guidance of H. Ricksen, who took Miss Jones' part, performed the usual manners of a gym class in an unusual way. They marched, swung Indian clubs and enjoyed various other exercises. One, especially worthy of mention, was an endeavor to wink and grin coquettishly or scientifically. A certain weakness was evident, on the part of the actors in this performance, but they worked with a will, that's bound to win.

When the motion to adjourn was made it was seconded by Miss M. L. Jones.

J. A. C.

PRESENTATION AND ACCEPTANCE SPEECHES.

In concluding the exercises incident to the annual tree planting the following remarks were made:

Classmates and Friends: One year ago we were presented with this spade—which was the most important instrument in planting that tree which the class of 1912 left as a memorial. The tree has flourished and serves as a constant reminder of the achievements of those who planted it there as a dedication to their school days, and the conservation of our forests and bird life. The time has now come when we, too, must leave this institution and like them, we will leave behind us, not only a tribute to our ambitions and accomplishments—but also a monument which shall serve those who follow.

This tree, which we are to plant, is not in the seed nor even in infancy. It has been allowed to grow and develop, aided by sunshine, moisture and nature's care, until now it has reached that stage where it is able to serve mankind with no help save those favors sent by God. So, we, class-mates, have been nourished and assisted in this institution and have grown
under this care to a height where we are able to go forth into the world and do our part in benefitting humanity.

The tree will not cease to grow now, but will broaden its limbs and extend the branches and in so doing will be of greater service to man. In like manner, classmates, let us continue to develop and broaden that we may become more and more efficient in helping mankind.

Members of the junior class—we leave with you this spade that you, too, may leave a monument to your achievements and will maintain and perpetuate this custom of celebrating the conservation of our forest and bird life. In behalf of the class of 1913 I sincerely wish that your achievements may remain close behind your ambitions—leaving unattained only enough, always to afford growth and development. May this tree we plant, serve you well during the remainder of your school days and may you never forget those who left it here as a tribute to the happy days spent in this institution.

E. MARIE HOFFMAN, '13.

Seniors, Classmates and Friends:—In behalf of the class of 1914, I accept this spade. In so doing the class accepts two responsibilities.

This annual observance of Arbor Day by our school has two significant phases. The first and more important, I recognize as an effort to create a greater appreciation of bird and tree life. This should be of importance to us all. Our forefathers found these two forms of life in abundance, and for various reasons or no reasons at all, ruthlessly destroyed them. Now, the time has come when we begin to feel the loss and realizing the same, we see the necessity of putting forth our best efforts not only to check the destruction but in a measure to repair the harm done. And so we are observing this day, not only by voicing our sentiments as to what should be done, but by planting the tree and erecting the bird houses we hope that our plea may be made more effective by our actual practice.

The other phase of the day's program, which is significant is the opportunity it affords the members of this institution for the expression of the right school spirit. We realize that the value of a school depends largely upon the spirit of loyalty and unity which exists among its student body. The Western State Normal is every year making its history and this custom of observing Arbor Day will occupy an important place in that record of past events. No greater reward can be offered a student for promoting the right school spirit than a worthy mention on the first pages of that history. And so it behooves the members of each and every class to make the most of this opportunity.

Realizing all this, we the class of 1914, by accepting this spade, pledge ourselves to maintain and perpetuate this custom, hoping that we may prove ourselves as trustworthy as the class of 1912 were in starting it, and you, the class of 1913, are in establishing it.

ELZIE M. CLIFFORD, '14.

CURRENT HISTORY COURSE.

Current History is a very interesting and worth-while subject. It was offered last term for the first time. Forty students were enrolled then, and the same number are enjoying the course this term. The magazines used are: "Literary Digest," "World's Work," "Current Opinion" and "Atlantic Monthly." In class recitation, students are called upon to give the gist of the articles in these magazines. Each morning two reports are given, one on domestic news, the other on foreign news. These reports are taken mainly from the Detroit Free Press, but are usually supplemented by volunteered information gathered from other sources. Probably the most valuable part of the whole course is the making of a card index. Each student is required to make not less than one hundred fifty index cards of the main points gone over. On the back of each card, the article is written in brief. These can then be kept for future reference.

Recently the "Literary Digest" wrote, asking for information concerning this new course. With the reply, was sent a picture of the class. The query is: "Will we see ourselves in print?"

FLORENCE ROSELLE, '13.
Last Number. The June Record concludes the third volume. In view of the preoccupations of approaching commencement activities, the editors will be greatly relieved to have their responsibilities in connection with the Record off their schedules. But there is a fascination peculiar to the tasks of editing, that once felt, are reluctantly yielded even for the special social delights of the season. Our thanks are due and are given to many members of the faculty and to many students. Copy has been forthcoming when desired, typographical and other errors due to haste have been dealt with gently, and several positive statements of appreciation have been made to the editors.

Financial Friends. Business men in Kalamazoo, and several more general enterprises outside of the city have used the advertising columns of the Record to a gratifying extent. This is certainly appreciated by all friends of the Normal, for it is this advertising patronage which makes it possible to publish so creditable a journal. The managing editor has taken advantage of every opportunity to urge the claims of advertising patrons upon the attention of readers of the Record, and we desire to say in this last issue for this year, and emphatically—patronize the Record advertisers in making your regular and your special commencement purchases. It will greatly help the Record for next year if members of the faculty and students will take particular care to say whenever purchasing an article advertised or from a firm patronizing the Record—"We read your advertisement in the Normal Record."

Board of Directors. Members of the board of directors, which has charge and responsibility for the success of the Record, will be elected by the students of the junior class and the students of the high school department before commencement. The alumni director will be elected in the business meeting of the Alumni Association at noon on commencement day. Three directors will be chosen from the faculty, and the two remaining student members of the board will be chosen as soon as school opens next year by the entering juniors and the students enrolled in the department of rural schools. This board
of eight members should organize immediately upon the opening of the fall term, and should continue to meet at least once each month throughout the year. This would enable students who might wish to suggest special features, or to make improvements in the Record, to have an official voice through representatives on the board, and members of the faculty could likewise feel perfectly free to get criticisms in where proper consideration would certainly be given. Discussions of the lack of student participation, and parallel discussions of the restricted faculty activity in reference to the Record, call attention to conditions which have developed not so much from lack of opportunity as from lack of energy on the part of non-participants to get at it and do something. The Record is, and for various reasons, is likely to continue to be an institutional rather than a faculty or a student publication.

**Literary**

Many splendid accomplishments resulting from the regular and special activities of a strenuous year will give permanent historical interest to the school year just closing. Among these permanent satisfactions will be the efficient public activity of the President in local community welfare. His leadership has counted as much, if not more, than that of any other citizen in securing a Farm Bureau for Kalamazoo county, and in maintaining a wholesome standard of law enforcement in the city of Kalamazoo. The President's example has been emulated generally by members of the faculty as the public press has amply shown in recording their leadership in child welfare, art and literary associations, and club work; social, festival and educational progress; and moral and religious activities. Personal ambitions for a more scientific attitude and riper scholarship have also claimed the energies of faculty members.

Many noteworthy enterprises have been carried through successfully by student organizations in social, athletic, oratorical and literary lines. To the writer the literary and athletic results seem especially gratifying. Recent visits to literary societies since the years when the men were working separately in the Riley society and the women were working alone in the Amphictyon society. Nothing could be more gratifying in a school than ample, well considered literary activity on the part of all of the students. With working membership of about one hundred students in the Normal Literary, the Amphictyon, the Sophian of the high school department, and the Seminars of the rural school department; together with the German, the Classical and the Musical clubs; and after eliminating students counted twice, it remains true that at least two hundred students, juniors and seniors, are unaccounted for in any student society other than formal class organization. Here is raw material for two more good literary societies. The good work of the existing societies should, if consistently kept up, make the absolute necessity of the organization of new societies obvious in the near future.

**Athletic**

In view of the fact that Normal school courses are but one-half as long as a college course, thus cutting the period of residence of students in the middle, and making it certain that only two years of contest practice will be gained by members of Normal athletic teams, except a few who get on the teams while in the preparatory department, the repeated successes against college teams are especially gratifying. The best victories of the year were the two defeats of Olivet college in base ball. The fact that Olivet had won all games played in the Michigan Intercollegiate Athletic Association, and better yet the obvious fact that they played at their best in the two games with the Normal, together with the small and close score by which each game was won by the Normal—the second game requiring eleven innings—all these circumstances made the success of the Normal team peculiarly satisfactory. Reference to the frontispiece picture in this Record will suffice to establish appreciation of the splendid personnel of the team. Problems of student organization of athletic activities, and the most efficient service on the part of Coach Spaulding are all complicated by...
EDITORIAL

the absence of an athletic field. To be sure the exceptionally good gymnasium and tennis facilities are a great help, but it is certainly a remarkable tribute to the tact and patience of Mr. Spaulding and the members of the football and baseball teams that so much harmony has prevailed and that such exceptionally successful records in field games are made year after year.

Student Just as the Record copy Initiative goes to the printer there comes to hand a student contribution of merit, which argues for the development of initiative by students. Space will not permit the use of all of this article, and since the author is a junior, it is suggested that he take up the same discussion more at length in an early issue of the Record next fall. The following are excerpts:

The character and standing of a school is determined primarily by the character and efficiency of the student body. The aim of every student is to attain to the highest degree of efficiency possible in his particular branch of work. And the extent to which his training has made him useful or has helped him to realize his aim decides the efficiency of the school.

A student's training is derived from two sources: The first of these and possibly the most important is the classroom. Here he develops his intellectual and moral powers, here he follows a prescribed course, planned and supervised by the faculty. He has no power to decide of what his course shall consist, nor how it shall be pursued. He is taught to follow, and cannot lead.

The second of these courses of training is found in those activities outside of the classroom, such as literary societies, social activities, school periodicals, and athletics. These apply more particularly to the immediate interests of the student body, and consequently are naturally more under the control of the students. From the opportunity to manage these activities, the student receives that other training which is vitally important in this age of organization. To organize these phases of school life requires individual initiative. It requires responsibility—on the part of every student member. The efficiency of these organizations depends on the ability of the student body to develop leadership, to express themselves in collective action. Unless there is individual initiative, personal responsibility and leadership among the students, the student himself can hardly exist, at least can never become efficient, in the hands of the student body. And unless they are controlled by the student body, the student himself can hardly enjoy or appreciate them, and above all, he is deprived of the opportunity to develop executive ability. * * * *

And so it seems we are missing something that is essential to school life. We are missing it because we and others before us have never stepped in and assumed responsibilities which practically all student bodies assume. We will still be deprived of that privilege unless we get busy and prove ourselves capable of taking control of more school activities. * * * * But here's hoping that the class of '14 will start something that will place W. S. N. S. on an equal standing in this respect with any Normal school in the country.

TRAINING SCHOOL

May 9th. Arbor and Bird Day has come to be one of the important festival days of our school year when every department participates in the celebration of tree planting and bird protection. This year the training school children were invited to have a larger share in the plan than heretofore and when the dramatization of the "Birds of Killingworth" was suggested the possibilities were discovered and groups were arranged to work out certain phases of the story.

The kindergarten, 1st, 2nd and 3rd grades formed one group and were responsible for the first scene picturing the springtime in all its glory with blossoms and birds of every hue and oh! such hungry birds! This formed the setting for spring activities and games of
the little children—skipping on the green, including familiar ring games and old folk-dances, each of the four grades leading on and off in true play spirit.

The second scene was given over to 6th and 7th grades, who worked out the town-meeting called to discuss the annoyances caused by the many birds. The boys entered into this discussion with hearty abandon, finally voting to destroy the birds in spite of the plea of their one friend present at the meeting. Here the scene was the result of the children's making; the dialogue, the stage setting and the costuming were created by the children themselves.

The third scene was that of the house and surrounding garden showing the result of the action taken at the town meeting—gardens and orchards destroyed by insects, failure of crops, etc., and neighbors conversing of the great devastation and wishing for a return of the birds. Here the 4th and 5th grades were in charge. It was planned by the children; no attempt was made to formulate this conversation, but the setting served to call forth the most lively and humorous response. The house-mother with her bowl of pan-cake dough coming out on the porch of the cabin and spilling it when a caterpillar dropped into it, gave a very humorous turn to the otherwise serious conversation and provoked much fun making.

The final scene brought the Lord Mayor declaring by proclamation that there should be a return of the birds. The people gather about him with great applause while children romp and play on the green in celebration of the decision. A repetition in part of the first scene with flying orioles, hopping robins and blue birds gave occasion for all groups joining in a chorus "All the Birds have come again."

Following Mrs. Sigler's splendid talk "Pleasures of Bird Study," the children joined in a processional to the campus where a martin house, built by the 8th grade boys, was erected.

PROGRAM.

Morning. 10 o'clock
Song—King of the Forest Choral Union
Address—Hon. Woodbridge N. Ferris Governor of Michigan.
This day she told us of the Boys' and Girls' Festival Days in Japan, having a number of interesting models with which to illustrate. From the youngest to the oldest there was the deepest interest evident and all came away with a distinct feeling of nearness to Japanese boys and girls.

Western Normal 11, Battle Creek Training School 7.

On Monday, May 12, the Western Normal baseball team easily defeated the Battle Creek Training school team at Battle Creek by a 11 to 7 score. The large number of runs were due to the rough condition of the infield and the lack of an outfield, pop-ups going into tennis courts and trees for two base hits. The team had no trouble getting to the local pitchers for hits when needed to produce enough runs to keep ahead. The hitting of Miller, Fillinger and Walsh featured the play of the teachers, while Herke and McKay were the stellar performers for the Crickets. The score:

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<tr>
<th>R.</th>
<th>H.</th>
<th>E.</th>
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<tbody>
<tr>
<td>Battle Ck</td>
<td>0 0 0 1 0 2 0 4 0</td>
<td>7 9 4</td>
</tr>
<tr>
<td>Normal</td>
<td>0 2 2 1 2 0 4 0 0</td>
<td>1 1 1 7 3</td>
</tr>
</tbody>
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Batteries: Sherman, Lane and Badger and McKay; Curtis and Walsh. Umpire, Hopkins, Battle Creek.

Western Normal 5, Hillsdale College 1.

The baseball team went to Hillsdale on May 16 for a return game with the Baptists and as has been joyfully related had no difficulty in carrying away the long end of a 5 to 1 score. Rennie was the natural choice of Coach Hunt since he succeeded in trimming the teachers in their first meeting at Riverview Park. Curtis faced the redoubtable Rennie and the old pitchers' battle was resumed,—for one inning. The Normals got to the above mentioned "port sider" in the second round for two runs when Curtis and Barker started the fireworks with two doubles aided by an error in the right place. The sixth was another fat inning for the visitors, Fillinger starting out with a three bagger to deep left. Walsh drove "Fill" home with a single and scored on "Muggsy" Smith's texas leaguer.

The teachers played the best game of the season and fielded in almost faultless style, Fillinger, Finch, Miller and Walsh featuring in fast work on the infield. Carpenter, the local's first baseman, was the best bet on the Hillsdale team, leading his team in hitting and fielding. Rennie scored their only run in the eighth when he slid home on a close play. The score by innings:

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<tbody>
<tr>
<td>Hillsdale</td>
<td>0 0 0 0 0 0 0 0 1 0</td>
<td>5 3</td>
</tr>
<tr>
<td>Normal</td>
<td>0 2 0 0 0 2 1 0 0</td>
<td>5 1 4 1 0</td>
</tr>
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</table>

Batteries: Rennie and Jenkins; Curtis and Walsh. Umpire, Steimle.

Western Normal 4, Olivet College 3.

Western Normal 2, Olivet College, 1 (11 innings.)

On Tuesday, May 20, the "Highlanders" licked Olivet at Olivet in a well-played 4 to 3 game that was "anybody's game" until big "Ham" Hamilton struck out in the ninth. The score:

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<thead>
<tr>
<th>R.</th>
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<tbody>
<tr>
<td>Olivet</td>
<td>0 0 0 1 0 0 0 0 2 0</td>
<td>3 6 2</td>
</tr>
<tr>
<td>Normal</td>
<td>0 0 0 0 0 3 1 0 0</td>
<td>4 8 3</td>
</tr>
</tbody>
</table>

Batteries: Long, Loomis and Miller; Curtis and Walsh. Umpire, Hunter, Hastings.

Olivet lost to the Normals on the college campus on the succeeding Tuesday in a thrilling eleven inning battle by a 2 to 1 score. The victory was due practically to the excellent pitching of "Bob"
Curtis, whose fast ball caused 22 Olivet batters to fan the air during the course of the game. After the second inning he was invincible and had the opposing batters completely baffled at all times, allowing only 2 hits and issuing not a single pass.

Olivet scored in the second inning on a short pass ball. The Normals counted in the following frame when Finch singled, was sacrificed to second, going to third on a passed ball and scored on Miller's hard grounder to third.

The game was won in the eleventh after two were out. Starks hit the first pitched ball into right field for two bases and brought in the winning run when Miller singled.

The Olivet team has a clear record in the M. I. A. A., winning every game to date,—seven straight. The Intercollegiate champions have a well balanced team. They are good hitters and the best fielding team seen on the local lot this season. Best of all they are game losers.

The score by innings:
Olivet: 0100000000—1 2 2
Normal: 0010000001—2 7 2

Batteries: Long, Loomis and Miller; Curtis and Walsh. Umpire, Donahue, Elkhart.

Culver Military Academy 9, Western Normal 3.

On May 31, the Normals went to Culver for their first meeting with the Hoosier soldiers in a baseball way, and as has been quietly rumored got badly “taken down” by a team that didn’t expect to have a look-in. Both teams resembled sand lot pastimers and because the teachers allowed an umpire to “get their goat,” meekly allowed the Cadets to run around the bases as if they really could play ball.

“Cy” Martin, who usually has “something,” started the game and got by the first inning. The first batter up in the second hit the ball so far that “Steve” hadn’t got within a block of the pill when the base runner had taken a drink of water. With all the leisure time he had the hitter failed to step in the vicinity of second base but “his umps” didn’t see it. This one run was too much for the Michiganders and so they lost their fight and only played to get the game over from this time on. Of course some of the boys stuck with the big show, but others were peeved because their dreamed of shut out was spoiled so decided there was no chance of winning.

The score:
Culver: .01031004x—9 7 4
Normal: .001000011—3 10 5

Batteries—Rogers and Mauthe; Martin, Curtis and Fillinger and Walsh. Umpire, “Silk” Homer.

The second game was won from the Albion college team at Albion on June 2 by a score of 13 to 0.

NEWS ARTICLES

ALUMNI IN UNIVERSITY OF MICHIGAN.

This year has seen an interesting group of Western Normal graduates at the University of Michigan where a flourishing organization of Normal people exists. In the list of graduates for 1913 are found the names of twelve of the Normal’s alumni who will receive degrees as follows:


Besides the Normal members of the senior class there are nine others pursuing work at the University as follows: Helen Cook, Literary ’14, Marie Root, Literary ’14, Elgie Carl Rolfe, Literary ’14, George Engle, Engineering ’14, Peter Tazelar, Engineering ’15, Hubbard Kleinstuck, Law ’14, Winship Hodge, Law ’14, Ralph B. Shivel, Pharmacy ’14, Marie Rasey, Graduate School (work in absentia).

Several of the graduates have planned their work for the coming year. Mr.
Johnson has been engaged as superintendent at Corunna; Mr. Middlebush and Mr. Ehle will continue in the graduate school; Mr. Mott has accepted a position as principal of the high school at Midland; Mr. Blake will go to Bay City for work in mathematics and athletics; Miss Ruthrauff will teach German at Owosso and Mr. Sooy will practice dentistry.

The Normal's graduates have without exception made creditable records at the University and every year finds a larger number taking advantage of the two years of credit granted at the University for life certificate work in the Kalamazoo school.

COMMENCEMENT.

Western Normal's largest class will receive diplomas Tuesday, June 24th, the final day of a busy commencement week. At that time a striking contrast will be presented to the first graduating class in 1905, when seven graduates were granted life certificates. This year's class will include in all, about 230 graduates, 65 of this number finishing in the rural department. There will also be nearly 50 graded certificates granted, bringing the total number receiving teaching certificates to 280.

An interesting feature of this year's commencement is in the fact that Dr. George Vincent, then of the University of Chicago, now president of the University of Minnesota, who delivered the first commencement address nine years ago when the class of seven received diplomas, will return to speak to the large class of 1913. Dr. Vincent's subject in 1905 was "The Larger Selfishness" and this year his topic will be "Vocation and Culture." Much interest is attached to Dr. Vincent's return to the Normal since his promotion to the presidency of the University of Minnesota.

Preceding the final exercises of commencement week will be the annual out of door class day play. "The Piper," by the senior class under Miss Forncrook's direction, on Friday evening, June 20th; the baccalaureate services Sunday afternoon, June 22nd, and Alumni Day, Monday, June 23rd. On the evening of the last date the annual party for the alumni will be given with Fischer's orchestra to furnish music. Following the presenta-

dition of diplomas on Commencement Day the annual luncheon for the alumni and seniors will be held and a program of toasts will follow.

Each year finds many of the Normal's graduates returning for the commencement week festivities and it is hoped that this year will be no exception. A welcome is extended to one and all to join in the events of the week, especially to attend the functions planned primarily for the graduates—the Alumni Party Monday evening, June 23rd, and the luncheon and alumni business meeting Tuesday, June 24th.

DEPARTMENT OF MUSIC.

With the arrival from a year's study abroad of Professor Harper C. Maybee, the new director of music at Western Normal, this department will be enlarged and will doubtless start upon the most prosperous period in its history. Mr. Maybee, whose work in Central Normal and in other institutions, has established him as one of the foremost music supervisors in the country, will begin his work in the Normal at the opening of summer school. He has been especially successful as director of chorus work and was responsible for high grade May music festivals at Mt. Pleasant. He is also a soloist of recognized talent, his name having appeared on the programs for students "Atelier Reunions" in Paris during the past year.

Miss Hildred Hanson, whose beautiful voice and versatility have won for her a prominent place in music, will continue her splendid work in the Normal and make possible some musical events of artistic merit. She will have charge of the music work in the training school during the summer term.

Miss Beulah Hootman will also continue her work in the music department of the school. As director of several of the musical organizations she has been most successful, the Manual Training Glee Club having been a special proof of her ability in this line.

A fourth possibility in this department is an expert accompanist who may be engaged in the near future.

THE SUMMER TERM.

On Monday, June 30th, the Normal
will be ready to welcome the superintendents, principals, teachers and prospective teachers who will enter on that day for the tenth annual summer school. An augmented faculty which will include several well known commissioners and superintendents, will be on hand to take care of the several hundred students who are expected for this year’s six weeks’ session.

The first of the series of lectures to be given in the summer school will be by Professor L. D. Coffman of the University of Illinois, on July 3. Other lecture dates are as follows:

July 9—Professor L. S. Keyser, of Springfield, Ohio, who will speak on a nature study topic.
July 17—Mr. Charles Seymour, an historical lecturer, will deliver two lectures on topics in history.
July 22-28—Redpath Chautauqua. This will include many attractions of wide renown—Governor Folk, Hon. Adam Bede, Mrs. Beecher, the Kryl Band and many others.
July 30—Dr. Charles Judd, of the University of Chicago, who has appeared at the Normal several times and interested large audiences.
August 5—A concert will be given on this date.

There will be the usual series of social entertainments for the students of the summer school.

UNIQUE ASSEMBLY PROGRAM.

A unique and delightful assembly program was presented by the physical education department Tuesday morning, June 10th, when training school children and Normal students worked out the folk-lore of several countries with a series of beautiful dances given on the “green” at the west of the buildings. The dancers were in the costumes of the countries represented and made a most attractive picture. The program for this “Dance Festival” which was in charge of Miss Jones and Miss Frost, follows:

1. Early in the morning the dryads are awakened that they may have their frolic before the rusties come to the forest to make merry on their holiday. The wood nymphs run away to their homes in the tree trunks when they hear the echo of a human voice.

2. The Irish peasant maids are dancing joyously on the green when they are surprised by the pixies who bewitch them and finally carry them away.

3. Swedish men and maids are dancing their weaving dance showing the darning process, the action of the shuttles, pulling the wool through, winding the cloth on the beam, tying the knots, all the processes of weaving, when the dwarfs enter carrying bellows and dance about until the striking of the anvil calls them back to their homes in the hills.

4. The Morris dancers enter the scene. They are joined by Robin Hood and Little John. Robin Hood summons his men and they engage in a contest of archery.

5. Danish peasants dancing “Tretur” are surprised by the elves and elf maidens who dance in playing their flutes as they come.

6. The Scotch Highlanders dancing the Foursome Reel are overjoyed by the arrival of the little fairies who are sure to bring good luck.

7. The Russians are dancing with great abandon Coppelia and one of their national dances when they are terrified into panic stricken flight by the sudden arrival of the witches. The witches enter sweeping away their trail, they sweep the sky and strike the ground with their broomsticks calling to the evil spirits below.

8. The Italian girls dance one of the lively Tarantelles, which grows faster, faster until it finally ends in furious twirling. This ends the day of dancing.

ACCEPTANCES.

Among the positions accepted for next year are:

Miss Jean Paxton of the general life class of 1913, will teach in the public schools of Grand Rapids.

Miss Alzadah Baker, kindergarten ’13, has accepted a position in the kindergarten department of the Ionia schools.

Clarence E. Stephenson, high school ’13, will go to Elk Rapids as a member of the high school faculty.

Miss Irene Sterling, music and art this year, has accepted a position as supervisor of music and art in Zeeland.

Miss Jennie Quackenbush of this
The Gilmore Spirit of Service

YOU'LL find here not only the best of merchandise, the newest fashions, the extreme of value and the widest choice; but you’ll find as well, and even more important to our way of thinking, THAT SPIRIT OF SERVICE which insists on your satisfaction with what you buy, and your treatment here while you are buying, or whether you buy or not we always want you to feel friendly to this store when you leave it and we want you to feel that you'll be glad to come again.

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Young Man

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year’s class, will teach in the intermediate grades at Marshall.

Miss Josephine Hartgerink of this year’s general life class, will go to Centreville to teach.

Miss Florence Dickinson will teach in the Ironwood schools.

Clyde Smith of this year’s class, has accepted a position as ward principal in Ironwood.

Miss Gertrude Peak will teach in South Haven.

Miss May Rowley will teach at her home in Buchanan.

Miss Mercedes Bacon has accepted a position in the Otsego schools.

Miss Ora Hallenbeck will teach in the grades at Pentwater.

Miss Blanche Howell will teach at Scottville.

Miss Helen Shaw has accepted a position in the Norway schools.

Miss Tillie Weiland will also go to Norway to teach.

Miss Jean Taylor has accepted a position at Shelby.

DR. McCracken on the Aegean.

In a personal letter dated from the Aegean Sea, May 16, Dr. William McCracken says:

We are running south along the coast of Asia Minor and before the shadows grow long shall be in Smyrna. Behind us are the Dardanelles, the Bosphorus, and the glories of Constantinople. Believe me Constantinople is a city, and I do not wonder that the Musselman puts forth all his muscle to hold it nor that the Bulgarian heart pants as does the hart for water brooks to take it.

We left Beirut last Saturday at noon and have now had just six days of the most perfect sailing, the most exacting traveller could desire—seas of glass, historic isles and moonlit heavens—the only drawback has been that it has been a trifle cold about the edges for the past two days. We have come up through the wonderful islands of the Aegean past Patmos, Rhodes, and Mitylene. At Samos we tarried for a spell and saw the cheerful little Greek pluming himself over his victories.

Vathy was our stop—a sweet, clean little burg, with no begging. Alert lit-
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Save a little now to serve you later.
Every dollar you add is a safeguard
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Storage vaults for trunks and large packages.

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Composition ........................................ 1.00
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Relation to Daily Life ............................ 1.25
Tunstall: The Latin Ladder ................... .90
Bailey: Agricultural Botany .................. 1.25
Harper: Manual of Farm Animals ............ 1.40

(TO BE PUBLISHED IN JUNE)

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Are corsets of

STYLE AND MERIT

They produce proper
poise, graceful and trim
figure effects.

AMERICAN BEAUTY CORSETS
are designed successfully
to get these results and
any woman will be pleased
with her figure improvement
by wearing one of
these corsets.

ONE DOLLAR AND
ABOVE
The most popular med-
ium price corsets made.

FOR SALE BY

All First Class Dealers in Dry Goods, Etc.
Two Important Points to Consider

In the selection of a present for a relative or an intimate friend, quality and utility are generally the two most important points to consider.

When a present has been purchased here, the label on the package suggests that the enclosure is something of quality.

F. W. Hinrichs
121 W. Main St.

<table>
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<th>A Graduation Gift</th>
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<td>The kind that constantly grows in one's estimation.</td>
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<td>Make your selection now, to be delivered on demand.</td>
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The Greeks greeted us in English and each had some tale to tell of Chicago, New York, Boston, Pittsburg, Cleveland, Omaha, etc. They were tickled to death to see us. This was on Monday. Tuesday morning found us at Smyrna—a town of 400,000, having a fine location at the end of a long gulf. It is a great port of export and the harbor was full of vessels. The sea wall is miles long and has no buildings on the sea side, while on the land side are hotels, clubs, offices and fine private residences. A one-horse car street railway is operated along the quay. Back of the harbor, the hills rise to a considerable height. The view from the ship is very fine. We did not have time to go to Ephesus so that I have no late word from Diana and when we were at the Temple of Venus at Baalbek, that charming lady was not at home.

The morning of Wednesday found us at the entrance to the Dardanelles, where we had to wait for a pilot to take us through the mines. It is a beautiful ride through here. We follow the European shore and can plainly see the tents of the Turkish troops where they are making their last stand in Europe. The Bulgarians are said to be not more than five miles away.

We saw where Xerxes crossed and where Leander did his swimming and Byron followed suit. At dark we anchored off San Stefano near the western end of Stamboul. Early in the morning we sailed up into the Bosphorus, turned about and headed down into the Golden Horn near the Galata Bridge on the Pera side. Across was Stamboul and piercing the skies in graceful spires, rose the minarets of six hundred mosques of this great city. It is indeed a wonderful city with a most entrancing location. High hills surround the water courses adorned with mosques and government buildings. I have never seen a city of such superb scenic advantages. And it is clean, too, well paved, you are not unduly annoyed, and no one asks us for Baksheesh.

We saw St. Sophia, the museums, the palaces and other mosques. The bazars are the quaintest we have seen yet, the by no means wide streets being divided into three galleries by a double row of arched columns running through them.
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Price range $9.75 to $27.50

We make Suits and Top-coats to measure, $14.00 to $50.00. A fit guaranteed.

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**Van Peenen & Schrier**

South Burdick Street

“A Store with a Conscience”

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**LOOSE LEAF**

**NOTE BOOK COVER**

**IT FOLDS!**

The foldocase is the most convenient cover on the market. It can be carried in pocket. Not cumbersome to handle.

Carries 7¼ x 9¾ or larger sheets. Equipped with universal ring fastener.

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MANUAL TRAINING EQUIPMENTS
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OLIVER MACHINERY COMPANY
WILL PROVE THE BEST IN THE END

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Denotes positively the best values and most exclusive styles for Gentlemen. See them now.

F. A. Cowlbeck Co.
106 W Main St.
The city is free from dogs—a welcome fact here, for candor compels me to say that Rover and Fido in the Orient are sad representatives of the canine family.

NEWS NOTES
A most enjoyable assembly was provided on Tuesday, May 13th, when Mrs. Cornelia Hulst of the faculty of Central high school, Grand Rapids, spoke to the students on “Indian Folk Lore.” Mrs. Hulst is well known as a speaker of great charm and the opportunity afforded by her appearance at the Normal was appreciated.

An entertaining talk on “Physiognomy” was given by Prof. Deschamps of Paris, France, in assembly, Tuesday, May 20th.

Miss Forncrook was in charge of the assembly for Tuesday, May 27th, and provided a delightful program. Two Irish plays by Lady Gregory were given by able casts of students and music was interspersed by the Misses Catherine Lockhart and Besse Hannen. The plays were “Catherine in Hoolihan” and “Spreadin’ the News,” and they were delightfully interpreted.

R. R. N. Gould, who taught history in the Normal during several summer terms, while he was principal of the Central high school in Kalamazoo, has just concluded his second year as professor of history in Bates College, Lewiston, Maine. He is well pleased with his new location, and is meeting with excellent success.

Miss Rockwell of the South West street schools, and Mr. Holmes, of the Alamo avenue school, both former students of this school, spoke before the rural sociology seminar on June 5. They discussed some of the possibilities of instruction in industrial subjects in rural schools.

There will be 13 graduates from the high school department of the Normal this year and the exercises for this class will be held at eight o’clock on the evening of Friday, June 13th. A splendid

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A VICTOR VICTROLA
The style at $15.00 will do.

The best Companion you have on YOUR VACATION

Other styles at $25.00, $50.00, etc.

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Purveyors to the discriminating taste of those who care for the best in

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speaker has been secured for this occasion in the person of Superintendent of Schools S. O. Hartwell, of Kalamazoo. The prospective graduates are as follows: John S. Giese, Olive B. Jackson, Emma C. Hanson, George H. Jacobson, Cornelius P. Rynbrand, Lucy M. Ruess, Vernon R. Chamberlin, Richard C. Healy, Harriet P. Bush, Gladys L. Farthing, Bertha A. Ireland, Albert H. Gorham and Evah J. Jacobs.

Dr. L. H. Harvey delivered an excellent address before the Academy of Medicine May 27 on "Mendelism."

The Latin classes enjoyed a party Monday, May 26, in the training school, where a supper was served at six o'clock by domestic science seniors. Thirty-six were present for the enjoyable occasion.

The members of the "Hiking Club" participated in a house party at Franklin Beach, Gull Lake, over Memorial Day, leaving on the 29th. Miss Matie Lee Jones, Miss Adele Jones, Miss Hootman and Miss Frost accompanied the party.

Dr. Burnham will speak at the Winona, Minnesota, State Normal school June 26th.

Prof. R. M. Reinhold spoke at James­town May 29th.

Miss Edith Barnum of the training school faculty, has been ill and confined to her home for three weeks.

Professor B. L. Jones will have the Master of Arts degree conferred upon him at the August convocation at the University of Chicago. He passed the oral examination given by seven members of the faculty May 23rd, and his thesis has been accepted. It dealt with the history of the after-piece and the curtain-raiser of the English stage from its beginning to 1740.

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A High Grade School for the
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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, North-
western 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 se-
lected volumes, all new, and is growing rapidly. The gymnasium is
the largest structure of its kind among the normal schools of the
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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 Train-
ing 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.

Summer Term, June 30 - Aug. 8
Fall Term will open Sept. 22