Western Michigan University

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# The Kalamazoo Normal Record

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Kalamazoo, Michigan

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PICTURES FOR SCHOOLS

W. SCOTT THURBER
FINE ARTS BUILDING

1 Hear a Voice
Maude Earl

CHICAGO
NEWS NOTES

Continued from page 40

The rural observation school at Oakwood has an enrollment of 35 pupils and the work is in charge of Miss Lena Harrington for the third year. In September the room was equipped with electric lights.

The assembly exercises are made much more enjoyable by the readjustment of rostrum and seating in the assembly room. The present seating accommodates all conveniently, except the first two high school grades, who have exercises of their own. The large platform, with raised seats for the convenience of the chorus, brings the speaker out about opposite the south double door, and within easy speaking range of the side and back seats.

Assembly talks for the first three weeks were made by President Waldo, Rev. F. W. Hatch, the new pastor of the First Baptist church, and Miss L. H. Pearson, field secretary for the Y. W. C. A. in the North Central states.

President Waldo, Dr. C. E. Boys and Professors L. H. Harvey, N. W. Cameron, William McCracken and J. E. Fox enjoyed a fishing trip to Fisher's Lake, October 3 and 4.

Professor Robert M. Reinhold suffered an attack of diphtheria late in September, which kept him from his work in the Normal for several weeks.

The first program of the rural sociology seminar for the year consisted of papers on the various features of the rural school plant by Nellie Tolles, Louise Campbell, and Clarence Smith. Personal experiences in improving the school plant were given by Mary Kronemeyer, Frank Kolar, Alice Peek, Cora Kemstra, Nellie Hutchinson, Bernice Creagan, Jennie Weinberg and F. M. Ayers.

Five hundred students attended the annual faculty reception to the newcomers Friday evening, Sept. 26. The gymnasium was made most attractive with autumn flowers and foliage and Fischer's orchestra furnished a delight-
ful program of music. President and Mrs. Waldo and the new members of the faculty received the guests and the grand march was led by Miss Frost and Dr. Harvey of the faculty. During the evening Mrs. Hildred Hanson Hostetter and Mrs. Harper C. Maybee sang delightfully and the occasion was a pronounced success.

Over $4,000 worth of new machinery for the manual training department has been received during the last month. The legislature made a special appropriation of $5,000 for this purpose.

The Redpath Chautauqua held on the Normal grounds during the fifth week of the summer term was a great success. The attendance was very large and the Normal School netted over $350.

A wedding of interest to students and faculty was that of Miss Hildred Hanson to Mr. Roy Hostetter of California, which took place early in July. Mrs. Hostetter has been connected with the department of music since January, 1912, and that she will continue in her position is a matter of great satisfaction.

Faculty parties and entertainments opened October 17 with a dinner. Faculty wives will act as chairmen of all the committees this year.

Eight hundred and forty-four students were enrolled in the summer term, representing eight different states. Some forty counties in Michigan were represented in the attendance.

Professor and Mrs. John Phelan of Stevens Point, Wis., were guests of friends in Kalamazoo in August. Mr. Phelan is meeting with splendid success in his work in the Stevens Point Normal.

Miss Florence Pray, who has been the efficient head of the domestic science department for the past seven years, resigned during the summer session. Miss Pray is greatly missed,
Something You Need

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Nowhere else in Southern Michigan will you find such a splendid display of appropriate goods for students room or home use. From the small and inexpensive pieces to the larger and more elaborate sets our stock is complete. We have so many articles in this department that add comfort and convenience to your room or home, such as Alcohol Stoves, Chafing Dishes, Casserole, Trays, Five O'clock Tea Kettles, Coffee Percolators, Toast Racks and numerous other articles that we cannot enumerate here, but invite you in to see and admire.

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and her womanly personality will be a permanent influence in the lives of all who knew her.

A mass meeting of students and faculty was held at four o'clock October 9. Several happy talks were made, songs were sung and enthusiasm ran high.

Western Normal plans to celebrate its tenth anniversary next June with an elaborate program.

ALUMNI NOTES.

A. D. Polley, of the first graduating class of the Western State Normal—1905—has made interesting progress during his nine years in the teaching field. His first position was Tower, Michigan. Later he was instructor of mathematics in the Springfield, Illinois High School, then he received his degree from the University of Chicago and is now at State Normal at Winona, Minn.

Mrs. Edward H. Boutzer, formerly Miss Blanche Buckhout, of the class of '06, of Los Angeles, Cal., with her little son, has been the guest of her parents this summer.

Lynn Deal, 1906, holds a responsible position in the commercial department of the Broadway High School, Seattle, Washington. He called at the Normal this summer.

Zell Donovan is principal of one of the schools in Hibbing, Minnesota, this year.

Miss Mary Ensfield, 1906, is teaching in the rural department of the State Normal in Cheney, Washington. She taught in Western Normal this summer.

Mrs. M. E. Stokey, formerly Mrs. Netta Sooy, visited the Normal school during the summer. She resides in St. Paul, Minnesota.

The marriage of Miss Hazel Stuyvesant of the class of '06, to Ernest Reed, took place during the summer. They reside in Kalamazoo.

It was a pleasure to hear Gail Hamilton of the class of '07 in solo and quartet numbers with the Relph Chaútaqua, this summer on the Normal grounds. He has made a decided
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success in musical lines. He is now studying dentistry in Chicago.

Clifford Ball, manual training, '08, was married to a young woman of Sioux City, where he is teaching.

The marriage of Mrs. Gertrude Mills Cole, '08, to Ross Svers, took place in June at the summer home of the bride's parents, Gull Lake.

Clark Doolittle, '08, returned to the Detroit University school this year.

Mr. and Mrs. Howard Doolittle, both graduates of the Western State Normal School, '08, are parents of a daughter. Mr. Doolittle teaches in the Saginaw High School and is working on his Master's degree at the U. of M.

Miss Margaret Eldred is supervisor of music at Tuscon, Arizona.

Miss Effie Abair, '13, is principal of a school at Ludington.

Miss Dorothy Abbott, kindergarten of '13, is teaching at Decatur.

Miss Jean Allen has departmental work in the upper grades of the Holland schools.

Earl Garringer, '08, who is instructor of manual training at Coleraine, Minnesota, called on the Normal School this summer.

Roy Adams, '13, is principal of the High School at Lawton.

Miss Mercedes Bacon is teaching at Otsego.

Miss Alzadah Baker of the kindergarten class of '13, is teaching in the Ionia schools.

Miss Maude Bangham is assisting in the English department of the Western State Normal.

Miss Margaret Benbow is assisting in the domestic art department of the Western Normal.

Miss Lubelva Blakeslee is teaching in the sixth grade of the Battle Creek public schools.

Harold Buckham, manual training '13, is instructor of manual training in Bismarck, North Dakota.

Miss Lillian Boggs, Miss Tillie Weiland and Miss Helen Shaw are teaching in Norway, Michigan.
THE BARNARD LANGUAGE READER

By MARION D. PAYNE

Instructor in the Barnard Schools, New York City.

Cloth, 12mo, 142 pages, illustrated. Price 30 cents.

This book for the first school year offers an interesting variety of material for dramatization, reproduction and memory work. Besides simple adaptation of seven popular nursery stories, such as "The Three Bears", "Little Red Riding Hood" and "The Little Red Hen", the book contains a number of fables and folk tales, which illustrate the various duties and faults of childhood. The poetry, for the most part classic in character, is popular with small boys and girls. The matter is arranged with reference to the seasons. Among the very attractive illustrations, are twenty-three in colors; while the cover design is an interesting adaptation of an old-fashioned sampler.

OTHER NEW BOOKS ARE

Otis's Philip of Texas.
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John Coulter Hockenberry, Ph. D.

Appreciations of His Work and Character

All who knew Dr. Hockenberry during the relatively short period of his service as a teacher in this school will read with special interest and satisfaction the following statements of his life and personality. The first is by Professor Will S. Monroe, State Normal School, Montclair, N. J.; the second by Principal W. S. Hertzog, State Normal School, California, Pa.; and the last by Dr. Charles L. Ehrenfeld, York, Pa., formerly Librarian of his State, all of whom knew the Doctor intimately.

It is suggested that new students should read these articles, as they carry a splendid inspiration to any one engaged in educational work.—(Editor)

The news of the untimely death of Professor John Coulter Hockenberry reached me in Bulgaria, where I was sum-mering amidst scenes of great sorrow and distress. It was not unexpected news, because mutual friends at California, Pennsylvania, had kept me in-formed concerning his condition; and a letter that came to me on the steamer the day I sailed contained the sad intelligence that the end was probably not distant.

Nevertheless when the letter came announcing his death it brought with it a shock, for it was hard to realize that one in the full maturity of his life and so deeply engrossed as he was with activities for the good of others had been taken away. He was a noble man, nobly planned, and the sense of his loss came to me, as it must have come to a wide circle of friends, as something deep and abiding.

I had known Dr. Hockenberry for twenty-five years. In the summer of 1888 I was a member of the faculty of the Pennsylvania Summer School of Methods, which held a three weeks’ vacation course at Altoona. Mr. Hockenberry, recently graduated from the California (Pennsylvania) State Normal School, was at the time a teacher at Tyrone. He took the course in our summer school and we all learned to know him as an alert, bright, and promising young man. Six years later we were fellow students at the University of Jena in Germany, where I saw a lot of him and learned to know him intimately. Since our Jena days I have been in
close personal touch with him by correspondence and frequent visits in his home. Five years ago when I resigned my post in the State Normal School at Westfield, Mass., to accept the position that I now occupy at Montclair, Principal Brodeur asked me to name a suitable person as my successor. I suggested Dr. Hockenberry; he was elected, and held the place until called to Kalamazoo. Principal Brodeur has frequently thanked me for suggesting Dr. Hockenberry, for, as he stated, "he more than filled the bill." I mention these facts to indicate my relations with our departed friend and to suggest my qualification for offering this brief appreciation of his life and professional career.

Dr. Hockenberry was born with the instincts of the student sharply developed and he struggled against large odds to reach the well-earned academic summit that he finally attained. He graduated in the elementary course at the State Normal School at California, Pennsylvania; in the scientific course at the State Normal School at West Chester, Pennsylvania; graduated with the A. B. degree at Indiana University; took his doctor's degree at the University of Pennsylvania, and did graduate work in Europe.

During his all-too-brief career, he occupied a number of important educational posts and he filled every position he ever held with distinction. He was teacher and principal of schools in Pennsylvania; superintendent of schools in New Jersey: acting professor of education in the University of Pennsylvania, and he held honored posts in three state normal schools—at California, Pa.; Westfield, Mass., and Kalamazoo, Mich. As a teacher he always came in very close personal touch with his students and endeared them to him and his work. He was an ideal colleague and always lived in the most cordial relations with his co-workers.

As a citizen and a neighbor he lived for others. He never favored himself when the community in which he lived and worked needed his services. I have a feeling that his unwillingness to turn a deaf ear to community social appeals was a causal factor in his untimely breakdown. But he preached and lived the gospel of service and it probably would have been difficult for a man with his acute altruistic impulses to have pursued a different course.

Now that he is gone, it is only right that we should consider the qualities that he possessed that endeared him to men and cause them to join with the writer of this brief appreciation in calling him blessed. Like the great Pestalozzi, he lived a life of great usefulness and taught others how to live. As an educator his rank was high. He possessed in a high degree a fine professional sense that won for him the respect and admiration of school men generally.

WILL S. MONROE,

II.

T IT is a privilege to pay tribute to the sincere life of one whose energies were so completely devoted to the problems of education. It is especially fitting to bring a brief sketch of his activities in other states to the attention of those who knew him in his last heroic struggle against disease and untimely death.

Schools become great and influential only because of great personality. Money and buildings and campus alone do not create an institution, but great souls absorbed in their work, conscious of the value of time and of the significance of human life, capable of many varied interests; these are the men who have the power to mold and fashion character and who draw men to them because of their magnetic influence.

Who has not noticed among his circle of friends, some who put him at his best? Such a man was John Coulter Hockenberry. To this attribute he owed his rare power to make and hold his friends wherever he labored. It was his good fortune to extend his period of education over a greater span of years than is usual and his eager mind drank deeply at the foun-
tain of learning and his ability to weigh and appreciate knowledge enabled him to grow rapidly when many other men have allowed business cares or administrative duties so to consume their time and energy as to prevent development entirely.

His choice of a profession showed that he had a peculiar sense of relative values. His talents would have insured success in many other professions whose pecuniary rewards would have been more adequate. But the compensation which a devoted teacher receives in the joy of quickening minds and molding character, who can measure?

He took special comfort in the fact that educational problems challenged him to his best efforts. Shortly before his death he said, "The problems in education are simply as important and challenging as any President Wilson has to solve."

His reason for leaving a splendid position in the Westfield, Mass. Normal was that he might come in contact with the educational thought and activity of the Middle West. He was an acceptable and thoughtful institute instructor and it was his ambition to help accomplish something valuable for the rural school. When his thesis was written for his Ph. D. degree in the University of Pennsylvania, the subject chosen was, "The Rural School." Having had wide experience and training he was a most valuable member of any faculty of a school of education.

He received his professional impulses in two of the Pennsylvania Normal schools as a student and he never lost the habits of a student. It was his delight in his vacations to go to some literary center and do research work in a great library.

After receiving the diplomas from the Normal schools at California and West Chester, Pa., he graduated from the University of Indiana, and later earned his degree from the University of Pennsylvania by work in Psychology, Pedagogy, and Sociology.

He took a special course of study in the University of Jena, Germany, and also studied in Berlin, Paris, and London. His general plan of work was to teach a few years and then spend some years in further preparation, hence his pupils were drinking from a flowing stream of living water.

What a varied experience as a teacher was his good fortune: country school in several states, ward principalship in Chester, Pa., high school principalship in Tyrone, Pa., superintendentcy at South Chester, Pa., and at Haddonfield, N. J., professorships in the department of education in the three normal schools at California, Westfield, and Kalamazoo;—all these are indicative of the energy, ability, and power of this teacher.

He took an active part in the community life in his various fields of labor. In California he was President of the Century Club for one year, and in Westfield he was President of the Y. M. C. A. in the city. His varied interests caused him to identify himself with every good enterprise. As an educator he was allied with the National Educational Association since 1901, and was a member of the American Psychological Society. He contributed frequently to the educational magazines.

As a Christian he was faithful and earnest in taking a most active part in the Methodist Church wherever he was located.

His friends and relatives may feel proud of his honorable career as a teacher and educator, and all join in mourning his loss at the time when he was best able to render the service to his associates which was the dominant motive of his life.

W. S. HERTZOG.

WHENEVER Dr. Hockenberry emerges in my conscious memory, I see him as he was wont to appear at the door of his study to meet one calling upon him, especially one of those belonging to the circle of his own spirit. His face wore an expression of manly geniality that was an honor to him and a source of pleasure to the one who called.
His conduct as a gentleman towards all was as much a part of him as the warmth of his blood. His social sense was a marked feature of his character.

It was our pleasant fortune that the two tables in our school dining room at each of which one of us sat as head, were not far apart, and thus opportunity for a word was convenient for us at any meal. But it happened to me during a couple of successive days that several things converged in my thought which much engrossed me so that I was not conscious as usual of my social relations and of the presence of my neighbors. About the second day he came to me at the end of dinner and, with an innocent look on his face and a twinkle in his eye, said: "Are we acquainted?" It was an interesting and amusing moment. The humor of it was good for us both. He enjoyed seeing the faces of his friends daily almost as much as the dewy morning of the sun. His sense of humor was healthful and proportionate. While he thoroughly enjoyed an amusing anecdote he was not given to waste time in prolonged conversation made up simply of funny and frivolous stories. A cheerful man indeed he was, but serious thought as well as serious occupation dominated his disposition and his energies. To him as to all healthy souls the call to work, whether with the hand or the head, spoke to the best within us. With him "something attempted, something done" cleared the way for play or for joyous mirth.

It is in place here to speak of that most vital of all things in the biography of any one, namely, his religious life. It was deeply and essentially grounded in the words of the Great Teacher. But tho' a member of an orthodox church of the "strictest sect," he was in his spiritual life hampered by no denominational lines; nor could they have held him back in the earnestness of his spiritual activity. His reading of the French Sabatier and of the German Harnack may indicate the freedom and width of his range.

As an educator Dr. Hockenberry's ambition was to attain to whatever fullness of knowledge of practical qualification was possible for him. His devotion to study with this end in view was beyond the ordinary. He carried it to an extent that no colleague could fail to notice, and he shrank from no drudgery of work in order to gather into his possession and classify in his store-house the material that he felt would contribute to his professional equipment.

This was especially so in the field of his chosen branch, psychology. To qualify himself in this as well as in a larger knowledge of the principles and methods of teachings as practiced in France and Germany, he went abroad and studied during a year at Paris and at Jena, at which latter place he was under the instruction of the Herbartian professors, Rein and others.

I would say that he was of the Herbartian school as an educator, yet not as if he had thought that Herbart, remarkable man that he was, founder of a distinct school of pedagogy, and inspirer of a great multitude of teachers, had included within his survey and marked on his map the entire continent of the vast world of education.

While I had but little, almost no opportunity for discussion of educational or, indeed, of any subjects after his removal to Westfield and subsequently to Kalamazoo, it was evident to me while we were yet colleagues in the same institution, that some metes and bounds which had marked his horizon were disappearing and that his growing vision had caught sight of some fair fields and some majestic tracts farther on. Upon this point we had, rather incidentally, some interchanges of opinion before he left for Westfield, that, I think, we both remembered; indeed, I know that he was looking beyond the acreage in which he had so diligently plowed, sowed and reaped, to discover and bring within his purview what he had come to divine of things not previously apprehended, but that in his enlarging spirit, he was anxious to real-
ize in their high import. This was to me the point of chief interest in the too few letters that I had the pleasure of receiving from him after he left the school where we had been colleagues. I feel that no one can understand or interpret the life and work of Doctor Hockenberry who does not know his ardent desire to extend his knowledge, pre-eminently in the fields of the spirit.

This disposition was partly native and partly acquired. While he did not attribute to himself the powers of an original investigator, he could never have been satisfied as lecturer, preacher, or teacher in setting forth only what others had said or taught. Things had to be made his own and enter into the corpuscles, so to speak, of his own blood. Accordingly, while we recognize the use of the text book, as at some places and times indispensable, it was not his master; far from it—indeed, much of the material, and sometimes all of it that he used in his classes, was of his own preparation. In this he was diligent and almost tyrannical over himself. He was also fully possessed of the principles of the New Education in the determination to traverse all material and mechanical lines and get into the mind of the pupil so inwardly as to wake and quicken his mental and moral energies. It is the function of the true teacher himself to rise and carry his student up with him until he becomes susceptible of the "one life within us and abroad." In this, however, the best of teachers may not always succeed, as, indeed, the Great Teacher himself did not in some places, as it is recorded by him, "He did not many mighty works there because of their unbelief;" and unbelief is insusceptibility as well as sometimes something worse. But, notwithstanding adverse things Dr. Hockenberry was not only content but happy in his chosen field, whether in the public school-room with dozens of boys and girls, or in the Normal school to help equip young men and young women to become capable, earnest, efficient teachers of children and youth; and this in particular in the rural schools. On this point we have ample evidence in his own ample contribution to the subject in his thesis on the Rural School. Who among intelligent visitors and inspectors of schools has not too often found teachers whose hearts were not in the work, even though they had ability. There are and have been many brainful men and women, who have never come under the thrill of the deep altruistic and moral impulse that should animate the teacher. His very spirit ought to accelerate the mental and moral development of the pupil and not allow it to stagnate. Dr. Hockenberry had this spirit.

I feel it proper to recur to the five years that we were colleagues before he went to Westfield. The company of us that constituted the teaching corps at the time under Dr. Theodore B. Noss, will not forget Dr. Hockenberry. His presence was a factor in our faculty meetings; in our social circle to whose delightful atmosphere he ever contributed; at the memorable Sunday evening chapel exercises, where he was never wanting in any feature of them to make the service an hour of benediction to all who were there. He was one of those whose part in the life of the school during those years has remained warm in the memory of the students and teachers of that time.

Dr. Hockenberry was an insatiable and omnivorous reader, but mostly of only great books. It was extraordinary in range and variety. The names alone of the great authors, together with his notes upon their works that he read, would make a considerable volume. His notes and comments, somewhat carefully estimated, exceed forty thousand words. I was well aware of his industrious activity in this respect, but my conception of the almost incredible compass of it was altogether inadequate. The extent of his note books is more than surprising. In the little time I have had to look over them I am much impressed by the evident eagerness with which he read, as also by the individuality of his criticisms and judgments. No in-
dependent thinker could find himself agreeing with all his estimates, but they rarely if ever failed of being interesting, often instructive, sometimes illuminating. They impress one with the feeling that his lectures at the Institutes, where he was so frequently an instructor, must have been greatly helpful to the teachers he addressed.

His reading in the high ranges of the great philosophers included much of Plato, Locke's "Conduct of the Understanding," Kant's great "Critique," Schopenhauer's "The World as Will and Idea," Bergson's "Creative Evolution," on which last alone his notes run to fully 2,000 words.

His readings in the drama, besides many of Shakespeare's, include three of Ibsen's, as many of Bernard Shaw's, with copious notes on them all. In his notes on Maeterlinck's "Wisdom and Destiny," and "The Treasure of the Humble," which he read in 1899 he makes the interesting remark: "In the former as the thinker he seeks the source of truth; in the latter he is the poet in quest of beauty, but it is too mystical, too recondite, too hidden for me at this time of intense interest in reality as ideally interpreted."

But the limits of this paper forbid my including the abundant notes on Ruskin, on Pater, and on Rousseau, on Sir Thomas Browne, and among the most interesting of his notes, those on the Iphigenia of both Euripides and Goethe. I would like also to include Mazzini and the notes on the new Democracy, as also other authors that help to show Dr. Hockenberry's "many sided interest," to quote Herbert's phrase. I should like also to copy some of the aphorisms he had gathered from Emerson and some from Oriental authors.

Much as I know of Dr. Hockenberry's extensive reading I can only wonder at the breadth, thoroughness and amount that he added to it in the five years since we were colleagues in the Southwestern Normal at California, Pa. A very pathetic interest attaches to his notes on "The Poetics" of Aristotle and "Plato's Lysis." These he read at El Paso and San Antonio, Texas, as late as March, 1913, when he was on his quest in that milder climate for restoration of health. But the earth was already "receding." He was then "on the banks," whence he passed over in precisely three months from his reading of the Lysis at El Paso. But he has passed on into that larger life which awaits all whose pathway is in the shining light that shineth more and more unto the perfect day.

CHARLES L. EHRENFELD.

LITERARY

The Test

Once a thief, always a thief. You will have to prove otherwise before you can make me believe as you do, Jack Hallday," emphatically declared Charley Stone, at the conclusion of a heated debate with a fellow club member.

"I can easily prove that. I should like to bet about a hundred dollars that I can take a convict from the penitentiary, bring him into my home, treat him as my equal, dress him well and trust him with the safe combina-
tion and I believe that if there is a spark of manhood in a convict, he will gladly give up his old life and make a new start. The trouble with most convicts is that the people are against them when they are released and it is only natural for them to go back to the old life because they are forced into it."

The wager was made. Halliday felt very confident that he would win, for he had made a study of criminology. As he scanned the headlines of his paper he noticed that Kafe Macy, a notorious crook, would be released the next morning. He decided at once to try his experiment on Macy.

In the morning when Macy was given five dollars, which, with a suit of clothes was the capital of all freed prisoners, he was told that a gentleman was waiting to see him.

"Good morning," Mr. Macy," said Mr. Halliday. "My name is Jack Halliday, and I am going to take you home with me, dress you well and treat you as my equal; I am going to give you a chance in this world." Macy was very much surprised, but he went along. He was treated as one of the family, taught the combination to the safe and thoroughly trusted in other family affairs. He was made the guest at a dinner party.

The guests had arrived and were in the dining-room, when Macy heard a familiar sound. He asked to be excused and left the room at once. He went directly to the den, the safe door was open and the money gone. The thief in his hurry and excitement, left the tools. Macy went after him, through an open window and out into the darkness.

In the meantime the guests had finished their dinner and went into the den. Great was the excitement when the safe was found open, the money and the ex-convict gone.

"Just as I expected," said Stone, "Macy and your money gone and I'll bet they are both in the same place."

"Well, then I have lost out," said Halliday, "but I hardly expected it of him."

While the men were discussing the matter the door opened, and in rushed Macy, his face red, and perspiration standing on his forehead.

"Here is your money, Mr. Halliday."

A bomb could not have caused more surprise than did the appearance of Macy. Without waiting for the others to speak, he said, "I s'pose you fellows thought I had skipped with the money, but I didn't. I heard a familiar "click," while eating, and recognized it as the sound of a burglar. I asked to be excused, rushed to the den just in time to see the man escaping through the open window. I didn't want to take time to tell you so I just went after him. I had a hard time to get the money from him, but after a short fight, I winded him and got it. I had a merry chase, but I tell you, fellows, it's great to be the chaser instead of the chased."

"Well," said Mr. Stone, "here's a hundred dollars for you, Macy, and here's the one hundred I owe you, Jack; for Macy's sake I am glad I lost."

"Give it to Macy, and he will have a little start to be independent," said Mr. Halliday.

ELDON McCARTY, H. S. '13.

* Literary Criticisms

(Suggested by W. H. Crawshaw's Interpretation of Literature.)

ANY are the definitions of literature which have been formed by various students of the subject; and many are their classifications. All have been working with one and the same aim in view; to sift out of the vast accumulation of "so-called literature," that which is good and true; that which possesses the element which

* Done in connection with Literature for the Grades, (103).
makes it live on through the centuries to give new hope and inspiration to mankind.

W. H. Crawshaw in his book, "Interpretation of Literature," gives his idea of real literature as that class of writings whose "dominant purpose is to move the soul by their impressiveness, beauty and power. Here are included all the great masterpieces of poetry, drama and fiction."

As I read his book this thought came to me: "What a vague idea the general reading public have of real literature." How many mothers pay no attention to what their children are reading. They are satisfied if the children are willing to read anything, for somewhere they have gained a feeling that much reading will give culture regardless of the class of matter read.

But there is the mother who wants to help her children. They demand she read or tell them stories. This she tries her best to do. If her own literary training has been meager, she goes to other mothers for advice or to the book store in quest of children's stories. Here she falls easy prey to such titles as "Mother Stories." The title seems to convey the idea that the book has been written just for her—and it has and for many more like her.

She seems to think that her book must be written in her wee child's vocabulary or he will not understand. It does not occur to her that she might read a story and adapt it herself as well if not better than the writer of the volume she has just purchased.

In looking over some such books I found the following collection called: "Altemus' Mother Story Series," published by Howard E. Altemus, Philadelphia; "Mother Stories" (a book of the best stories mothers can tell their children). The first selection in this book is called the "Twins in Fairyland." The twins are supposed to be real children of modern times who fall asleep and are visited by a fairy who leads them away into the realm of fairies. It does not savor of the true fairy story of real literature. Another in the same book is, "How Noah's Ark went to School." A little child is left alone with his playthings. He wanders away and later is found in a deep meadow with his broken Noah's Ark, which, he says, in his baby way, he is trying to take to school that the people in it may learn to read and write like other people. These stories will hold the child's attention for a time, but I do not believe he will ask for them again and again as he does for "Cinderella," and "Golden Locks."

Another in this same list is "Mother Nursery Rhymes and Tales." In this book Miss Muffit is visited by the spider, who at first frightens her and then makes her understand that he is harmless. She sits down and the spider proceeds to tell her how he makes his home and how he lives.


Among the "Bird Stories" I found one called "Reynard and the Goose." Reynard, the Fox, makes love to a young Goose, calling her a beautiful swan, and persuades her to go away with him. On the way she becomes afraid and wants to return to her home. He again calls her a beautiful swan but she only cries saying she is not a swan but a goose. At this he laughs and says, "Yes, a goose you are." While he is off guard she sees her chance and waddles for home as fast as she can.

These stories are not true to nature and have very little point to them. But they will show somewhat the type of literature which falls into the hands of many a mother when she is seeking to answer the demands of her story-loving children.

Here is work for the trained teacher or the children's librarian, to put these
mothers on the right track of that which is the best and how to use it. Then the teacher and mother together can lead the child until he learns to love the masterpieces as his best friends.


Miscellaneous Contributions

RELIGIOUS DANCING.

In early times all processions and festivals were accompanied by sacred dances. Ceremonies of various kinds were considered incomplete without some dancing. Usually women were the dancers; but we frequently find cases where the men joined in and still retained their dignity.

There were three stages in the early development of dancing. The first was the rudest and unrestricted expression of exuberant feeling; the second, the pantomimic dancing depicting the movements of hostile armies; and the third, the pure and simple spontaneous movement of the body to show joy and happiness. The three ideas represented were leaping, circling and merrymaking.

Dancing accompanied the celebration of the return of a prodigal, the commemoration of an historical event, the return of a hero, or the ingathering of the vintage. It was common at the feast of the Passover and the dance of Miriam and her maidens may have originated at this celebration.

In connection with the Feast of the Tabernacles, the dancers carried branches with lemons on them. They danced around, using the branches in their dancing movements. At this Feast the following extract of a song, which has been preserved by Ederheim, was sung:

"Around in circle gay, the Hebrew maidens see; From them our happy youths their partners choose. Remember! Beauty soon its charm must lose— And seek to win a mind of fair degree. When fading grace and beauty low are laid Then praise shall her who fears the Lord await; God does bless her handiwork—and in the gate, 'Her works do follow her,' it shall be said."

The only instance I found of artistic dancing was in the case of the daughter of Herodias when she danced for the pleasure of her father's guests on his birthday. Dancing seemed merely connected with religious ceremonies and was the natural expression and result of deep feeling. There were no regulations, the step was that which the leader chose.

Oriental dancing is characterized by the movements of the leader and the imitation by the followers. The Greeks and Romans often represent their gods and goddesses as being passionately fond of dancing.

In connection with the Hebrew religious dancing, the vintage festival of Sheloh and the Day of Atonement were celebrations which were incomplete without a certain amount of dancing.

The musical instruments used in these dances were very much like the tambourines of today and some were variations of this instrument. One common form of the tambourine was made from a circular piece of wood or metal with a handle. A metal bar extended through the center which was strung with rings. When used in the dancing they produced a loud sound and the dancers suited the music to the step or vice-versa.

In the Mohammedan world, the Dancing Dervishes are types of the religious dancers. These people dress in flowing white garments with high stiff white hats. After certain prayers and prostrations they start to whirl around upon the left heel to the music of tambourines and flutes, ring within ring, without touching each other,
with their hands outstretched and eyes half closed and their faces fanatically illumined. All the time they are quietly and closely watched by a sheik.

Some exaggerations of this form of dancing led to the origin of St. Vitus Dance. The dancers would keep up this whirling motion until they were exhausted and physically injured. In St. Vitus Cathedral this form was observed and it became the custom to send any person who persisted in these practices to the cathedral. Therefore when persons are nervously exhausted they apply the term St. Vitus’ to their weakness.

From looking at Tissot’s pictures of dancers I found that the women were dressed in richly colored flowing garments. Their arms were bare except for the heavy bracelets. In their hands they hold their timbrels, which are impressive, because of their great size. I also got a slight conception of the lithe movements of the hands, arms, head, feet, in fact of the whole body.

In a recent number of the “Good Housekeeping” magazine I read an article on “The New Cult of Dancing,” which told of the revival of the dancing movements of some of these very old dances. It tells of the establishment of schools for the purpose of teaching these dances. It claims, and rightly so, I think, that these new forms—new to us, at least—will bring health and grace to women and children.

LUCILE FLEUGAL, H. S., ’15.

GEOGRAPHY REFERENCES.

No teacher, however alert or industrious she may be, can make geography realistic and interesting unless there be at hand the sources from which to draw the raw materials for her subject. And the number of elements entering into the various parts of geography come from so great a variety of related subjects that even a small list of the essential reference books will prove useful. The following list of books and current publications is selected as that which is the best for the money, and the most easily obtained by the teacher in the average school where ways and means are limited.

I. Home Geography and Nature Study.


II. Mathematical Geography.

Johnson’s A B C, $1.00. Moulton, Astronomy, $1.50. Todd, Astronomy, $1.50.

III. Geology and Physical Geography.


IV. Climate.

Waldo, Meteorology, $1.50. Ward, Climatology, $2.00, a good treatment of the climatic regions of the earth. For a study of Cyclonic Storms and Climate in general see texts in Physical Geography.

V. Plants and Animals.

There are no cheap books on the distribution of plants and animals, but good chapters are found for plants in Coulter’s Plant Life, and Atkinson’s Botany; and for Animal Life in Jordan and Kellogg’s “Animal Life.” Appleton. Hornaday’s American Animal Life is an expensive but most useful book.

VI. Man.

Tylor’s Anthropology, Brinton’s
VII. Industries.

VIII. General Statistical Material.

IX. Maps and Atlases.

X. Periodical Literature.

References in Regional Geography will follow in the next issue of the Normal Record.

Prices and discounts on any of the books listed may be obtained from local book stores or from A. C. McClurg, Chicago.

L. H. Wood.

FROM A JUNIOR’S STANDING-POINT.
At the end of the street and at the top of a great hill stands a line of many columned buildings. The peaks and the columns seem to look down reverently and with encouragement on those who stand inquiring at the foot of the hill. They seem to tell the inquirer of the many good things that are to be had within. The buildings seem like a human countenance, smiling encouragement if our work is good and concerned if it be not good. Each time a Junior looks up at those buildings he should get a look of encouragement. It is certainly a task to climb that hill; but what good comes without work? When the Junior has first reached the hilltop, what a high standpoint he has reached! While he is learning the traditions and customs of this place of learning he seems to be far above the maddening crowd. While we are here the clock of the World keeps Time and we must study, learn and accomplish the tasks set before us to keep time with its beat.

Beulah Finch, ’15.
State Association Reunion

The sixth annual State Teachers' Association Alumni Reunion and Banquet of the Western State Normal Alumni, students and friends will be held in Ann Arbor at 6:00 o'clock p.m., Friday, October 31. Music will be in charge of Professor H. C. Maybee and there will be toast responses. Professor B. L. Jones has done the work of preparation at the Normal and at Ann Arbor, Fred Middlebush '11 is chairman of a committee of arrangements, of which Marie Root, Mildred Williams, Edith Trattles, Carleton Ehle and Peter Tazelarr are members. Watch for bulletins in hotels and meeting places in Ann Arbor telling where the banquet is to be served and be on hand promptly for the jollification.

Faculty members, who are spending money freely because they enjoy a good current income; and students, who are in most cases spending money less freely because they are less independent financially, can not do otherwise, in common honesty, than to take special notice of the business firms represented in our advertising pages. These firms are most certainly entitled to our business, if we are doing business in their lines. Please, also, get the habit from the beginning of saying as you pay over your money: "I saw your advertisement in the Normal Record."

Historical Materials. History is so uninterrupted in its progress that we become conscious of it chiefly on anniversaries, or other special occasions. This tenth year of the life of our school is sure to possess much more sconscious interest in our history as an institution than we have heretofore felt. The historical materials in the story of this institution's progress are grouped most naturally about the development of the physical plant; the training and personality of members of the faculty; the equipment
of graduates for service and their ambitions for further study, as proven by what they do in the years succeeding their graduation; and the institutional spirit and school patriotism of the resident students, as shown in their personal records of scholarship and in their group activities as illustrated by the efficiency of literary, athletic, and social organizations. This journal is the best available means for assembling our school's history, and this should be the banner year of the Record's service in this respect. We are presenting in this issue valuable historical materials. No one should fail to read the "Class History 1913," which is a boy's story of the work of the Training School from the beginning. May we not have composition themes and topics of historical research taken in part this year from the story of our own school. There are pretty complete scrap books in the office and many individuals are available for consultation who have watched the school's activities daily. When you have a piece of historical work about this school done, please contribute it to the Record.

The Lesson

Through the generous co-operation of three long-time friends of the late John Coulter Hockenberry, we are able to present the intimate and inspiring revelations of his life and character contained in the first three articles in this issue. We now know what we came to pretty fully appreciate in the relatively short period of Dr. Hockenberry's service here, that he exemplified in a most unusual measure those high ideals in scholarship, in individual friendships, and in social responsiveness, which we all talk about. The fidelity of his long and sacrificial striving for the heights of scholarship; the unbroken geniality and devotion of his friendships; and his sensitiveness to social obligation, were the fundamental principles determining a life of transparent honesty and of completely altruistic service to others. Having proven title to manhood, in the very best sense, by unremitting service in health and strength, it at last fell to his lot to face that utter test which comes to manhood in the final emergency of an incurable malady and in this his spirit rose supreme. The intimate evidences of this last fact are too sacred for public discourse, but the armour of righteousness and the scepter of faith were never more gallantly borne as insignia of immortality than by Dr. Hockenberry in his last days.

No specific estimate can be put upon the worth and power of such a life. It is a matter of great satisfaction that Dr. Hockenberry spent his life in constant intercourse with young people. The current statement that "character is caught, not taught," is a happy suggestion in reiteration of the old adage—Example is better than precept. However, all colleagues of his know well that Dr. Hockenberry's teaching was constantly and clearly focused on character. The illuminating illustration which he unconsciously offered in his own life was an adequate proof of his doctrine. The outstanding lesson of his life was that persistent, unflinching idealism is yet capable of incarnate realization in man.

Normal

A school library is intended to be a general work room for the school family—and a little thought on the meaning of that statement will serve far better as a help towards understanding what the library tries to do, than many printed rules or the strictest supervision. The home family is a unit with a common interest; the school family is a group of people with a common purpose—the doing of a certain kind of work well and with the least possible friction and waste of effort. Even in the home, where the number of the group is small, thought and consideration are necessary to make living and working harmonious and easy, and one or two members of the group are not always allowed, even in the most modern households, to make the general living room an impossible place for the rest of the group; and the need of this thought and consid-
eration certainly grows in the large
group of the school family as the
square of the increase in numbers.

The library is a collection of tools
for the work to be done, the librarians
are for the purpose of helping the
workers to select the best tool for an
especial piece of work, but the workers
themselves are responsible for the way
the tools are used. The tools, the
books, are not unlimited in number,
the workers who are to use them
within a given time, seem sometimes
unlimited in number—and there the
feeling of the common purpose, the
family feeling, must be shown, if the
best part of the students' life together
is not to lose its chance of expression.

The school group is, perhaps, the
purest form of democracy we have—
equal rights, equal privileges, perfect
liberty for individual effort, distinc-
tion dependent solely on personal
ability—and the individual who,
through the old, old savage faults of
greed or selfishness, hinders the great-
est good to the greatest or least num-
ber, is the real traitor to the state.

Our tools, the books, are loaned to
us by the state, they are loaned to the
library for as long as the school ex-
ists, but nevertheless they are the
property of the state, and we, as a
school, are responsible for their safe-
keeping. Any student who, for his
own convenience, marks a book, turns
down corners of leaves, treats it so
carelessly that rebinding is necessary,
is wilfully destroying property that is
only loaned to him for his use, to
save him the expense of buying for
himself, and loaned with the under-
standing that he is to leave the book
in as good condition as he found it,
for the use of other students whose
rights to it are equal with his own.

For the same reason, a student who
takes a book from the library without
permission, is, in reality, stealing, not
only the use of the book, but the
chance of his fellow student to do his
work as well as he, himself, has had
the opportunity of doing it.

Again, the neglect of a student to
return to the table in the stack-room
the book he has finished using has the
same result—the student who has
been waiting for that book has had
time and chance unjustly taken from
him by the thoughtlessness or indol-
ence of a fellow member of the school
family. Students are allowed to use
the books on the bookstacks because
so they see and handle and learn to
know more about the tools of their
trade than in any other way; they are
allowed to take the books into the read-
ing room without leaving a charging
slip, because it saves them time; the
only request made is that the books
be returned to the table in the stack-
room as soon as they have served their
purpose. This request, which ought
not to be necessary for kindly mem-
ers of a school family, is constantly
ignored, and the work of the library
is hindered.

The place where, perhaps, the pres-
ence or the absence of the spirit of
kindness, consideration for others,
sense of others' rights—the parts that
go to make up that goodly whole of
gentle breeding—are most evident is
the reading room. That is the living
room of the school family, and those
members of that family who destroy
the atmosphere of peace that makes
effective work in common possible,
and to which no amount of supervis-
ion can give so subtle and restful an
influence as the feeling of friendly
consideration that may fill such a room
—those members are violating rights
of the school democracy, which are
the same rights for which civilization
has fought since we came out of the
jungle.

We, who spend our days in this
workroom of the school, see again
and again the graces of self-sacrifice
gentleness and thoughtfulness in act
and word, but we see, too, so much
lack of consideration, such careless-
ness of others' rights and privileges,
so often the impulse to ignore every
claim that is not for self, that we grow
discouraged sometimes at the thought
that we are watching the best that
the privileged class can do with the
advantages generously given it by a
state that, somehow, still cherishes the
belief of the founders of this great ex-
experiment in human nature, called the United States, that, given a free man and the opportunity for an education, the answer would be an honorable Republic.

The gist of this long statement of intentions and successes and failures is Altruism, and the translation of Altruism as it applies to this situation, into language that is easily understood, are the rules which follow:

**LIBRARY.**

1. The Library will be open Mondays to Fridays, inclusive, 8:00 a.m. to 4:30 p.m. Saturdays 9:00 a.m. to 12:00 m.
2. Silence shall be strictly observed.
3. Books may be taken from the library as follows:
   (a.) No book, periodical, or work of reference shall be taken from the library without permission from the librarian.
   (b.) A charging slip of the regulation form must be left signed by the person drawing the book or periodical, and giving the author, title and number as indicated on the slip. This slip will be supplied by the librarian.
   (c.) Books for night use may be reserved by applying to the librarian, from the hour the library opens until 45 minutes before its close. They may be taken the last half hour the library is open, and must be returned at eight o'clock the following morning. On Fridays, books may be taken at noon, and kept until Monday at 8:00 a.m.
   (e.) All books are subject to recall.
4. All books shall be returned to the library at the close of each quarter.
5. Any book lost or damaged must be replaced.

ESTHER BRALEY, Librarian.

**TRAINING SCHOOL**

The Training School opened September fifteenth, with an enrollment of two hundred fifty-seven pupils. Several children who had been on the waiting list were not admitted, owing to their previous unsatisfactory records. By rigid adherence to this policy for admittance, we hope to raise the standard of efficiency for good work throughout the grades of the Training School.

We hope this year to do better and more effective work with our school feeding. With the splendid organization of last year as a basis, we shall endeavor not only to provide lunches for the children, but to supervise in a more careful way the kinds of food served and the manner of serving.

Our school printing is to be again in charge of the sixth grade pupils. The printing press has been moved into one corner of the sewing room and with added equipment we trust much will be accomplished along this line, such as printing poems, programs, and possibly a school paper.

The Training School assemblies will be held in the rotunda every Thursday at ten o'clock, as in previous years. The Training School faculty and pupils of the school cordially invite parents, instructors in the various departments, and students to join with us in these exercises.

**KINDERGARTEN DEPARTMENT.**

It will be of interest to the friends of Mrs. Buckingham to learn of her recent success in publishing a group of thirty-two songs for young children. Mrs. Buckingham graduated three years ago last June from the kindergarten course and since her graduation has assisted in the department. It was her keen appreciation of the little child's poetic viewpoint of subject matter that led those most interested to urge upon her the necessity of putting them into permanent form. From this beginning she worked with simple melodies to accompany the thought and the result is pleasing, both in form and content.

The Milton Bradley people have counted it worth while to publish
under the title "Songs for Children."

It can be secured locally at Fischer's music store or can be ordered through any of the Milton Bradley's branch houses, the Thomas Charles Co. of Chicago being the nearest representative.

Mrs. Buckingham, who has been in California and Japan this summer, has returned to her work at the Western State Normal.

Miss Gage has postponed her leave of absence and will continue as head of the department this year. Her summer was spent in the northern Lake Superior region, Port Arthur and Fort William, Canada; Isle Royale and Duluth, and later at Oklahoma City with her father.

The enrollment this fall finds us larger than ever before, over thirty juniors enrolled with twenty-four registered in the senior class. Several students have returned to finish their senior year.

Miss Nina Hafey, who has taught two years in North Dakota, comes to us this year as a senior.

Miss Leila Bangham, who spent last year in California, is again with us. Miss Nina Wright, who taught last year at Comstock is here to continue her course.

The practice department has its full enrollment of children together with five city kindergartens we are able to place all of the seniors in teaching this fall, by giving nine students the opportunity to do first grade practice.

OUR FLOWER TABLE.

An interesting part of the work in the fourth grade is their flower table. At the beginning of the spring term the children write letters to the other grades of the Training School, telling them about their table and inviting them to contribute flowers. The table is placed in the rotunda, so that all may enjoy it.

They bring both cultivated and wild flowers. It is the work of the fourth grade to place the flowers on the table, with the name of each, and to care for them. The children have note-books and keep a list of all the flowers that have been on the table. Occasionally they have a game to see how closely they have watched the table. In one of these the teacher holds up a flower and they must write its name.

It might be continued in the fall with fall flowers, grasses, etc., as long as they last. It would be interesting to plant a few flower seeds or bulbs in jars and watch them mature.

MARJORIE THOMAS.

*CLASS HISTORY 1913.

It seems important to bring up the history of our class from the beginning to today when our rewards for eight and nine years of work with books and school materials will be given us. It is our first important turn in life and some of us may be affected more severely than others. That is why we think it is pleasant to ponder and dream over the many happenings and pleasant surprises which include the class history so dear to us.

If nine years ago you had looked at the large door on the People's church at school time you would have seen little tots four and five years old tugging at it. Some of those very
tots are here today, only they are big. But still many characteristics of the little tots remain in a few of the young boys and girls here before you today, part of the graduating class of nineteen hundred and thirteen.

At nine o'clock the kindergarten session was called by hanging a flag out near the door, for they had no bells and we were supposed to come in when the signal flags were hung out. We were seated at small chairs and tables which had a habit of tipping over. The cause of this habit is unknown, but it was usually laid to the boys, who were more restless than the girls, so scrupulously careful of the apron and dress mamma had put on clean that morning. We were kept busy by the patient teachers, building houses of blocks and drawing pictures of landscapes with pencils or colored crayons. For many of us the first cooking lesson we had was when we made cranberry sauce, each child having a turn or chance at stirring. This was at Christmas time, and we had a party to celebrate the popular holiday. Our program consisted of playing games and eating popcorn and candy — also the result of our recent lesson in cooking. We had made picture racks out of cardboard and covered them with wall paper. These were to serve as gifts to our friends.

A short time before the Vine street school had burned and it was rebuilt by the time we were ready for the first grade. The foundation of what we learned later was laid by teaching us to read and construct sentences with simple words. A tray of little red pasteboards with simple words on them was given us and with these we worked. For pastime on rainy days the teacher would read stories and let us play games. We cannot remember many of the things we did during the first years of school.

After three months of vacation we came back to start in the second grade with writing materials and two or three books. Studying was first done in this grade and kept on, getting harder as we progressed in school.

Much the same as the first grade we played games and told stories for pleasure periods, and they began to come less frequently until there are almost none now. The studies we had were reading, writing, arithmetic and spelling taught from a book by the patient teachers, as I cannot help but say. To these studies a few scholars did not apply themselves with as much ambition as they might have. If they had it would have been better for them and probably some would be here today.

Some of our studies were made more interesting by the teachers letting us dramatize and play out parts. One case is clearly remembered when we made churns and wool carders in manual training. Then we made butter and carded wool as the history said the early settlers and Pilgrims had to do. In construction and art we molded candlesticks and vases and painted designs on them.

Two or three of our schoolmates had acquired the habit of whispering, much to the teacher's disgust, so to cure this little annoyance she would bind the disturbing part of the scholar. One time it happened that a scholar could stand it no longer and the cure came into full use by tying his mouth, hands and feet and then he was placed on a chair before the room. This little incident is clearly remembered by the occupant of the chair and those who witnessed it, as it was humiliating to him and amusing to us.

The year passed quickly and we found ourselves in the third grade. Here more books were added to our list and the work became more regular with fewer games. Arithmetic, reading, writing, geography, history and spelling were and have been our main studies. In special classes and spare time the teacher taught us to weave and construct things that would help us understand the subjects more plainly. On days when the weather was not suitable for outdoor recess the teacher would tell us stories of an educating nature while we would weave rugs on small looms. After these were woven we sewed them together and it made a nice warm blan-
ket, as they were made from wool yarn. This we gave to the Children's Home and from what it said in the letter of thanks we judged that it came in handy. In connection with geography we made a sand table. On this we put the surface and characteristic things found about and in the country we were studying. In the spring we began to learn the art of gardening. Each child was given a piece of ground, upon which he or she was to plant vegetables. Some of them grew and were harvested with success, others did not do so well.

Summer came and autumn followed. This found us in the fourth grade. Nature study was taken up and we had an aquarium, into which we put frogs, tadpoles and other animals found in water. The bottom of the aquarium was filled with sand to the depth of two inches. On this we put stones and shells, then filled it with water and it made a nice home for the captives, although little like their former one. We watched the breeding of the inhabitants of the aquarium, as that was the purpose of having it in our room.

Dramatizing was first done in public when we had a play in connection with the history work. It was given up here before the Training School was built. It took part of our stage fright away, but many of us retain some of that embarrassing disease to-day. Still it did us good and prepared us for the future.

The Training School was now built and we moved up here. It seemed like a palace compared with the two-in-one seats and desks of the public schools. Recently I was accosted by a lad who came in, in the fifth grade. He told me to put in the history when he came, as it was a very important event.

It will only be interesting to tell of the many special things we did from this time on, and how they fitted in our work. Among the well liked studies and privileges we had were physiology, nature study, manual training and physical training which came usually once or twice a week. Physiology was a new study and it taught us many things in regard to the body and the care of it, also how to prevent accidents and cure little hurts. Nature study trips became frequent. This study dealt with birds, insects, rocks and trees and plants. We learned how they formed, grew and why they were here—thanks to the glacier that once covered our land as the geographies say.

Assembly was held every week and each grade had a turn at amusing the others in some way, or all of us united together and gave a union entertainment. Many times we were entertained by outsiders, who expressed their willingness to do so, much to the joy of the assembly committee. During our four years here lectures and instructive talks have been given us by the professors of the Normal, many of whom have travelled extensively, and others, such as Booker T. Washington and Governor Ferris. We have also heard many noted singers and musicians.

Cooking was taught the boys for one term and, needless to say, the boys ate the results with great rapidity after having their mouths water for over an hour while the teachers explained about what acids the foods had and why they contained them. Our division of the room had to give a picnic to the other division because we lost in a spelling match held during an exhibition of all the work done by the pupils of the Training School.

In construction we made reed baskets and many of them were worth looking at. The boys had manual training for the first time when they made match boxes and other useful wooden trinkets. This work was done with chip carving knives, and some very neat designs were made from the carving.

From what I am telling you you probably will judge that we never did any studying, but we did, and I am only telling you about the things that we liked to do best of all. Of course we liked to study and did much of it but studies are studies, wherever you go, and if I do not mention them much
it is not because we did not study, but because it would not be interesting.

The sixth grade, similarly to the others, raised our standard in knowledge. In nature study we were taught about minerals and stones, for it was said that our teacher could find sermons in stones and books in brooks.

In literature we read William Tell and dramatized it for our turn in assembly. In art and construction we made a book and bound it as other books are. In it we put verses from poems and drew pictures and cartoons to illustrate them. The days flew by and in what seemed a short time we were in the seventh grade.

Here we paved our way for the last grade of grammar school. A new study was added to our list. That was Current Events. It came in the form of a weekly paper. That had a little to say about all the important things happening in the world. It helped us greatly, for we knew what was going on in the government capitolis and in other places that the newspapers would mention, altogether it was a modern history.

In construction we made brass watch fobs by putting designs on them with an acid and then soaking them in another different acid. It left the design raised and the other part was eaten out by the acid. These made very acceptable fobs.

Time for graduation came around and following the example of other seventh grades we composed a song of farewell to them, the second class that has graduated from this school.

Our last year in the grammar school began last fall and as we were preparing for high school the studies were many and hard.

The boys had manual training classes every week and they made taborets, foot stools and magazine racks. The girls had cooking at the same time and they learned how to prepare meals.

In athletic lines our room was represented by a basketball team, and a baseball team, which was organized in the spring. The basketball team won a goodly number of victories and the baseball team won an ungodly number of defeats, for which there were many excuses.

We read and dramatized the “Lady of the Lake.” It came off with such good success that we thought it a good plan to give it and charge admission. We did, and we realized forty-three dollars off of it.

Four or five of the boys in our room, with the aid of a manual training teacher, made an eight-apartment bird house. It was raised upon an iron pole on Arbor Day, with proper ceremony. It is now inhabited by martens, the birds it was built for.

Parliamentary law was included in our studies during the last term. This aided us greatly in our class meetings. We learned how to conduct a business or club meeting, a thing which many adult clubs cannot do satisfactorily. Paul Halley was elected chairman; Gladys Koehler, secretary; Alice Chamberlain, treasurer, a good position; Lawrence Westerberg, historian; and Irving Anderson, prophet. Our class colors and pins were chosen.

The dance festival was held June the 10th, and it was a very pretty sight for those who saw it, as each group of dancers represented some country in dress and dance.

A thing that isn’t history yet, but soon will be, is the class picnic, which will be held tomorrow. That probably will be the last event in our history as a whole class, for we may scatter to other schools. Thus ends the Class History of the graduating class of 1913.

LAWRENCE WESTERBERG.

*NOTE—This Class History is of unusual interest because it covers the whole period of time since the establishment of the Training School. It was read as a part of the eighth grade graduation exercises last June.
Department of Music

SUMMER TERM PROGRAMS.

Two programs were given during the Summer School. The first was a faculty recital participated in by Miss Hanson, Mr. Henderson, and Mr. Maybee.

PROGRAM.

Je dis que rien ne me pousse, from “Carmen” Bizet
Miss Hanson.

Dormiro sol nel manto mio regal,
from “Don Carlo” Verdi
Mr. Maybee.

Jai pluere en Reve Hue
Traum durch die Daemmerung
Strauss
Norwegian echo song Thrane
Miss Hanson.

Creation hymn Beethoven
When two that love are parted Secchi
Pilgrim’s Song
Tschaikowsky
Mr. Maybee.

Hungarian rhapsody No. 8 Liszt
Mr. Henderson.

Duet—What have I to do with thee? from “Elijah” Mendelssohn
Miss Hanson, Mr. Maybee.

Shena van Beach
Songs my mother taught me Dvorak
Love me if I live Foote
Come with me in the summer night
Van der Stucken
Miss Hanson.

Come where the lindens bloom Buck
A barque at midnight Lambert
Mother O’Mine Tours
Let Miss Lindy Pass Rogers
Mr. Maybee.

The second musical event of the summer school was a concert given by the Glee Club of twenty-four voices assisted by Mesdames Hostetter, Maybee and Showers, and by Messrs Henderson, Carrick and Showers.

PROGRAM.

Inflammatus, from “Stabat Mater” Rossini
Mrs. Maybee and Glee Club.

My heart at thy sweet voice, from “Samson and Delilah” Saint-Saens
Mrs. Showers.

O, come let us worship, from “95th Psalm” Mendelssohn
Mr. Showers and Glee Club.

Elsa’s Prayer from “Lohengrin” Wagner
Mrs. Maybee.

Liberty—Dramatic Scene Fanning
Mrs. Hostetter and Glee Club.

Prayer from “Le Cid” Massenet
Mr. Showers.

Welcome Rhineberger
Hail, Smiling Morn Spofforth
Mr. and Mrs. Maybee, Mr. and Mrs. Showers.

Je suis Titania from “Mignon” Thomas
Mrs. Hostetter.

Fair Ellen—Dramatic Cantata Bruch
Mrs. Hostetter, Mr. Carrick and Glee Club.

Harper C. Maybee, Conductor.

The instructors in the music department have given the following numbers in assembly:

Scheryn Chopin
Mr. Henderson.

I Know Spross
My Laddie Thayer
Mrs. Hostetter.

When Two that Love Are Parted Secchi
Mr. Maybee.

NEW EQUIPMENT.

Three new pianos have been purchased during the summer, a Steinway Baby Grand for the Assembly Hall, and two uprights of standard make. Two new Victrolas have also been added, one for use in the music department, the other in the training school.

The stage in the Assembly Hall has been moved to the south end of the room and enlarged, so that it now has raised seats and a seating capacity for nearly two hundred.

A Normal chorus of 150 students has been organized and has begun work on the “Messiah,” which is to be given in December. The Kalamazoo
Musical Society joins in the evening rehearsals.

The Chaminade Club, under the direction of Mrs. Hostetter, is having weekly rehearsals and will appear in assembly in a short time. A men's Glee Club will be organized in the near future.

As we go to press an orchestra is being organized that will have regular weekly rehearsals. Some of the best musicians in school are enthusiastic over the prospects.

As the Record goes to press it is too early to get any definite line on the football outlook for the present season. However, there are a large number of willing workers on the field each day and it is hoped that a strong team can be developed from the W. H. SPAULDING

squad. Only five of last year's team have returned, Capt. Barker, Empke, Henney, Rowe and Tomlinson. These sturdy warriors will form a nucleus around which the 1913 eleven will be made.

Some of the new ones: Sooy is not really new to us, having played on the 1910 team. He is handling the team from the pivot position. He is fast in the open field and can tackle low.

King played four years at Hastings High School and one year at Hobart College. He is stationed at left half and with his experience and natural aggressiveness should make a good man to back up the line on the defense. He carries the ball well and can be counted on to get his man out of the interference.

Wilbur hails from Coldwater High, where he played on the end. He has been placed in the backfield, where he is showing natural ability to pick the opening when carrying the ball. He can punt and handle the forward pass with a great deal of precision.

Corbett comes from Richmond High. He is one of the best all around kickers on the squad and is trying for fullback. He can also play end and may be shifted to that position when the team is on the offensive.

Beam from Shelby is a natural born football player and is the hardest worker on the squad. Although he is rather light his willingness makes him a hard man to beat.

Mcintosh, from Port Huron High is trying for quarter and although rather light, is a good, heady man for any position he might be called upon to fill in the backfield. He is one of the few that can tackle low.

Anderson lives in Norway, where he played on the High School team two years ago. He is fast on his feet and heavy enough to make a good line man. He is holding down left guard against all comers.

Hullberg comes from the same town and is as "bad" as his name implies. He is showing great accuracy in pass
ing the ball, and for that reason is being tried at center. He is very shifty and will be a good line man when he learns to use his hands on defense.

Weeks is a product of the Richmond High School and is trying for a line or end position. His weight, speed and experience will help the team materially.

Newton played on the second team last year and is holding down the tackle and guard positions. He is a hard worker and should make the team.

Coulter also played on the reserves last season and can be counted upon to hold his own against any forward on the team. All he needs is a little more experience.

Carr is a good heady lineman. His only drawback is his lack of weight. He is trying for center, being an excellent passer and good on defense.

Sebert played only a short time on the reserves last year and although somewhat inexperienced is heavy and fast and will make a football player before he is through school.

Miller comes from Athens High School, where he played in the line. He is trying for end and when he gets a little more experience will be a valuable man. He has speed, nerve and plenty of weight, and can handle the forward pass.

Doty also hails from Athens. He is a light but fast and a low tackler.

Smith played quarter on Wheaton College two years ago. He has been out only a short time, but has a level head and never misses a signal. He is a strong defensive player and handy at receiving forward passes.

McCafferty is one of the heaviest men on the squad and with another year’s experience will make the team without a doubt.

Giese is still with us. He has been on the reserves for three years. He would have no difficulty in making the “varsity” if he weighed a few more pounds.

Phillips played tackle on the strong Cadillac team last season and comes with enough experience to make good if he can arrange to get out to practice every afternoon. He is one of the heaviest men on the team and can move around some.

**SCHEDULE.**

October 10—Albion College at Kalamazoo.
October 18—Culver at Culver.
October 25—Hope College at Holland.
November 1—Ypsilanti at Kalamazoo.
November 8—Hillsdale at Hillsdale.
November 15—Indefinite.

NORMAL 20—ALBION 3.

The local football lid was pried off with a bang on Friday afternoon, October 10, before an admiring, inspiring and perspiring crowd of Normal enthusiasts whose joyous and air splitting shouts proclaimed to the world at large their vast appreciation of the exposition of the new rules by Bill’s band of battering pigskin pursuers. Not since the days antedating the war, when Tub Myers and the Whitneys, Johnnie Damoth, Blake and Dewey cavorted in moleskins and jerseys to the delight and honor of the school upon the hill, has such a deep feeling of peace and satisfaction permeated our Normal anatomies. And why, say you, is all this expansive and tooth displaying grin, this spreading smile, this jocund joyousness? Shades of Poe and Heffelfinger, ghosts of Snake Ames and Pat O’Day, is it possible that one can live and move and have his being and be unaware of the full significance of this delirious day.

Be it known then, that on this eventful 10th day of October, 1913, while old Sol was doing his best to shove the seasons back a notch or two, our ancient friends and foes from the headwaters of the Kalamazoo came over to cross heads, arms, legs, ribs and sundry other of their anatomical appendages with Bill’s Bouncing Bruisers. On numerous other occasions have we met the militant Methodists upon the chalk-marked plain.
and acknowledged them our conquerors, and while we have been glad to meet them even thus, still oft in the stilly night have our hearts pined for a taste of the sweet fruits of victory. Antaeus like from each fresh slam upon the earth we have risen resolved to wipe out our defeats in victory.

Last year the long overdue tide began to turn and catching it just abaft the ebb we rode through to an eyelash victory, small in numerals, but immensely satisfying. This year, however, we have enjoyed the sweet fruits of victory to the full—not just a smell or feeble taste, but a great big, man-sized, satisfying meal, full of well-done bucks, a la King, spiced with highly seasoned dishes around the ends, served Corbett style with Barker garnishes and a brace of sizzling forward passes, maitre de Sooy, all of which served at length to give us our just deserts. Truly this game was a sweet morsel to roll beneath our long ing tongues.

The game was staged at the Woodward avenue grounds and was played before a large crowd of summer-clad people, who could not understand how the athletes who chased the aerated spheroid ever could endure the tropical temperature. The Normal lassies were there in force. On Thursday the intricacies of the game had been made as pellucid to them as a moss agate by Dr. Burnham, and accordingly they followed the plays with a high degree of perspicacity, decorum and enthusiasm. They steamed right up in the locomotive yell and lifted their melodious voices in rah rahs that disturbed the ether as far east as Albion, and gave great concern to Dr. Dickie and his colleagues.

The game started promptly at 3:00 p.m. and almost immediately through some hard luck fumbling on our part, the Albionites were within striking distance of our goal. Our line held firm, though, and the punch necessary to gain a touchdown was lacking. Three times did the educated toe man of the enemy essay to get a count via the aerial route and three times did he prove himself no Hershberger. And so, after struggling for about ten moist and palpitating minutes the first quarter ended a blank for each.

During the second quarter the kicking phenom from Albion was inspired to try again, and this time he guessed right. The ball was near the west goal when he caught it a smart kick on the Tropic of Capricorn and lifted it gently across the bar, thus achieving fame for himself and three points for his side by a simple swing of the leg. However, 'twas his last expiring kick. Thereafter Albion never even threatened and kicks were undreamed of.

Meanwhile, what of our athletes? Well, they were doing some fumbling, missing some forward passes and once in a while overlooking a chance to score, but all the time they were battering Albion's defense to pieces, ripping up her line, blocking off runners and in general finding themselves and growing stronger every minute. Once a shoestring got tangled, occasionally the impish ball evaded the embrace of the eager runner, but there was elegant running back of punts and there were smashing runs about the ends, battering-ram plunges through the line, clean and accurate tackling and a concrete defense that Albion could not penetrate.

In the second frame we made a strong bid for the game, but fell short of success. The third found us pounding at Albion's goal, the east one, nor were we now denied. Some fine runs and plunges brought the ball near the line over which a moment later willing Wilbur crashed for the first touchdown. A kick from trusty toe made the count 7-3. Soon we were hammering at the door again, and before Albion woke up to her danger a beautiful forward pass, Sooy to Barker, gave us touchdown two. This, too, soon blossomed into a goal.

In session four the deadly Sooy-Barker combination pulled off another forward pass with a resultant touchdown. No goal, however, resulted from this last effort and, so the count stood 20-3 at the close. We were easily two touchdowns better than this
score, and Albion was lucky to get a mark at all.

The boys came through the game in excellent shape. Hot as the day was, they always had a punch left and were dangerous ever. Sooy ran the team well and showed excellent judgment in the selection of plays. He also reeled off some spectacular runs. He was cool in the pinches and got off his forward passes with skill and precision. Wilbur and Barker did yeoman service for our side and figured prominently in the scoring. The line was staunch and true on defense and was quick and powerful on offense. They simply riddled the Albion line. There is a white-thatched lad, Hul berg by name, playing center for us who will bear watching. He was in the thick of the fracas everywhere and tackled all over the lot. From every pile of tangled players he bobbed up serenely and was always ready for the signal. There is also a sorrel top, rejoicing in the name of Anderson, who rather catches the eye. He was spry and energetic and rather seemed to like the scrimmage. Long before he himself would appear, his flaming head would be seen through the Albion line casting a ruddy but cheerful glow upon the field of battle.

But it is invidious to mention some where all merit approval. These eleven men played good ball. They are rounding to nicely. A little more practice, a little more polish, a little more concerted team work and the 1913 team will be fit to make a record worthy of hanging as high as any the team has yet achieved.

**NEWS ARTICLES**

**NEW MEMBERS OF THE FACULTY.**

New comers in the faculty are getting acquainted and are most heartily welcomed by their colleagues. Dr. Norman W. Cameron of Elkton, Maryland, is the successor of the late Dr. Hockenberry in the department of education. Dr. Cameron has public school experience in the Middle States and in the South, as well as three years of teaching and supervision in the Philippine Islands. For the past four years he has been at the head of the teaching of education in the State Normal at West Chester, Pa. His graduate work was done at the University of Pennsylvania.

Miss Margaret Burns, a graduate of the Sargent School of Physical Training, who has been teaching at Vassar College during the past three years, has been elected to an instructorship in the department of physical education. Miss Blanche Shimer and Miss Eva Ferree, both of Teachers' College, New York, are engaged in grades two and four respectively in the Training School.

**IMPROVEMENTS IN PROGRESS.**

At the beginning of this term the students were welcomed with the news that a very important business deal has just been completed by which the Normal came into the ownership of a 13-acre tract of land for an athletic field. One corner of the field is only ten rods from the Normal campus, giving unusual accessibility. The field is being surveyed and grading will be started at once. The plans include two football fields, two baseball diamonds, a quarter mile running track with a 220-yard straight-away, eight additional tennis courts and other important features. The field is large enough so that all students in the Normal will have the best of opportunities for outdoor recreation and athletics. A bridge has been completed at the most accessible point, and the field is now practically a unit with the campus.

R. J. Coryell, and E. W. Arnold landscape and building architects respectively, spent a day at the Normal recently in the interest of grounds and building plans which are nearing com-
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Cement walks are being laid from each side of Walnut street in graceful curves leading up to the first steep terrace, and the plan contemplates the completion of cement steps and rests to the top of the hill. The new science building is to be located directly west of the gymnasium and it will be three stories high, 76 feet wide and 146 feet long. It will face Oakland Drive.

CLASSICAL CLUB.

The Classical Club held its first meeting in the rotunda of the Training Building September 30, at eight o’clock. After a few remarks and words of welcome by the president, Miss Devona Montgomery, Mr. Hickey gave a short talk in his usual happy manner. His theme was “The Influence of the Classics on the Life of Today” and was filled with helpful suggestions. Light refreshments were served and a social half hour was enjoyed.

The second meeting was held in the history room at 1 o’clock, Oct. 10. Officers were elected for the ensuing year, after which Carlton Wells of the Caesar class gave an interesting talk on “Some Features of Ancient Architecture.” The next meeting will be held the first week in November.

AMPHICTYON SOCIETY.

The value and importance of the work done and results accomplished by literary organizations in schools of all standings is of such great and lasting good to those participating, that no comment seems necessary. In accordance with such a demand for student activity the Amphictyon Literary Society, organized with the purpose of providing an atmosphere of intellectual and social culture, offers through its bi-monthly programs, real opportunity for the expression of ideas, the development of poise, self confidence, judgment and reason; the ability to adjust oneself to the group and environments in which he finds himself.

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We are entering on a new year with renewed enthusiasm, active interest and abundant hopes that the good accomplished by us will not only appeal to those with whom we come in contact, but reflect upon ourselves. To attain culture, we must be wise; to be wise is to "have the power of discernment and judgment" and in the exercise leading to this we cannot help but learn to think and do well, and the process cannot fail to be the harmonious growth of the whole being, or in other words, it will result in the growth and development of character and culture.

The Amphictyon Society has decided to hold one open meeting a month, to which all are cordially urged to come and at which will be offered a series of short talks on various subjects vital and essential to all by prominent educators, business and professional men of this city. Among those who will appear before the students are Supt. S. O. Hartwell of the city schools, Prof. MacEwan, head of the literary department of Kalamazoo College; Dr. Harvey, of the W. S. N. S. faculty, and Dr. H. B. Weinburgh, a city physician. In offering this course we are actuated by the desire and ambition to give something of real value to all who come, and to set a standard of excellence of work for our successors to follow.

A. E. BOWEN, '14.

RURAL LIFE ROUND-TABLES.

An effort was made during the summer term to hold a series of round-table conferences for the purpose of discussing some phase of rural life. This resulted in three meetings being held in which the following groups of people were represented: village and town superintendents, rural school teachers, county normal teachers, county school commissioners, and the Normal School faculty. The general topic considered in all of these meetings was "Socializing Factors in the Small School."

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118 W. Main St. Kalamazoo
The first meeting was held at the Oakwood school and was attended by nearly fifty people. After the program refreshments were served on the lawn.

Prof. L. H. Wood very generously invited the group to hold its second meeting at his home, where refreshments were also served. Prof. John Kelly, head of the rural school department of the Mt. Pleasant Normal school, was a guest at this meeting. The third meeting was held the last week of school in the Training School.

The following programs were given:

Chairman, V. R. Hungerford, Commissioner, VanBuren County.

I.

Serving Warm Lunches in a Rural School, Angeline Rockwell, West Street School.
The Noon Hour, Elizabeth Johnson, Training School.
A Social Experiment in a Village School, Robert Reinhold, Normal School.

II.

Bird Clubs, Frank E. Robinson, Commissioner Branch County.
Boys' Clubs, Carey E. Rowland, Charleston.
Available Geographical material.
Prof. L. H. Wood, Normal School.

III.

Mothers' Clubs, Ira J. Arehart, Galesburg.
Evening Use of the Village School, A. M. Nutten, Comstock.
County Y. M. C. A. Work, Mr. VanDercook, Branch County.

The full aim of serious discussion of rural problems and of unifying the various elements in the school interested in the problems may not have been entirely accomplished, but it is felt that a very desirable beginning has been made. It is hoped that another year the work may be continued and that it may become a vital feature of the summer school for those interested in rural life.

NORMAL LITERARY SOCIETY.

Several years ago, when the "Rileys" passed out of existence, it was deemed wise to organize another literary so-
ciety which would admit the young women, as well as the young men. Consequently the new society was formed and called the “Normal Literary Society.” From the start this society has maintained high standards. Those who enlisted in its work understood that co-operation and perseverance were what the society needed for success. These, they had; these they who followed them had, and these the present members of the society have.

Our aims are high, but not out of reach. We aim to have good programs, consisting of musical numbers, readings, orations, debates and an occasional farce or dramatization. We also have our social evenings, as well as those on which programs are given. In fact, the two big aims of the Normal Literary society are: to increase the social efficiency of the students and to boost our Alma Mater, Western State Normal.

This year we expect to continue along the line of work followed in years gone by and we cordially invite you all to attend our meetings and join with us if possible.

CARL HANER, ’14.

EROSOPHIAN SOCIETY.

A meeting of the Erosophian Society was held Friday, October 3, at one o’clock. Plans were discussed for the year and a spirit of hearty good will prevailed. The main business of the meeting was the election of officers, the ballot resulting as follows: President, Wayne Barney; vice president, Merle Vosburg; secretary-treasurer, John Plough. The next meeting will be held on Friday, Oct. 17, when a debate on the question:

“Resolved, That the Panama Canal be fortified,” will come off, with Angeline Case as leader of the negative and Wayne Barney as leader of the affirmative side. Mr. Cecil Ross will furnish a vocal solo: “Love’s Lullaby.” It is planned to alternate the meetings when debates are given with celebrations of holidays: Hallowe’en, Thanksgiving and Christmas, taking up their origin and curious customs.

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NEWS NOTES.

The rotunda of the training school and the hall and several recitation rooms in the main building were decorated during the vacation. The result is greatly enjoyed by students, faculty and visitors.

Grading, preparatory to the beginning of the new science building is in progress and the contract for the building will be let and work will be begun within a very short time.

A preliminary meeting of the seniors was held October 7 and the election of class officers for the year was discussed. The election was left for a later meeting.

Several members of the faculty traveled abroad during the summer. Professor T. P. Hickey, Miss Elva Fornrook, Miss Caroline Wakeman, and Miss Katherine Newton returned early in September. Miss Matie Lee Jones, who is on leave of absence, will remain in Europe all year.

Dr. and Mrs. William McCracken, who had visited parts of Africa and Asia, and had traveled extensively in Europe, were enthusiastically welcomed home after their year of absence. Readers of last year’s Record will recall with satisfaction Dr. McCracken’s interesting letters written during his travels.

The student loan fund, which was established in the fall of 1912, has grown rapidly and now amounts to more than $800.

Among the faculty members who were on leave of absence for the summer term, Miss Adele M. Jones spent the summer on the Pacific coast: Dr. John B. Faught, taught in the State Normal School at Kent, Ohio; and Dr. Ernest Burnham taught in Teachers College, New York city.

George Jacobson, who graduated from high school last June, entering Carnegie Institute in Pittsburgh this fall, has been awarded a scholarship by that institution, the prize coming to him as the result of passing successfully a long and difficult examination. George was one of our most faithful students—all his former instructors speak highly of him and he was an universal favorite with us all.

The historical sketch of the Training School, by Lawrence Westerburg, an eighth grade graduate of last year, will well repay reading. Find it in the Training School department of this issue.

A preliminary business meeting of the Rural Sociology Seminar was held October 1. Plans for the year were discussed and the staff of officers was completed by the election of Jennie Weinberg, Armina Gillespie, Ione Gardner and Bessie B. Goodrich, members of the program committee, and the appointment of committees on arrangements and for the revision of the constitution. Meetings this year will be held on alternate Fridays at 3:00 o'clock in the play room of the Training School.

A Geography Club was organized on October 8. The first meeting enjoyed an illustrated lecture on Jerusalem by Dr. William McCracken. Several visitors were present.

Miss Emelia M. Goldsworthy is furnishing the monthly calendar design published in the Moderator-Topics.

Professor George Sprau participated in the Bible Study Institute held in Kalamazoo by the college Y. M. C. A. secretary of the State.

The ninth and tenth grades of the high school department have session rooms under the direct supervision of Miss Lucia Harrison. This plan was instituted last January and it has resulted in a marked improvement in the work of these grades.
Western State Normal School
KALAMAZOO
ORGANIZED IN 1904
A High Grade School for the Training of Teachers

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

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

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

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

Students may enter at the opening of any term. The Winter Term opens Jan. 5, 1914. The year book will be mailed on application.

DWIGHT B. WALDO, President.
Kalamazoo, Michigan.