THE KALAMAZOO NORMAL RECORD

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NEWS NOTES
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There are about 775 students now enrolled at the Normal, 168 of these being boys. The attendance is especially satisfactory this fall, covering as it does a territory much greater than in previous years. Several students have come from the northern peninsula and from districts not usually regarded as the Normal’s territory, and all in all the school is starting upon a most promising year.

A piece of sad news reached the Normal recently in the announcement of the death, Sept. 7, of Miss Sara Kantrowitz of Niles, a graduate in the extension department of the Normal. Miss Kantrowitz attended summer school several years and had many good friends among the instructors and students of the Normal. Her work was of high quality and her geniality made her a popular person at all times.

Dr. Ernest Burnham spoke in Lansing Nov. 16 at the First Baptist church in a lecture course arranged by the Christian Sociology Class. His subject was “Spiritual Conservation.”

A German club has been organized, holding its first meeting in the kindergarten room of the training school Oct. 16. German games furnished the entertainment for the first part of the afternoon and later refreshments were served. A committee was appointed at that time to arrange for the succeeding meeting which was held in the music room Oct. 22, in the evening. At the close of an interesting program light refreshments were served and a social time enjoyed. Meetings will be held every two weeks.

The choice for president of the large senior class this year was Arthur E. Bowen, a young man whose executive abilities are already recognized in the school. Other officers elected are as follows: Vice president, Miss Mary Howe, Paw Paw; Secretary, Miss June Monteith, Martin; treasurer, Miss Cleo Wood, Grand Rapids. The class has
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held several meetings and organized plans for the year. A pin will soon be selected and other matters of class interest will be taken up from time to time.

The Geography Club is the latest organization in the school. It has for its purpose the study of geography from various points of view, and Prof. L. H. Wood, its originator, has prepared a program which will include “travel talks” by various members of the faculty who have spent some time abroad. The meetings will be held once a month.

Miss Helena Hyland, a graduate of a year ago, visited the Normal recently. She is teaching in the second grade of the Lansing schools.

Director Russell of the manual training department of the Plattville, Wis., schools, spent a day at the Normal in October.

President Daniel Upton of the Buffalo Normal School, was a visitor at Western Normal the last week in October. Mr. Upton inspected the buildings and made some inquiries along the lines in which he is most interested.

Mrs. May Schenk Wohlman, formerly of the domestic art faculty of Teachers’ College, now of Simmons in Boston, was a guest at the Normal in October. Prof. G. S. Waite entertained at luncheon in her honor.

Professor Raymond Kent, of St. Paul, Minn., secretary of the State Education Commission, visited the Normal as the guest of Dr. Ernest Burnham in October, while on his way to Grand Rapids to attend the meeting of the Association for the Promotion of Industrial Education.

The Misses Adele M. Jones, Mary Moore, Margaret Hutty and Margaret Benbow of the domestic art and science departments, attended the meeting of the Association for the Promotion of Industrial Education in Grand Rapids in October.

The seniors were hosts and hostesses to the members of the junior class on Tuesday evening, Nov. 11. It was the annual reception given as a welcome to the juniors and was most cleverly managed. Fischer’s orchestra furnished the music for the occasion and some special features such as a dance by the “gym girls,” numbers by the glee club and a “literary walk” instead of the grand march, furnished a delightfully novel program. For an unusually enjoyable evening the juniors and members of the faculty are indebted to the seniors.

Dr. L. H. Harvey gave a most instructive and delightful talk on “Birds” before the Amphictyon Society and its friends Thursday evening, October 23.

President Waldo was in Grand Rapids recently for the meeting of the

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Normal Council and the banquet of the Michigan Round Table Club.

Superintendent H. D. Lee of Hancock was at the Normal Monday, Nov. 3, in search of a ward principal.

Mr. Mather, field secretary for the student volunteer movement, was at the Normal Tuesday, Oct. 28, and addressed the student body in assembly. He told something of the work of the organization he represents and made a fine impression on his audience. A mass meeting followed the address and Prof. Hickey was a spirited leader for an enthusiastic program of songs and yells.

A privilege which all appreciated was afforded the faculty and students Tuesday, Nov. 4, when Harry Gage of Battle Creek, advertising illustrator for the Postum interests, delivered an address in assembly. He traced the development of the illustration from its beginning, and added interest to his statements through the aid of stereopticon views. Mr. Gage has won a name for himself in his profession and the address given at the Normal was first given at the Chicago Art Institute.

The administration offices of the Normal have undergone such a complete change during the past few weeks that they could hardly be recognized by former students. In addition to the decorating, which was done in the summer, a handsome new desk arrangement has been installed. It has five desks, is of dark oak and forms a counter around the space used for clerical work. For both service and appearance the additions are a marked improvement.

About 20 fine pictures purchased by Mr. Hickey and other members of the faculty who were abroad this summer, have been framed and hung in various parts of the Normal buildings. For the history room a fine "Napoleon," "Winged Victory" and many others have been purchased and the expres-
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ALUMNI NOTES.

Miss Hilda Joseph, music and art, 1912, is teaching these subjects in Otsego this year.

Miss Ruth Sharpsteen, who completed the art course in June of this year, taught in the Normal summer school. She has recently been ill at her home in Battle Creek.

Miss Lois Decker, 1911, is teaching in Bound Brook, New Jersey, this year.

Miss Blanche Eaton of the class of 1909, is teaching in Brawley, Cal.

Miss Carrie Davenport, domestic science, 1912, is at Glenn, Cal., this year.

Miss Maude Davis, general life, 1913, has entered Teachers' College for the year.

Miss Mabel Flynn, a member of the domestic science class of 1908, is attending Teachers' College.

Miss Rhea Richardson, graded 1912, is teaching in the public schools of Flint.

A number of Normal graduates have entered M. A. C. this year, in this list being F. S. Vaughn, Asa McCartney, Oscar Harrington and Lee Barnum.

Miss Hazel Brody, graded, 1913, is engaged in grade teaching at Coldwater.

Miss Flora Rice, high school life, 1913, who is teaching in the high school at White Pigeon, visited the Normal on her way to Ann Arbor for the Teachers' Association.

Leo L. Eddy, 1911, who graduated from the U. of M. this year, is now principal of the high school at Mt. Clemens.

Oral Fillinger, manual training, 1913, has a splendid position in Butte, Montana.

Mrs. Pearl Tyler Colman is now residing in Ann Arbor, where her husband is working toward his engineering doctorate. Since leaving the Normal Mrs. Colman has resided in the Philippines and taught in the schools.

Miss Anna Lytle, 1912, is teaching in Kalamazoo schools this year.
THE BARNARD LANGUAGE READER

By MARION D. PAYNE

Instructor in the Barnard Schools, New York City.

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.
Swan's History and Civics.
Coe & Christie's Story Hour Readers.
Conley's Nutrition and Diet.
Watkin's Public Speaking for High Schools.

Send for our "Guide to Good Reading", an illustrated descriptive list of supplementary reading and School Library Books.

Miss Eva Duthie is teaching at her home in Grand Rapids this year.
Miss Esther Benson and Miss Florence Pendelo are teaching in the public schools of Battle Creek.
Miss Lillian Ingerson is employed in the Lansing schools.
Miss Ida Wraith is at Pontiac for the second year.
Mrs. Elizabeth De Spelder, and extension graduate of the Normal, is critic in the Ottawa County Normal at Grand Haven this year.
Miss Alta Shimmel is at Clare, Michigan, this year.
R. Mills Gillespie, rural, 1913, is teaching in the country near Dowagiac.
Miss Katherine Carland is at West Branch, teaching in the county training class.
The Misses Margie Russell and Bessie Arnold are teaching in the Owosso public schools.
Leo Kallinger, graded, 1913, is eighth grade principal at Lowell. He visited the Normal recently.

Miss Mabel Whitney is teaching in Battle Creek this year.
Mrs. Lucinda T. Fenner, graded, 1913, is teaching at Gobleville.

A TREAT COMING.
Son—Say, mamma, father broke this vase before he went out.
Mother—My beautiful majolica vase! Wait till he comes back, that's all.
Son—May I stay up till he does?—Fliegende Blaetter.

CRUEL ADMISSION.
"Do you think only of me?" murmured the bride. "Tell me that you think only of me."
"It's this way," explained the groom gently. "Now and then I have to think of the furnace, my dear."—Louisville Courier-Journal.

"So you regard Sloetown as the center of the universe?" asked the visitor.
"Yes; we appear to stand still, and everything else moves around us," explained the native.—Buffalo Express.
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**PSYCHIATRY.**

(An American surgeon, by rearranging the brain cells of a patient, has entirely changed his disposition, and great expectations are being entertained of the future of psychiatric surgery.)

Oh, strange and marvelous the feats
That modern Surgery completes!
She tackles with the utmost ease
Superfluous appendices;
Your throat is sore? Behold your throt-tle
Pickling in spirits in a bottle,
Your tummy aches? It comes out too;
And when there’s nothing else to do
She adds to all your other voids
By taking out your adenoids.

But all the wonders of the past
Pale into naught beside the last.
Of old the surgeon was content
To mold your body to his bent,
But now it is his subtler role
To operate upon the soul.

Your disposition, once delightful,
Suddenly turns morose and frightful?
Your nerves go wrong, you start and jump,
You grunt and grumble, grouse and grump?
Just have your brain cells rearranged
And all your soul completely changed.

—London Punch.

WHERE PSYCHE MET HER FATE.

“And whom does this statue represent?” asked Mrs. Green, who was “doing” the museum under the guidance of her more sophisticated friend, Mrs. Brown.

“That is Psyche,” replied Mrs. Brown, “executed, I believe, in terra-cotta.”

“O, the poor thing!” exclaimed Mrs. Green. “How barbarous they are in those South African countries!”—The Lutheran.

Co-ed—“What tense do I use when I say ‘I am beautiful?’”

Bold Soph—“Remote past.”—Vermont Crabbe.
Three Great Meetings

VOCATIONAL GUIDANCE.

During the third week of October there met in Grand Rapids a group of people who are intensely interested in the problem of vocational guidance. The activities began with morning and evening addresses in the churches of the city on Sunday, and programs of a wide variety of topics and opinions were given Tuesday evening and three times Wednesday. From remarks freely made by those present, one might conclude that Wednesday forenoon, which was given to an inspection of the actual work in vocational guidance as it is being carried out in the schools and in the office of the director in Grand Rapids, was the most valuable part of the program.

Many splendid compliments were paid by national leaders to the work being done by Principal Jesse B. Davis of the Grand Rapids High School and his assistants. This encouraging attitude was well expressed in the election of Principal Davis to be secretary of the National Vocational Guidance Association.

In vocational guidance, as in all large new movements the evolution of anything like a consensus of opinion is slow and difficult. The men who took part in the programs have only to be enumerated to show that the whole matter of selection of vocation as related to success and happiness in life is being taken seriously.

The President's Cabinet, the Governor of Michigan; Chicago, Cincinnati and Columbia universities; the public schools of Rochester, N. Y., and Dekalb township, Ill.; the Russell Sage Foundation, the National Child Labor Committee; various special educational movements such as the Jewish Orphan Asylum of Cleveland, O., and the Schmidlapp Bureau for Women and Girls, Cincinnati, O.; Cooper Union, N. Y., and several organized agencies for vocational help in Boston, were represented in the personnel of the programs.

Meyer Bloomfield, director of the vocational bureau, Boston, Mass., one of the earliest and greatest leaders in this movement, seemed to voice the general attitude of the leaders in his plea for a cautious, studied advance. He said that probably as much tommy-rot had been voiced in the name of vocational guidance as of any phase of education. However, there is, as expressed by the most interested and thoughtful promoters of vocational guidance, a confident belief that the
public schools need systemized vocational guidance from the seventh to the twelfth grades inclusive.

INDUSTRIAL EDUCATION.

The seventh annual convention of the National Society for the Promotion of Industrial Education began its sessions in Grand Rapids immediately following the vocational guidance meeting. A friend of the writer, who was present throughout the meeting, said that he considered this the greatest educational gathering he had ever attended.

Prominent among the speakers were: John Dewey, Columbia University; David Snedden, Commissioner of Education, Massachusetts; Arthur D. Dean, New York State Educational Department; Louis E. Reber, University of Wisconsin; Frank M. Leavitt, University of Chicago; Ida M. Tarbell, American Magazine; C. R. Richards, Cooper Union, New York; C. A. Prosser, secretary of the National Society for the Promotion of Industrial Education; and Julia C. Lathrop, Children's Bureau, Washington, D. C.

The most significant program for Michigan people was that of Thursday afternoon, Oct. 23, which considered the question, "What Laws for Vocational Education Should Michigan Adopt?" We are indebted to a visitor from a neighboring state for the following gist of this discussion:

1. A combination unit—dual control with quite a marked duality is preferable.
2. Work toward compulsory, part time education by stages of voluntary, state aided schools.

The reason for the first seemed to me to be best stated by Commissioner Snedden when he said that the regular man in commercial and industrial pursuits has little faith in the industrial school under classical management. The blasted hopes resulting from putting his trust in the manual training school of a decade or two ago made him think that unless there is at least a strong tincture of the dual system, the industrial movement of the present day will soon assume the classic mien and content.

Commissioner Snedden also made a good summary of the second point. The voluntary—to—compulsory plan is the American (democratic) method of proceeding. Make the public want it by the state's subsidizing voluntary schools. When the desire becomes quite universal in the state, then make it compulsory.

One point that Dr. Dewey and others stressed was, as he put it, "to save the lives of the children rather than to plan how to make more out of their carcasses." This note was often struck by speakers and seemed never to fail to bring out instant applause.

MICHIGAN STATE TEACHERS' ASSOCIATION.

The sixty-first annual meeting of the Michigan State Teachers' Association was held in Ann Arbor, Oct. 29 to Nov. 1. There was the large attendance, which has been maintained since the association changed its time of meeting from the Holiday vacation to October and was made a state institute eight years ago. This meeting had over 7,000 in attendance. The accommodations for general and section meetings were the best ever enjoyed by the association. The people of Ann Arbor were certainly generous in their hospitality, and if all visitors were not absolutely comfortable in sleeping quarters, yet all were compelled to sympathetic acknowledgement of the patriotic generosity of the hosts.

To give a summary, even, of the more than forty separate programs given in the three days, is beyond the scope of this report. It is quite likely also that some of the Wittiest and best things were said at the annual reunions of the educational institutions, of which more than a dozen were held. The University dinner for alumni and friends of the institution was enjoyed by over 800 people, and the efficiency with which this large number was served was a delight. Many family and fraternity luncheons and dinner parties contributed to the pleasures of
the occasion, and the splendid football victory over Syracuse on Saturday rounded out a week greatly to the credit of the city and the University as hosts.

In the December issue of the Record, a symposium of the best things heard in the several sessions by members of the Normal faculty will be presented. In this issue space will be taken to present the resolutions.

The election of officers for the general association was marked by the new departure of electing a woman to the presidency. That this action has been the subject of unanimous approval is due, no doubt, to the exceptional personality of the teacher chosen—Mrs. Cornelia Steketee Hulst of Grand Rapids. The secretary, Professor John P. Everett of Ypsilanti, a permanent officer, is well chosen; the outgoing president, Supt. S. O. Hartwell of this city, becomes first vice-president, and the other officers were elected as follows: second vice-president, Julia A. King, Ypsilanti; third vice-president, H. D. Lee, Hancock; treasurer, Comm'rs C. L. Goodrich, Allegan; members of the executive committee, D. P. McAlpine, South Haven, and W. D. Henderson, Ann Arbor, and E. O. Marsh, Jackson.

It was voted to authorize the executive committee to purchase a bronze memorial to John D. Pierce, which should be placed in the state house at Lansing till such time as a hall of fame shall be erected. The bust is to cost $1,100, of which $401.72 has already been collected. The balance is to be paid out of the association funds.

The Resolutions:

"We, as members of the Michigan State Teachers' Association, assembled at this sixty-first annual meeting, present certain principles that we deem vital to the continued progress of popular education. We reaffirm our belief in the solemn responsibilities resting upon the schools, and we register a firm determination dutifully to co-operate in all movements to meet this important trust.

"We realize the increasingly complex questions of education that con- front not only the schools, but the church, the home, and all other important agencies that enter into the problem of preparing youth for efficient citizenship. If America is to maintain her important position in the advancement of civilization, educational institutions must adapt themselves to these changing industrial, economic and social conditions. Not only should a thorough and inspiring training be provided for such pupils as elect to continue their studies into the important fields of literature, science and art, but practical and specific preparation should also be insisted upon for those who are to serve society through the industries. It should likewise be an aim of education to open to all citizens the vistas of a complete life and to enable them to comprehend and enjoy what is best in the world's literature and art, as well as to appreciate the many marvels of nature with which a beneficent Creator has surrounded them.

"We, therefore, present the following resolutions:

1. "Resolved, That industrial education should be administered in common with the more traditional phases of education as a part of the state's integral effort to equip her future citizens.

2. "Resolved, That the extension and continuation courses offered by the public schools and higher institutions of public instruction should be extended as rapidly as available facilities permit and a growing demand justifies, and that the problem of providing and enforcing compulsory continuation courses should receive our serious consideration.

3. "Resolved, That systematized vocational guidance is desirable in grades 7 to 12 inclusive.

4. "Resolved, That the participation by Michigan in the nation-wide attack upon the problem of securing better educational opportunity for country children and youth, as expressed by the state department of public instruction, in instructing school officers, standardizing the rural school plant, revising the curriculum, pro-
moting the better preparation of teachers and improving the administrative organizations; and as expressed by the state agricultural college through its effective aid in placing agriculture in the high schools with competent teachers, and by the recent appointment of the state organizer of boys' and girls' clubs in the country; and well evidenced also by many other institutional, official and community efforts—that all these activities, which constitute a state's response to a great need, are matters for most hearty co-operative encouragement.

5. "Resolved, That conservation has no greater problems than those of institutional and personal sanitation and hygiene, and that every agent should be insistently invoked which has power to safeguard the future health and stamina of mankind.

6. "Resolved, That we believe that the efficiency of the teaching force of Michigan would be increased by the establishment of a state system of retirement salaries, and we heartily favor such efforts as shall be made to secure legislation necessary to create a permanent retirement salary for all public school teachers.

7. "Resolved, That we indorse the King textbook law, enacted by the last session of the legislature, and urge superintendents, commissioners, principals and school officers to see to it that the provisions of the law are strictly enforced.

8. "Resolved, That this association favors the establishment of a training school for secondary teachers in the State University and recommends that a committee of ten be appointed by the retiring president of this association, said president to be a member of the committee, to bring this matter to the attention of the proper authorities of the University of Michigan and before the people of the state of Michigan to the end that Michigan may maintain her position of leadership in education.

9. "Resolved, That the executive committee of the State Teachers' Association be requested to grant a suitable appropriation to defray the expenses of this committee.

10. "Resolved, That the use of any available funds of this association to finance commissions for research in the specific problems of education in Michigan is commended.

11. "Resolved, That this association hereby expresses grateful appreciation of the constructive educational efforts of Hon. L. L. Wright, the retiring state superintendent of public instruction, and that active co-operation is pledged to the incoming superintendent, Hon. F. L. Keeler.

12. "Resolved, That this association formally extends most hearty thanks for the success of this meeting to its hosts, the city of Ann Arbor and the state university, to all the participants in the various programs, to the officers, to the state superintendent of public instruction, and to the local and state press."
Dreams of Yesterday

Sweet are the twilight dreams of yesterday,
   When tired eyes forget to flash the glare
Of flaunting pageants on the soul's dim way,
   And tired ears amid the din and blare
That roll incessant down the living street
   Are lulled to silence From their far retreat
The voices and the spectre forms that lurk
   Around the loafing places of the heart
Call back the spirit from its dusty work
   To play once more the old familiar part,—
The drowsy hill, the creek-path's swift descent,
   The rain-crow calling from his grapevine tent,
The mirth of comrades in the new-threshed wheat—
   Will Heaven, with all its splendor, be more sweet?

—George Sprau.

*Errors in the Use of Pronouns

HERE are numerous special cases of errors in the use of pronouns, each of which might be extensively treated. But the purpose of this paper is to discuss the "It is me" construction and to show that the influence of position is responsible for the adoption and use of this idiom.

Our language was formerly an inflected language and the parts of a sentence were bound together by means of concord in inflectional endings. The loss of inflections compelled the substitution of order of words in the sentence. This order has now become so firmly established as to be termed "fixed." An inflected language can give its words unlimited movement, but an uninflected one cannot. The limited freedom of fixed word order has made the meaning and relation of words depend largely on the place they occupy in the sentence.(1)

(1) Studies in English Syntax—C. A. Smith, page 73.
Krapp's Grammar, page 297.
Kellner1 says "the psychological subject is that idea or group of ideas which first comes to the speaker's mind, and as there is no predicate without an underlying subject, the natural order of words in the simple sentence is subject and predicate. "The principles determining word order are that ideas shall be expressed in the order of their logical succession; and that related ideas shall stand in close proximity to each other. Subject, verb, object order is little obscured by the insertion of modifying parts, and is not departed from except in occasional interrogative and exclamatory
sentences." "A fixed word order is natural to developed human thought and comes as a natural consequence of greater mental development and general maturity.

The present normal word order, subject, verb, object, may be traced back to Old English, but there it had numerous exceptions. Jespersen says these exceptions have disappeared and have become minimized until in Modern English the order is practically invariable. "Attempts have been made to change this order, but through the centuries of struggle the old order has maintained its integrity."

Fixed word order is not a new principle. It has been "operative in the development of the language by the controlling influence it has exerted upon the positions of the words in the sentence, particularly the relative positions of subject and object. They are no longer associated so much with distinctive forms and endings, though the pronouns still have these, as with distinctive positions."

"From long continuance in these places the subject and object come to exert respectively what may be called a subjective and an objective influence on the places themselves; or rather the place itself becomes actively subjective or objective so that if an objective case remain long in the position of the subject it begins to be looked upon as the subject and may change its form to fit its new relationship."

The objectifying influence of post-verbal position is best illustrated in the use of the objective forms of the personal pronouns after "It is." The most frequently used and discussed illustration of this is the "It is me" construction.

The neuter pronoun "it" has always been used with forms of the verb "to be" as the predicate of any gender or persons. Longman says "it" is used to introduce sentences in which the real or logical subject follows the predicate. Fernald calls "it" an ingenious device to carry over the really important subject of thought to the end of the sentence for the purpose of emphasis. "It" is the essential subject and has no meaning except by what it waits for. "It may be called the grammatical subject standing for the logical subject and introducing the verb."

Grammarians say the verb "to be" is intransitive and cannot take an object. They have a rule in regard to its use which states that the same case must be used before and after it. On the strength of this they claim constructions like "It is me" are incorrect; that it should be "It is I."

There is a general tendency at least in colloquial English to say "It is me." There is a legitimate reason for its being used, regardless of the teaching and preaching of teachers and grammarians against it. When a word comes to be used in the position usually occupied by another form, after a time it assumes the form belonging to the position. In the expression "It is me" "it" is the grammatical subject by position. The real subject, "I," whose place is occupied by "it," is placed after the verb, the ordinary position of the object. Being in objective territory, regardless of its real relation, "I" assumes the objective form "me." Similarly other objective forms of the personal pronouns are used after "It is." They are not used so frequently as that of the first person and so are not commented on so freely.

The construction "It is me" has had an interesting history. In Old English the real subject denoting the person, occupied the initial place in the sentence and the verb agreed with it, the neuter pronoun being placed between as "Ic hit eom:; "It is me." In middle English the order of the words changes. "It" still remains the subject comple-

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ment but takes the initial place in the sentence. The real subject, "I," falls behind the verb but it is shown to be the real subject because the verb agrees with it as "It am I."

Smith2 says "the tendency toward "It is I" is shown in Middle English in the "This is he" and "I am he" constructions in which "This" and "I" are the real subjects. He cites examples from Chaucer: "And sith I am he that—;" "Lo! this is he that with his flattery." Chaucer, however, still uses "It am I" as in "It am I, freend, quod he;" "What, who artow? It am I." In the transition period the "It am I" succumbed to the "This is he," etc., order and "It is I" appears. Smith gives examples from Mallory's Morte de Arthur to show this development: "Seek no further, for I am he;" "His daughter is she that I love;" "Beware, for that is he that slay me;" "It was I," said Balyn. Other examples given to show the use in this period are: "It is not he that slewe the man, hit is I."—Gesta Romanorum; "It is I that dede him kylle."—Coventry Mysteries. Caxton, who wrote at this time always used "It is I," never "It is me."

"As long as a writer makes his succeeding pronoun agree with its preceding predicate, it is impossible for the pronoun to become an objective. In the Middle English forms, "It am I," etc., the sequent pronoun, though in objective territory, is protected by the changing forms of the verb which point out the real subject. As soon, however, as the norm becomes "It is I." "It is thou," etc., the pronouns are no longer protected, and the objectifying influence of the post-verbal position may assert itself."

Kellner2 states that the idiom "It is me" is of modern origin and he finds no instance of this now widely spread use before the eighteenth century. But Smith3 says it entered the language in the latter half of the sixteenth century and quotes from Marlowe, the examples he found before Shakespeare,

viz: "Is it him you seek?"—Edward II, 2, 5; "Tis not the wealth but her I esteem."—Jew of Malta, 2, 4.

"Though a few sporadic cases of the "It is me" constructions may be found before Shakespeare, his works remain the best evidence that the idiom had entered the language. His usage is overwhelmingly in favor of "It is I," etc., for the use of the objective form of the pronoun in these constructions is found in his writings only eight times, three of these are in speeches of illiterates. A few of the examples from Shakespeare are: "The dogge is me."—Two Gent. II, 3, 25; "That's me, I warrant you."—Twelfth Night II. 5, 87; "it is thee, I fear."—2 Henry III. IV, 1, 117; "and yet I would not be thee, uncle."—King Lear I, 4-2044.

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EDITH M. GARBETT, '12.

Miscellaneous Contributions

MATERIALS FOR REGIONAL GEOGRAPHY.

Regional geography is an expression much used in reference to the study of parts of the land set off from each other by definite physical or political boundary, a study that occupies much of the time for geography in the elementary school, and also one that is now much advocated as a complement to the physical geography of the high school. The study of a region has physical geography at one end of the process of thought by which the concept is worked out, and commercial geography at the other, a sort of product as it were, of the application of the former subject to explain the interrelation of man and nature within the region. It is this two-fold relationship that makes the successful teaching of regional geography so much more difficult than that of its elements, nature study, home geography, physical geography, etc., subjects built up of the concrete and objective elements of the environment, while the regional study calls not only for an organization and correlation of the elements in the process of regional concept building, but also because it deals with things remote from the reader, and with things and relations that can be grasped or realized only by a strong exercise of the imagination and the constant use of logic and reason. This relation of regional geography to its elements suggests that the homeland is the most important source of materials for building up concepts of foreign lands, since it is here that the pupil gains that familiarity with things that enable him to appreciate things and relations in his imaginary journeys to other countries. The homeland contains the types of life relations, the primary concepts out of which the geography of the world must be constructed. To narrow down the field for discussion let us assume that the teacher of the seventh grade receives pupils from the grade below well taught in respect to the homeland, and knowing, for example, the chief varieties of trees, shrubs and flowers, the minerals and rocks of industrial importance, the chief types of animal life, such as birds, insects, fish and useful animals, and the leading industrial relations of his home town, a knowledge that may be considered a fair preparation for undertaking the study of regions. Further work in regional geography calls for a study of the sources from which the concept of the region may be built up. Here difficulties begin to arise that are both subjective and objective, the former depending upon the teacher’s training, the latter upon the lack of geographic training of the makers of books. Successful teaching calls for two things on the part of the teacher,
(1) a concept of the goal to be attained in the study of a region—a sort of touchstone to guide in the selection of materials, and (2) that the teacher should realize that the attainment of this goal depends upon the use and correlation of the elements of the environment with the activities of the life that is shaped and influenced by it. Relief, climate, plants, animals, minerals, position in the world of industrial and commercial activity, and historic elements, must all be correlated and treated as factors in bringing out the life side of the region, the thing that it is the purpose of the study to discover. These factors become the a, b, c, d, e, etc., that must be used to solve the geographic problem for the x, y, and z, the distribution of population, the quality of life, and the relation to the rest of the world, respectively, things that constitute the individuality of the region.

Practice in the art of reading with a view to getting possession of the largest number of facts pertaining to a topic in the shortest amount of time certainly has an indispensable prerequisite, a well analyzed concept of the nature and relationship of the material desired. Much waste of time results from the habit of reading book after book without any definite purpose or plan to guide in the selection of facts. Very few books on geography are worthy of being read entirely through, but they should be looked upon as sources ever at hand waiting, as it were, until a demand is made upon them for what their authors wish to give, but for what the reader wants to take with a view to use in his own special need. The author's point of view may be entirely different than that of the teacher seeking facts useful in the organization of his geography concept, but this difference in no way lessens the value of the facts he may have to offer, useful for our purpose, hence the teacher, once learning to scan the pages for materials to his need, will covet the use of many books and the records of special investigation along the many lines related to his subject.

There are four different kinds of sources of material for geography: (1) the elementary textbooks written by teachers, chiefly for the use of children, (2) larger and more general treatises by geographers for the use of the teachers and the public, (3) special reports, monographs upon certain phases of the life of the regions, interesting to the writer and written especially for readers interested in his line of study, and (4) books and articles on travel and personal experience. The last two classes of sources furnish the material for writers of the first two classes, and bring the reader nearest to original investigation, and thus furnish most help and inspiration to the teacher who is an active builder of concepts in geography. When once the teacher has entered this field of original sources and has learned to select and reject as her need may require, she will pass by all the secondary and tertiary decoctions drawn from these sources, striving to keep in touch with the latest development in her region.

Reference books of the first two classes are numerous and can be obtained without difficulty, and at only moderate expense. Among the more important books, books needed to furnish the school with a moderate equipment for geography are the following: Mills' International Geography, a text written by seventy authors, costing about $3.00 (Appleton); Stanford's Compendium, two vols., for each continent, $5.00 a vol. (Stanford), gives much more detailed studies to regions than Mills' International; the Statesman's Year Book, $5.00 (Macmillan) —gives up-to-date statistical matter, published annually; the various commercial geographies, Trotter, Brigham, Adams, Redway, etc., valuable studies on the human side of geography; Carpenter's geography readers, interesting and suggestive; the Continents and their People, by Chamberlain, (Macmillan), a series similar to the Carpenter; Asia, a geographical reader, Huntington (Rand McNally), 80c; Enock, the Republics of Central and South America, (Charles Scribners'
THE KALAMAZOO NORMAL RECORD

Sons); Herbertson’s Descriptive Geographies, one book for each continent, (obtained through Macmillan), 60c each; Mackinder, Britain and the British Seas, and Hogarth, the Neater East, (Appleton), about $2.50, each. A long list of the various special articles on the regions is found in the Tarr and McMurry geography, and a reading list is appended to the Dodge geography.

Among periodicals, the National Geographic Magazine, $2.50, (Washington), stands first, and every school should be a subscriber to it and should have as many of the back numbers as it is possible to obtain, since it contains the latest and best material on many regions, only briefly treated in the text books. The Journal of Geography is also very useful both for its original articles and for the digests and references to geographic material in current literature.

Of special treatises the following are very useful: Ward’s Climatology, (Putnam), $2.00; Toothaker, the Raw Materials of Commerce, $1.00, (Ginn & Co).

L. H. WOOD.

*HOW TO MAKE A BED.

The Honorable Lady Sanito Gonji was visiting my countryplace, “Castle-on-the-Hudson,” in New York State. She is a very progressive Japanese, (hence her visit to America), and wishes to learn all about our country. One day she asked me to show her how to make a bed. So we went upstairs to one of the unused rooms and sat down to wait until the maid brought the bedding.

“Now,” I began, “over the mattress a clean, soft mat is spread, the exact size of the bed. Next, take a sheet, throw it over this and tuck in well at the head, Why? So the edges won’t be all wrinkled and turned under after being slept upon. The other linen one follows, but it is caught in at the foot,” showing her how, “so it won’t pull out.”

As one would explain to a Japanese.

The little lady, stopped me then to examine the linen and, work I had accomplished. What she saw apparently satisfied her, for she gave a silent nod and began to fan herself again.

“As it is summertime, only one blanket is necessary,” I said, throwing it over the bed and straightening it. “Always tuck the bedding well in here,” indicating the foot, “or else the covers might slip off and surprise you sometime.”

Next I put on the counterpane, simply pulling it smoothly over the two sides and ends. Finishing the head I drew the top sheet back even with the blanket and over this spread the outside cover. Lady Sanito came quite close to the bed and gazed at it long and searchingly; when she saw me with the pillows in my arms, she stepped back.

“What is that you call them—pillows?” said she, accenting the last syllable.

“Yes. How do you like to sleep on them?” I asked.

“Well,” she hesitated, her sense of politeness struggling with her true feelings.

“Of course, you like your own head rests best, don’t you? Yes, I understand how you feel about it,” I laughed.

“Now take this slip and shake it open. Hold the pillow in your arms so—then slide the two together. See? It’s easy, I assure you. Would you like to try?” and I offered her the armful I held.

“No, no,” she smilingly shook her head. “I only wish to see how you do it.”

Then I put the other pillow into its case and stood them upright against the head of the bed. Lady Sanito then rose to go, satisfied after seeing the bed made from “end to end” as she expressed it.

LYLA PATTERSON, H. S., ’16.

HOMELY PHILOSOPHY.

Marion West was maid-of-all work in the family of Mr. John Pinkerton. Mrs. Pinkerton was at the time a
taining Miss Dudley, who was a teacher of English in a high school in a nearby city. Mrs. Dunn, a friend of Miss West having formerly known Miss Dudley, said to Miss West:

"I suppose you people enjoy having Miss Dudley with you?"

"O, I don't know," answered Miss West, "I see but very little of her; she and the Pinkertons are usually by themselves."

"But you hear them talk, and I should think that would be a delight."

"Perhaps it would if I could understand them."

"Don't they speak English?"

"Certainly, but I have not the slightest idea of what or of whom they are speaking. They talk of the Romantics, pre-Raphaelites, the Rise of the Gothic, of kings, queens, and of other people of whom I've never heard; of places I've never seen, of temples of this, and tombs of that, and it's all Greek to me."

The foregoing is not fiction, but actually happened, and is happening every day as the employment of men and women grows more and more technical.

Here was a high school teacher talking in technical terms, for what is English literature to the housemaid but so much technical knowledge? What is the language of the psychology teacher with his percepts, concepts, sensations, and apperceptions but technical knowledge? What are the terms used by the political economy teacher but technical knowledge? and yet, if while teaching a button suddenly loosened itself from his trousers and fell upon the floor, would he know that that particular button was "Number 12" or that the one which did not fall was "Number 25"? That is the technical knowledge of the button worker who makes buttons of clam shells at the button factory.

Would the teacher of French history think it as essential that he should know the number size of a button, as that the button maker should know the events which centered about Napoleon?

To be brief, do we, as teachers, appreciate as we should the technical knowledge of the button maker, the furniture worker, the farmer, the housemaid, or, to come home one bit closer, the father and mother who today are stretching their technical knowledge to the breaking point to make the home income cover the home expenses and keep us here? Boys and girls, do we? If not, why not?
Football Reference to the athletic section of this issue of the Record will prove to all readers that football is highly appreciated and greatly encouraged by this institution. That this school, with only 168 men in the total enrollment of 675 students, and having these men for a two year course, can year after year develop baseball and football teams worthy to contend with the colleges of the state, with their much larger proportion of men students and their four year residence courses, as well as with State Normal College; and to win at least a fair share of the games, is surprising. This years record of unbroken successes in football, including the state Normal school championship, is striking enough to attract general attention throughout the lake region. Among the significant causes of this exceptional ranking which Western Normal maintains in athletics—the type of students who come, the unanimity of spirit in the school, the generous administrative co-operation, and the thoroughly efficient work of Coach William H. Spaulding are conspicuous.

CHRISTMAS FESTIVAL.
"Hang sorrow! care will kill a cat, and therefore let's be merry." Christmas is almost here, so naturally every one must begin to anticipate and prepare for our Christmas festival and frolic. We all are going to take part and make it one of the largest play times in the history of our school. "All work and no play makes Jack a dull boy, so let's play and play hard.


Contributions A meeting of the board of directors of the Record is held each month and the matter of making the school paper better is carefully gone into. This board is made up of four student and three faculty members, and there is a fixed purpose to make the Record serve the whole school, including students and faculty present and alumni and friends outside. In common with the journals of other schools the difficulty is experienced of
filling the paper with live materials growing out of the current life. Will students in every department, alumni who may or may not be teaching, faculty members present and past, and interested readers generally please send or hand to one of the editors such contributions as will help to give life and zest to the Record.

Exchange Editor. The board of directors of the Record at the first business meeting of the year, elected Clifford Carr, of the senior class, exchange editor. The exchanges are numerous and interesting, so that an exchange department may be expected in the Record as soon as football and other preoccupations will allow the editor of the proposed new department to get the matter in hand.

Personal Contact. When great national leaders in education come into a state to participate in the program of a state or federal organization, the question of one’s duty is always raised. During the last two weeks of October two great national meetings were held in Grand Rapids, and the annual meeting of the State Teachers’ Association convened in Ann Arbor. Going to Ann Arbor was made easy by the fact that the meeting was a state institute, since the law provides for teachers being absent from their work. The Grand Rapids meetings were of such value that men travelled half way across the continent to be in attendance. The question for an interested Michigan teacher, especially for one as near Grand Rapids as we are in Kalamazoo, was one of a conflict of duties. With large classes at hand following definitely scheduled work, was it right to interrupt this work temporarily, for opportunity of larger vision and clearer thinking on the part of the instructor? This was the question met and answered in various ways by many teachers in Western Michigan. Whether these several personal answers are now regarded with satisfaction is an interesting matter, which cannot be considered here for lack of data. However, speaking from the restricted fact of personal experience, it is beyond question, in the mind of the writer, that several dollars spent for attendance at one session, where three men of power in positions of large local responsibility in their several states were heard at short range on topics nearest their hearts, was money well invested. Books are great teachers if they beget in the reader sufficient warmth and intensity of interest to induce carefully considered thought. A few minutes of actual contact with the personality of the writer of a book, many times results in a truer interpretation of the author’s message than could result from many readings of his book. Moreover, many of the most vital thinkers on educational problems never write books, and sometimes these unread leaders make great contributions of thought and personality in the give and take of convention discussions. Personal contact, with the dominating personalities of great educational movements, is the greatest means of personal qualification for teaching.

The Business In coming to Normal school, we sacrifice many little luxuries which perhaps our own home supplied or which our undrained allowances could comfortably stand. Perhaps we are not the only ones to sacrifice in order that this privilege of education may be ours—it may be that parents, sisters or brothers are also doing their share, and for this reason we think it our duty to work with the best in us all of the time in order that these little sacrifices shall not be wasted or fruitless. And this is certainly the viewpoint we should take concerning our work, but should we not be a little more definite about the exact value we intend our schooling shall mean to us? One of the earliest and best known educators says that education is and must be training for social service in a pure and holy way. Accepting this theory for fact (and it
must be fact, for it has stood the test of years of criticism) can we obtain our complete education from books—can we become armed with powerful enough utensils, utensils for emergencies and tender social service, merely through the knowledge gained from books and in classrooms? Our texts should serve as the source of training which prepares our mind to meet new experiences grown out of the old ones recorded by able authors or historians; and the real practice of serving—the real opportunity for applying and vitalizing our mental training—must needs come through the daily association with our schoolmates of every age, interest, and charm. By association, I do not mean mere sitting next to a stranger in a class, asking his name, how far the lesson extended, and then submersion in book study again. We must acquire the habit of making everyone feel that they know us because we go to the same school and because we have made them to realize that we are working for the same goal as they, and have with them, a mutual tie of good comradeship. To do this means exertion. It means stopping to talk with this person or that even though you think you have not the time to spare; after all it is really gain when you consider the practice in true social service and future efficiency which these little efforts of yours have given you. It soon becomes a habit and when later you have taken up a permanent place in the business of life, you will find all the time you seemingly lost in stopping here and there to pass the time of day with someone whose interests seemed to be widely divergent from yours, was not really lost after all, but proves of great benefit to you in understanding men and women of all classes and thus aids you in serving them and more efficiently performing your especial duties in life's great curriculum. So my plea is for better knowledge of our classmates and fellow students and for conscious effort on our part to give up a few moments of our time each day to others in order that their education may be enriched as well as our own.

TRAINING SCHOOL

A FIRST GRADE LETTER.
The children in the first grade have been studying the squirrel. One day they went down to the court house to see the squirrel. Upon their return they dictated the following letter to an absent class mate:
Dear Jean:

We went down to the court house to see the squirrels. Henry put two nuts in the squirrel's cage. Two squirrels took the nuts and ran off with them. One chased the other, he wanted two nuts.

One squirrel came up to Fletcher and climbed up the wire and Fletcher saw his sharp claws and touched his mouth and touched his sharp claws too.

One squirrel ran down the tree with a nut in his mouth and then he stopped and ate it.

One little squirrel jumped into a basket for a nut.

DOMESTIC SCIENCE IN THE SECOND GRADE.
Domestic science as taught in the second grade of the Western State Normal Training School gives the children a keener interest in their history work, the study of the Nomad life of primitive people.

The domestic science course in this grade consists in the preparing of simple dishes from milk, a study of model modern dairies, and a comparison of the modern methods of caring for cows and milk with the methods of the Nomads. The children learn to skim the cream off the milk, and to make such dishes as milk toast, cocoa and cottage cheese. They also learn to churn butter. The study of modern dairies is brought out principally by pictures. The children learn that the cows should be kept in well-lighted, well-ventilated stalls; that the floor should be kept free from dust and
dirt by frequent brushing and washing. They learn that the men who do the milking should wear clean wash suits, and should have clean hands when milking. Concerning the utensils in which the milk is put, they learn that they should be scalded and aired in the sun to destroy, as nearly as possible, all the germs that might be on them. After all these points have been covered a comparison is drawn between the modern way of using milk, and of caring for cows and milk, and the ways the Nomads used milk, and the ways in which they cared for cows and milk.

The first six weeks of the term in which the children study Nomad life the domestic science is in no way correlated with it, but the last six weeks it is given in the manner in which I have explained. It has been found that the children are much more interested in the study of Nomad life during the six weeks in which their domestic science correlates with that study than they are the first six weeks when there is no particular connection between the two.

FRANCES M. M'KINNEY, '14.

SHOP NOTES.

The manual activity in the training school shop is very closely connected in the fifth, sixth, seventh and eighth grades. In the fifth grade all work is done in very thin wood and much attention is paid to drawing. Enough drawing is given so that the child can interpret a working drawing the following year when given to him in blue print form or sketched on the board. Besides endeavoring to construct things useful and worth while this first year we try at the same time to prepare the boy as far as possible for work with the carpenter's tools, beginning bench work in the sixth grade.

The work is necessarily of a very simple character at first, but rapidly progresses to such things as plant stands, footstools and taborettes in the seventh grade. The aim is to make those things that will have a utility value when completed, that will appeal to the boy's intense interest during the process of making and that will be of such a character that at the same time the proper tool processes can be taught.

This brings the boys up to the eighth grade ready for the more difficult work—in hard wood that is called cabinet making. In this work the boy makes his own working drawing and works out his own bill of material before going on with the work in wood.

The fifth grade class in drawing and knifework have finished spindles and now are working on match scratchers and calendar mounts, all of which are prospective Christmas presents.

The class in cabinet making are working entirely in oak at present. Their first piece of work is a leather-covered foot-rest with a cabinet beneath in which to store slippers or shoes.

The seventh grade bench work class are continuing the line of work which was begun last year and at present are making hat-racks and book-racks.

The sixth grade have begun bench work and are progressing very rapidly. The seventh grade will have to hustle or they will be caught up with by next term.

Paul Osborne has begun a wireless telegraph outfit, working extra time after school on this so as not to drop behind his classmates in the regular work.

M. J. SHERWOOD.

ASSEMBLY PROGRAMS.

The assemblies in the Training School this year are, as in the past, under the direction of a committee made up of three members of the faculty and two children from each grade. This committee meets once in two weeks during the school hours, a definite period is scheduled for this meeting. Time is taken in each grade the day of the committee meeting to instruct the representatives of the grade as to wishes of the grade for the com-
ing assemblies or upon any questions which the committee may have to present to the grades. Time is also taken the day following the committee meeting that the representatives of the grade may report upon the meeting.

The children are divided into standing committees; they also work in special committees. The standing committees are a committee on invitations, whose duty it is to invite any persons who are to take charge of a program; a committee on arrangements, whose duty it is to see that the days no grade is in charge that the platform is suitably decorated and other arrangements attended to; the committee on programs, whose duty it is to copy and post the program for each assembly.

It is the plan of the committee to have each grade take charge of a program, either alone or in co-operation with another grade once each term. It is thought that the assuming of the responsibility of a program and the participating in it do much to create a spirit in the school which makes the assemblies a success.

Some of the programs are given by friends outside the school; others by several grades contributing to a general program.

The programs contributed by the grades are always the outgrowth of the regular school work, the presentation of the subject in assembly giving a strong motive for reaching greater perfection in the subject.

Several assembly periods this term have been given to listening to records on our new Victrola, selecting those we like best, these to be purchased. This has given much pleasure to the older children especially.

These programs have been given this term:

September 18.
Summer Experiences Volunteers.

I. Reading Allen Maybee
Fourth grade, "The Children's Hour," Longfellow

II. Dramatization Second grade

III. Composition Gerald Fox
Eighth grade, "Three Wishes."

IV. Chorus, "Lightly Row" School

V. Violin Solo Fannie Van Urk, Seventh grade.

VI. Story, "Three Wishes" Sixth grade.

VII. Dramatization, "The Hare and the Tortoise" Third grade October 2.

I. Songs Mr. Maybee
II. Story, "How the Rhinoceros Got His Crinkly Skin." Miss Kerr.


Chorus School October 16.

In charge of Grade I.

I. The Story of Tiny Wayne Carney
II. Groups of Songs.
III. Mother Goose Rhymes.
IV. Chorus School
V. Story James Wilbur
VI. Dramatization of "Little Lambkin."
VII. Leaf Dance.
VIII. Mother Goose Records. October 23.

I. Victrola Records.
II. Chorus School October 27.

In charge of Grades II and V.

I. Songs—"Roll Away," "Merry Merry," "Night o' Hallow-e'en" Grade III.

II. Entrance of Living Decorations. Grade II.

III. Dance of the Pixies Grade II
IV. Hallow'e'en (dramatization) Grade V.

V. Witches' Dances Grade VIII
VI. March Kindergarten

Decorations of paper pumpkins, witches, and black-cats made by Grades II, III, and IV. Following are the two dances used so successfully in this program: WITCH DANCE.

Costume—Black pointed hat, cape and long skirt; carry broom.

(1) Slow march step backward, sweeping away the trail. Form a circle. (16 meas.)

(2) Broom horizontal March forward, with high knee raising and raise
brooms overhead. One meas. for raising, one for each step, 16 meas. in all.
(3) March forward four steps (4 meas.) Raise brooms perpendicularly and sweep the sky. (4 meas.)
(4) Repeat. (1.)
(5) March forward four steps. (2 meas.) Place one end of broom on ground, raise left arm high; run in a little circle to right around broom 8 steps. (2 meas.) Repeat thro' 16 meas.
(6) Face outward. (a) Raise brooms (perpendicularly) overhead with both hands. Touch the ground with broom (1 meas.) Repeat (1 meas.)
(b) Pound on ground four times (calling evil spirits) (1 meas.); raise broom and assume listening attitude bending forward (1 meas.) Repeat 3 times (16 meas.).
(7) (a) Face partner and raise broom in the right hand, pointing obliquely upward. 8 hops to the right on the right foot, left leg raised sideward, left arm sideward (2 meas.). (b) Stand still and sweep sky as in (3). (2 meas.). (16 meas.).
(8) Run forward with high knee raising. Hold the brooms horizontal about shoulder height.

HALLOWE'EN DRAMATIZATION

(9) Repeat (1), forming a line and going off.

Music:— Musician— July, 1909.
"Hexenreigen."
Etude—May, 1910.
"Oriental Festival."

Use both; the 1st, 2nd, 3rd and 4th to Hexenreigen; the 5th, 6th, 7th, 8th and 9th to "Oriental Festival."
PIXIE DANCE.

Costume—Red suits, made “Brownie” style.

(1) Skip in a line “snake” fashion and form circle (16 meas.).

(2) Hands on hips. Four jump-steps toward center of circle (left rt., left rt.) In place jump four times on both feet. Run back four jump-steps (rt., l., rt., l.). In place jump four times on both feet. Repeat all. (8 meas.).

(3) Hands on knees, still facing center. Four slides right (2 meas.); pt. four times to center with right forefinger, saying “sh-sh-sh” (2 meas.) (8 meas. in all.)

(4) Face right, hands on knees. Four slides outward (2 meas.); wag heads four times (1., rt., 1., rt.) (2 meas.). Four slides inward, wag heads four times (4 meas.). (16 meas. in all).

(5) Repeat (3).

(6) With a large armswing left, slap the hand on the ground, counts “1”; “2”; repeat right. Sit “tailor” fashion (knees crossed) and clap hands four times with a forward motion, letting the hands slide past each other. Repeat slapping ground and clapping hands. 16 meas. in all. Stand on the last count.

(7) Face right, hands on hips. Run forward with the jump-step as in (2) and off.

Music:—“Frolic of the Pixies.”
The Musician Sept., 1910.

Note: In the Dance Festival the Pixies bewitched the Irish peasants. They surrounded the peasants during the first step. During the 3rd, 4th, 5th and 6th steps many of the peasants began to dance with the Pixies and finally in the last step are carried away.

MEDICAL INSPECTION.

This year it has seemed advisable to have medical inspection in the Training School. Dr. Blanche Epler, practicing physician, has this in charge. The second week of school every child in attendance underwent a physical examination, and the data thus secured was registered on medical inspection cards, which are kept on file in the office of the Training School. Dr. Epler visits the school daily and children needing inspection are sent to her for examination.

Thus all pupils with colds, coughs and other minor troubles, which might result seriously, are excused from contact with the group of well children, until symptoms disappear. The Training School Faculty sincerely hope by this inspection to keep the pupils in attendance in a healthy, normal condition.

PRACTICE TEACHERS’ TEA.

The Practice Teachers’ Tea of the Fall term, was held Thursday, October 23, in the rotunda of the Training School. The heads of departments of the Normal were invited to join the critic and student teachers in a Hallowe’en frolic.

One of the main features was the making of Hallowe’en masks from large paper bags, which were worn during the grand march. The march was led by Miss Spindler and Dr. Cameron. The procession passed through all parts of the building, and then before the judges who awarded a prize to the person having the most artistically decorated mask.

The relay race between the women and men of the faculty afforded much amusement. It revealed to the students that instructors can do some things besides teaching. The men, as usual, declared themselves winners. Then followed a race between the student teachers, and this time the ladies were declared victorious even by the male members of the faculty.

By this time every one was willing to participate in the next form of entertainment—the refreshments. Coffee and doughnuts were served.

The decorations were significant of this season of the year:—leaves and jack-o’-lanterns.

In so far that the aim of the Tea was to get the people better acquainted and promote a feeling of friendship, certainly every one present would grant it was a success.
Department of Music

ASSEMBLY MUSIC.

A seventeen-piece orchestra—"The Normal orchestra," made its first public appearance in assembly Nov. 4 and created a "furore." Led by Professor Harper C. Maybee, director of music in the Normal, the organization played two numbers, one as an encore and repeated applause followed them. The orchestra promises to be an important organization in the school and will be in frequent demand for entertainments, so excellent is its work. Mr. Jesse Crandall, violinist, accompanied by Miss Edyth Larkin, played Carmen Fantasie-Hubay, and Air-on G string-Bach, in a masterly and scholarly manner, showing great breadth and true musicianship. Mr. Crandall has had a broad experience in orchestra and solo work, both in Europe and in the states.

Mr. Albert A. Glockzin, tenor, sang Tosti's "Dreams" at assembly, and responded to an enthusiastic encore singing Lang's Irish Love Song.

MUSICAL RECITAL-RECEPTION.

To bring together the musical interests of the city and the Normal, a most delightful recital reception was held in the assembly hall of the school on Monday evening, October 13, by the Kalamazoo Musical Society and the Faculty of the music department of the Normal. Invitations were extended to several hundred people and the evening was one of the most enjoyable occasions of the year. Receiving the guests were Miss Margaret Cobb and Mr. Stein of the Musical Society, and Mr. and Mrs. Harper C. Maybee and Mrs. Hildred Hanson Hostetter of the music department of the Normal. The following numbers comprised an artistic program, which received warm applause:

- Ritorna Vincitor from "Aida" — Verdi — Hildred Hanson-Hostetter
- Valse Caprice in B Flat — Chaminade — Miss Frances Leavens
- Air Des Roses from "Damnation of Faust" — Berlioz
- Dormiro sol from "Don Carlo" — Verdi — Harper C. Maybee
- Caprice Espagnol — Moskowski — H. Glenn Henderson
- Ah, Love but a Day — Beach
- Dearest — Homer
- The Birthday — Woodman — Hildred Hanson-Hostetter
- In der Nacht — Schumann — Miss Margaret B. Cobb
- La ci darem la mano from "Don Giovanni" — Mozart — La dove Prende from "Magic Flute" — Mozart — Mr. and Mrs. Harper C. Maybee
- College songs.

Following the program punch was served and all joined in an informal chorus of college songs.

Handel's Messiah will be given the second week in Dec. by the combined forces of the Normal School chorus and the Kalamazoo Musical Society (200 voices) under the direction of Harper C. Maybee. As we go to press negotiations are pending for soloists and orchestra.
NORMAL 13, CULVER 6.

On Oct. 18 the Western Normal clashed with the Culver Cadets in their annual "rough house" on the latter's gridiron. After one of the fiercest battles ever waged on the Soldiers' field the teachers came out of the fray with the heavy end of a 13 to 6 score. The locals outweighed the visitors slightly but did not possess enough football speed to use their avoirdupois to advantage. The pedagogues were minus the services of Wilbur, but his position at right half was filled by Billy McIntosh, the lanky line plunger from Port Huron.

Culver won the toss and chose to defend the west goal. Barker kicked off and after three unsuccessful attempts to advance the ball the soldiers kicked to Sooy, who ran the ball back ten yards to the fifty-yard line. The visitors concentrated their attack upon the right wing of the Cadets' line and after six plays McIntosh went over for a touchdown in four minutes of play. Barker kicked an easy goal. Culver again received the kick-off but was forced to punt after an attempt to skirt the ends. The Normals made consistent gains, advancing the ball to the Cadets' ten-yard line, time being called for the end of the quarter just in time to save the locals.

In the beginning of the second half McIntosh intercepted a forward pass, carrying in fifty yards, to the Cadets' ten-yard line. One line buck and a delayed forward pass added another touchdown, Sooy to Barker. Barker's try at goal hit the upright and bounded outside. The teachers continued to outplay the Cadets until the middle of the fourth quarter, when the home boys came back strong and scored their only touchdown of the game. After a short-lived rally the teachers held the Cadets for downs and the game ended with the ball in possession of the visitors on their own thirty-yard line. The score:

Quarters— 1 2 3 4
Culver 0 0 0 6—6
W. S. N. 7 6 0 0—13


NORMAL 14, HOPE COLLEGE 0.

The Dutch settlement of the little town of Holland was given the second bit of evidence of the athletic superiority of their celery-raising cousins from Kalamazoo, when the Western Normal boys under the tutelage of one William Spaulding, administered a sound drubbing to their team from Hope College on Saturday, Oct. 25, on Hope College campus. As the Normal boys had a few more important games in view they let their college friends down with a 14 to 0 defeat. Otherwise there's no telling what the score outcome might have been. But "Ypsi" was the team for which Coach Spaulding was favoring the team and the orders "to show only what is necessary," were religiously kept.

To get down to the contest. The Hollanders received the kick-off on the hilly end of the field and showed at once they had some good latent talent by running the ball back to the middle station, where the Pedagogues held them up for the pigskin. Right here, the dashing work of McIntosh,
Killian, Corbett and Sooy evidenced itself by a rapid-fire battering-ram effect through now this and now that side of the Hopelite's heavy line. The ball was slipped quickly over the burning sands (about 12 inches deep) to the five-yard line, where the home team, under the shadow of its goal bars, succeeded in preventing the teachers from making the necessary inches of the ten yards. The Hopefuls quickly skyrocketed the ellipsoid up the field, where Sooy stood with open arms for its reception. Back came the oval by line bucks, wing shifts, end runs, outside tackle plays, and a final forward pass ending with the ball tightly clutched in the arms of Capt. Barker back of the home goal line. A moment later the same gentleman boosted the ball between the posts for the additional point. The first quarter soon after the kick-off ended with the ball in Normal's possession in the middle of the field. After a lapse of sixty seconds hostilities were resumed between the contending forces. The short respite seemed to put new life into the Collegians, for they stood off the mad rush of our pets for a few moments, but the boys were not to be denied. From beyond the center of the field, the old machine, reinforced by the bull-like charging of Anderson, Hallberg, Tomlinson, Buys, Empke, and the two ends, bored, twisted, squirmed, pushed and jammed its way through all the opposition offered to the coveted goal line until in one final charge with the little bunch of leather, rubber and air tucked securely away against the bosom of Half-back Killian, the mass rolled between the posts for the final touchdown of the game. Again Capt. Barker and Sooy added the extra point, making the final score 14 to 0 in favor of the invaders. A few more dashes, interspersed with a kick or so, and the first half was over. The fifteen minutes of interim were spent in determining ways and means to play safe. The results prove the wisdom of Assistant Coach Reed's deductions.

The second half opened with the Dutch on their toes and it looked for a brief period as if they were going to show the superiority of collegiate brains to Normal gray matter. The evidence was not conclusive, for pedagogical wit out-maneuvered classical learning, and the disciples of Hope gathered in one large goose egg for their afternoon's reward on the gory field. The referee's whistle cast deep, uncuttable gloom over the home camp, while the followers of Froebel with fantastic step and joyous heart wended their way back to the institution on the hill, every fellow having put up the game expected of him from his alma mater.

W. S. N. S. 12, YPSILANTI 6.

Hoo-rah, hoo-rah, rah, rah, rix,
Western Normal a juicy 12, Ypsilanti 6.

Hereafter in the calendar of carmine-tinted days, Tuesday, November 4, will loom up like a scarlet cloak at a Quaker meeting, or a large-sized wart on the end of a man's proboscis. There have been other days in our athletic calendar that have been painted a ruby color, but none of them has shone or will shine with a greater fulgence than this selfsame fourth day of November in the year of our Lord, 1913. And why all this accent on the fourth, why the loud pedal upon this quartenary date?

List, gentle reader, lend us your ears, and we will a tale unfold, a moving tale, a stirring one, forsooth, one of swift action, full of the hard impact of human frames, of attack and counterstroke, of apparent defeat, of gallant charges and in the end a paean of magnificent victory. Ah, would there were a bard at hand capable of setting forth in epic verse the history of the wondrous deeds and gallant acts performed by the Knights of the Pigskin upon the Woodward Avenue field. And not to keep the reader longer in suspense, be it known to one and all, far and wide, north and south, in Comstock and Cow Patch Corners, that on the aforementioned fourth of November, etc., we met a mob of mole-skin-clad meritorious men who had
journeyed all the way from the peaceful panorama of the Huron to the gently gliding Kalamazoo in an essay to lift the football scalp from the graceful head of Western Normal. Yes, friends, such was the purpose of the Normal College collection, but glory be, this essay, like many of those prepared for some English course, lacked a sustained effort to the end. And so though our football coiffure is shy a wisp or two here and there, yet on the whole its symmetry is unimpaired and we are not yet under the necessity of putting up the going, going, gone sign. On the contrary, we have one entirely good and glossy scalp which we plucked from the Huron's head to add to our own hirsute collection as a mark of our prowess.

And so, if you please, we will get on a step or two farther. Thrice before have we met the Normal College athletes upon the gridiron. Twice were we roasted and once only did victory perch upon our banner. Needed we, then, this game overmuch, to retain our self-respect and our reputation on the chalk marked field. 'Twas but a year ago that the rude minions of Dr. McKenny slapped us on our eleven wrists and gleefully helped themselves to a game by a score of 7-0 that we were banking on as ours. Since which time William has cogitated much and oft upon this sad denouement, and as a result he at length swore a deep and lusty oath that he would have revenge. And so, as we have said, the day, Nov. 4th, at length arrived, arrived also the Greeks from Ypsilanti, breathing out threats and slaughter and last but best of all around the shadow of their own goal.

Here, however, we lost the ball on downs and then Ypsi began some fine runs off our left and that gave them a touchdown in about ten minutes of play. The touchdown was a heartbreaker, as two of our tacklers missed the runner in the open field. Goal was missed. Well, things certainly had a cerulean tint about that time, but our heroes tightened up their belts and started after the game and before one could say Jack Robinson, were making a most determined bid for a touchdown. Too much bucking a beefy line lost us the ball, however, and the same thing occurred a few moments later when we got within striking distance again. The first frame ended, Ypsi, 6, W. S. N. 0, but except for a few moments we carried the play right to them all the time.

During the second quarter our boys began to limber up and ere long we had Ypsi digging trenches along her own goal line. This time, however,
we could not be stopped and a well-executed forward pass gave us our first touchdown. It was near the corner of the field, and the punt out was missed, so that the score was tied up at 6 all for the half. Our boys, however, were full of pep, for we had clearly outplayed the heavyweights from the east. The Ypsi. boys looked as if they had caught a Tartar and realized the fact.

After the interval we were at them once more and soon were near their goal again. Here they braced and put up a fierce resistance, but we kept hammering away at their line and after four downs literally got the ball over the line by inches. I tell you, friends, that was one joyous occasion and the huzzas that split the air were certainly hearty and well-meant. Goal was missed and after some desultory scrapping the third frame ended with the score 12-6.

The fourth quarter was marked by a desperate effort on Ypsi.'s part to score, for a touchdown would tie up the game. As she was unable to penetrate our line for consistent gains and failed after the first quarter to circle our ends, she now resorted to long forward passes to help her out. There were two or three times during this session that our hearts stood in our mouths and when it looked as if a score was possible if not really probable. But fortune favored us and the sun, setting in a golden glory, caught a fleeting glimpse of Sooy and Corbett tearing over the chalk marks toward Ypsi.'s goal. Then the whistle blew and after that pandemonium broke loose and Kalamazoo joy was intense.

Well, friends, it was a fine game finely played. Our boys were full of fire and pep and they followed the ball everywhere and all the time. They charged quickly and were able to upset the beefy line of their opponents. Save for a short part of the first and last quarters we clearly outplayed the Ypsites. On defense, our lighter line easily held their own and on offense we frequently pierced their line for good gains. Sooy pulled off some rattling good runs, but our forward passes were not so successful as usual. On the play we were clearly entitled to one more touchdown and our team is easily that much better than the one from the Normal College. Our team is now welded together into a compact unit and as such they played this game. Every man was in every play and their well-earned victory is due to the fact that the team work was so good and the spirit so excellent.

It is a sweet morsel of revenge that William rolls under his tongue today. This victory is one of note for with it goes the Normal school championship of the state and on this pinnacle we are now proudly perched. This game was one fine game and the scribe is sorry for those who missed it. He is also sorry for the Ypsi-ites who lost after such a fine struggle, but not so blamed sorry that he can't perk up a bit and smile over such a notable victory. Our record to date is four wins and no losses. If we can make it 5 to 0 we shall have reason to be extra proud of our husky warriors.

FOOTBALL FROM A GIRL'S STANDPOINT.

The ardent feminine football rooter with her pennant on a fragile cane, her Jersey sweater rolled high about her chin, her tam-o'-shanter pinned jauntily on her luxuriant hair and her lips adorably curved in the rendition of the yell of her Alma Mater, is a familiar sight both in real life and upon the painter's canvas. Indeed this seems a part of every real football game and the absence of these fair enthusiasts puts a damper on the game from the start.

Now why do these maidens brave the elements of a raw November day, lift their usual soft, low voices to the extreme discomfort of throat and lungs, and abandon all poise and dignity in the spirit of a struggle in which they have no direct part, from which they are held by taut ropes and omnipresent officers? And that is what I am about to tell you from my own experience.

In the ancient days of chivalry, knights in their glittering armor, rode
out upon their snowy steeds into the
tournament, each to battle for the lady
of his choice. Times have changed
and with them many customs, but
the truly lasting customs, those based
on a fine spirit of respect and rever-
ence for the fair sex, have not changed
except in their modes of expression.
Today we have no tournaments, no
armored knights, no prancing steeds,
but we still have the chivalric, cour-
ageous, manly spirit crying for ex-
pression along the lines of physical
combat in behalf of something held
in high esteem. Modern football fur-
nishes the young men the best means
of this and the young women of the
school for which they battle, furnish the
best stimulus for vigorous struggle.
And now what of the viewpoint of the
young women themselves?

Once more we will look back to the
days of chivalry and see if possible
the attitudes of these same ancient
ladies and noble women for whom the
valiant knights laid down their lives.
It is contrary to feminine disposition
to love scenes of war and bloodshed.
How often we see this displayed when
one of our noble football heroes is
hurt near the line and the loyal maiden
rooters cover their faces with their
hands and draw back from the scene
of suffering which their abundance of
sympathy makes unbearable for them.
This then cannot be the element which
thronged the ancient arenas with gay
ladies. They were filled with a truer
deep impulse; they loved to see man-
ly strength against manly strength—
they love to see expressions of courage,
enthusiasm and admiration combined
in physical combat; not simply to see
one vanquished but to see the true
nobility of a brave, strong, and earnest
man. And this same stimulus brings
the girls out today to our football
games. Of course, they do not an-
alyze it as such—in fact, they do not
analyze it at all. They go with the re-
ligious purpose of helping all they can
by their persistent and forceful yelling
whenever the yell-master deems a
play or a player worthy of such an
honor. And they are perfectly sin-
cere in this opinion. The only thing they
fail to take account of is the deep and
intense feeling they experience when
they see strength meet strength, wits
oppose wits, and the survival of the
fittest. Not one girl in fifty at a well
matched football contest, no matter
how poorly she understands the rud-
iments of the game, would not (figur-
avitively speaking—yea almost literally
speaking) fall down and adore at the
feet of a hero who has forgotten self
and entered the battle with all the
chivalry, manliness and power in his
possession and struggled for the main-
tenance of these qualities rather than
for the final score which, after all, is
only a temporary satisfaction (or dis-
satisfaction). She goes to the game
with the hope of victory for her school
uppermost in her thoughts, but she
comes back with the deep-seated feel-
ing of admiration for the courage and
manliness displayed by some particu-
lar player or players.

Viewed in this light football be-
comes a serious matter, a question of
character and character appreciation,
and such it is in its essence, but school
spirit has entered to rescue it from
the purely work realm and to make it
more joyously spontaneous. This
spirit in modern school girls seems
to me to be the only digression from
the stimulus which brought the gen-
tle ladies out to the tournaments.

Now to apply all this theory to our
own institution and to our own worthy
and highly commendable representa-
tives on the gridiron. The number of
fair rooters at our first home game
was a very good demonstration of the
lively interest displayed by these mem-
bers of our school; their vociferous
use of lung power was another dem-
onstration, and these two, I fear,
speak for themselves more clearly than
any words of mine. I may, however,
sum it up by saying to these faithful
athletes who so well uphold the honor
of our school—though our voices may
be weak and our demonstrations unor-
ganized, our spirit is with you
throughout the season and the little
acts of strength and character here
displayed do not go unnoticed by us but are stored to your credit in our memory of worthy schoolmates in W. S. N. S.

CELEBRATION OF VICTORY.

To say that the students of our institution were delighted with the outcome of the Ypsi. game is putting it far too mildly, as was made manifest by their demonstrations afterward. The student body accompanied the victors from the field to the hill, where they vociferously declared their enthusiasm via lung power, and then, lest that did not reach the ears of the peaceful townspeople, the students, players and enthusiasts formed a line which extended for a distance of at least four or five blocks, and by means of serpentine formations reached the downtown district, where they halted long enough to count out the scores several times, and to remove any doubts as to who won the game. From here the procession moved down Bur- dick to the Elite, where Manager Barnes very kindly opened his doors to the entire body. On Wednesday evening on the cleared space in back of the main building, faculty, students and players gathered for a bonfire and mass-meeting. Several stump speeches were made by members of the faculty and team, and enthusiasm and school spirit made the old hill ring. Surely Western State Normal School showed their gratitude to the men who won for them this great normal school championship for the state of Michi- gan.

NEWS ARTICLES


Western Normal is represented at the University of Michigan in substantial numbers again this year and the activities of the students who had their Normal training in Kalamazoo have taken them into various phases of school life at the University. The graduates of this school have without exception made excellent records at Ann Arbor and several stand out particularly prominently for their scholarship attainments. In the graduate school this year are Palmer McGuinness, Carlton E. Ehle and Fred Middlebush, who are working for their master's degree. Mr. McGuinness and Mr. Middlebush are assisting. In the literary department are Carl Rolfe, Edmund Fox, David Van Buskirk, Hugh McCall, Vernon Culp, Trevor Muffitt and the Misses Marie Root, Anna Van Buskirk, Lucile Scheid, Edith Trattles, Helen Cook and Mildred Williams. Dale Maltby, Peter Tazelaar and George Engel are pursuing work in the engineering course; Ralph Shivel is in the pharmacy department and Harry Sooy in the dental department. William J. Sprow, a former instructor in Western Normal, and Hubbard Kleinstuck, a student, are in the law department at the University.

SOCIAL CALENDARS.

Student parties for the year appear in the following social calendar:

Christmas Party—Saturday, Dec. 6. Committee—Mr. Waite, chairman, Mr. Sherwood, Miss Gage, Miss Townsend.

School Party—Saturday, Jan. 17. Committee—Miss Barnum, Miss Forn- crook, Dr. Faught, Mr. Waldo.

School Party—Saturday, March 14. Committee—Miss Marsh, Miss Good- rich, Dr. Burnham, Dr. Harvey.

Junior Party to Seniors—Saturday, April 18.

School Party—Saturday, May 9. Committee—Miss Goldsworthy, Miss Hootman, Mrs. Hostetter, Dr. Mc- Cracken, Mr. Maybee.

Alumni Party—Monday, June 22. A series of faculty parties has been arranged for the year and includes the following events:

Social Evening—Friday, Nov. 21.
Chairman—Mrs. McCracken.
Dinner—Saturday, January 24.
Chairman—Mrs. Waldo.
Social Evening—Friday, March 20.
Chairman—Mrs. Hickey.
Dinner—Friday, May 15.
Chairman—Mrs. Faught.

TEACHERS' ASSOCIATION RE-
UNION.

The annual banquet of the alumni
and friends of the Western Normal in
connection with the State Teachers'
Association was held in the Methodist
church in Ann Arbor at 6:00 o'clock
Friday evening, October 31. The ta-
bles were arranged in the form of a K,
with the speakers' table in caret of
the letter. The menu was a substan-
tial dinner of chicken-pie, etc., and
the service was prompt. One hundred
and fifty people participated.

A vocal duet by Professor and Mrs.
Maybee preceded the repast and the
toast program was in charge of Pro-
fessor B. L. Jones, who secured a very
satisfactory toastmaster in Professor
John E. Fox. The first response was
by Supt. F. A. Jeffers of Painesdale,
who spoke with eloquent appreciation
of President Waldo's work in the
Northern Normal, and also of his gen-
eral characteristics of strength as an
executive. Fred Middlebush, "11, re-
sponding to the toast, "W. S. N. S.
in the University of Michigan," said that
twenty-three members of the alumni
were now studying in the university
there being a representative of West-
ern Normal in every department ex-
cept the medical. He said that all
were giving good accounts of them-
elves, and that he attributed it in
part to the good training they had
received at W. S. N. S.

Dr. William McCracken, in respond-
ing to the toast, "W. S. N. S. Abroad,"
elaborated a running comparison be-
tween the ocean steamer, the crew,
and the people and the Normal school,
the faculty and the students, which
would have exhausted any ordinary
vocabulary long before its completion.
The genial Doctor gave free play to
his fancy and the personal and group
pictures presented were original in
their wording and true to life. Fol-
lowing Dr. McCracken's toast, the in-
coming Deputy State Superintendent
of Public Instruction, John M. Muson,
was introduced, and he expressed his
interest in the Western Normal and
said that he expected to visit the
school at his earliest convenience.

President D. B. Waldo, responding
to the toast, "W. S. N. S., the Decen-
nial Year," made a concise statement
in summary of the work of the past
and present, and projected some of the
plans for future growth. He gave at-
tention to the regular and the supple-
mentary activities of the institution,
and went somewhat into detail in re-
ference especially to the less well un-
derstood projects, such as the school
paper, the co-operative book store,
and the noon lunch. The program
was concluded with "America." The
very active assistance of Mr. and Mrs.
Maybee, who directed both the formal
and the informal musical responses,
was greatly appreciated by all present.
Included in the list of those present
were the following:

Lucile Scheid, Ann Arbor; Jessie
Walton, Kalamazoo; Maude Traut,
Grand Rapids; Sara Hare, Kalamazoo;
Mr. and Mrs. C. E. Ehle, Ann
Arbor; Earl D. Smith, Martin; Harry
Day, Richland; Lon Bolster, Prairie-
ville; Bert Ford, Royal Oak; Charles
Nichols, South Haven; Karl Knauss
and Herbert S. Waldo, Kalamazoo;
J. C. Salisbury, Lansing; Carl G. Card,
Gaines; Edmund Fox, Ann Arbor;
Orrin Powell, Maude Tyler, Anna
Lytle, Carl Price, Catherine Lockhart.
Evelyn Ball, Irma Hughes, Edith Muf-
frey, Kalamazoo; Ruth Campbell,
Vicksburg; Ruth Turnell, Jackson;
Nettie De Pagter, Grand Rapids;
Hazel Brown, Watervliet; Helen Cook,
Ann Arbor; Grace Blakeslee, Lansing;
Grace Scott, Lansing; Dr. L. H. Har-
vey, Emilie Townsend, Nellie McCon-
nell, Albert Holmes, Kalamazoo;
Helen Bole, Webberville; Nellie Dun-
ing, Dowagiac; Mabel Whitney, Bat-
tle Creek; F. E. Robinson, Coldwater;
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Y. W. C. A.

The following are the officers of the Young Women's Christian Association for the coming year: President, Pearl Monroe, kindergarten course; vice president, June Monteith, high school, life; secretary, Ruth Miller, junior, life; treasurer, Beulah Haight, senior, life.

The association holds its weekly devotional meeting in Room 17, music room, to which all girls are cordially invited.

Miss Lucy H. Pearson, field secretary for the National Board of the Y. W. C. A., recently made a five day visit to the local organizations including the city, college and Normal school associations.

The Normal School sent two students, Miss Ruth Miller and Miss Devona Montgomery, to attend the Central Student Summer Conference of the Y. W. C. A., which was held at Lake Geneva, Wisconsin, from Aug. 22 to Sept. 1.

The first annual conference of the Central Field of the Young Women's Christian Association was held October 17, 18, 19, at Chicago, Ill.

The states represented were Wisconsin, Illinois, Indiana and Michigan. There were 320 delegates in attendance, 172 representing student organizations and 148 city and county organizations.

Kalamazoo had seven representatives, one from the College, Y. W. C. A.; Miss McOmber, the city extension secretary; Pearl Monroe, the Normal student president, and Miss Koch of the faculty.

Miss Grace Dodge and a number of national specialists of the Y. W. C. A. from New York city made the days a real inspiration.

Some subjects discussed were: Social Morality; Thrift and Efficiency; Character Standards; The Girl in Her Teens; County Work; The Work of a Victrola for Xmas.

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the National Board; World View of the Association Movement.
The sessions were held in Recital Hall of the Auditorium Hotel and in the assembly hall of the Fine Arts Building.

HONOR FOR NORMAL HIGH SCHOOL.

The class which graduated from the Normal High School last June was dubbed facetiously by the local newspapers, "The Lucky Thirteen," from the happy combination of circumstances, not pre-arranged, which brought the exercises of a class numbering thirteen on the evening of Friday, June 13, 1913. The name would seem to be justified in one of the members of the class, George Jacobson, now a student in the Carnegie Scientific Institute, in Pittsburg, Pennsylvania. The school enrolls over three thousand students and stands high because of its stringent entrance requirements, as well as the rank placed on scholarship.

News has just reached us that Mr. Jacobson has been awarded a scholarship, the prize coming through the successful passing of an examination. All who know "George" rejoice in his good fortune and wish him all success in his new field.

NEWS NOTES.

An opportunity to meet old acquaintances and renew school friendships was afforded Western Normal alumni throughout the meeting of the Michigan State Teachers' Association at Ann Arbor, October 30-November 1. A spacious room was secured in the high school building as headquarters and at all times some member of the faculty was present to receive the visitors. A register was provided and more than two hundred names of Normal graduates and friends were recorded. The custom of maintaining headquarters during these conventions has become most popular and really valuable. Western Normal graduates who are teaching in Michigan attend the meet-

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ings quite generally and those who are unable to attend the commence-
ment festivities are oftentimes pres-
ent for the state meeting. Representa-
tives from nearly if not every class ever graduated from the Normal, regis-
tered in the Normal headquarters this year and most enjoyable reunions were held.

Miss Goldsworthy was honored with the chairmanship of the art section for the 1914 state teachers' convention and took an active part in this year's program.

Owen R. Lovejoy, secretary of the national child labor committee, was a guest at the Normal, October 20, and delivered an address in assembly. He presented the work of the committee, which was organized with a membership of 50 nine years ago, growing in this brief period to a membership of 700 contributing members. His statements were illustrated with word pictures of the conditions in labor dis-

tricts which the organization is endeavoring to remedy. The main work is the effort to secure proper state laws to govern these labor conditions, and the committee has been influential in securing legislation in 40 states.

An educational lecture series has been arranged by the First Methodist church and members of the Normal faculty will appear as follows:

Wednesday, Nov. 12, 8:00 p.m.—
“Paris and the Parisians,” Prof. T. Paul Hickey.

Wednesday, Nov. 19, 8:00 p.m.—
“Wordsworth and the English Lakes,” Prof. George Sprau.

Wednesday, Dec. 3, 8:00 p.m.—
“Syrian Sites and Sights,” Dr. William McCracken.

Wednesday, Jan. 7, 8:00 p.m.—
“Cathedrals of Europe,” Prof. L. H. Wood.

Wednesday, Jan. 14, 8:00 p.m.—
“Sources of Happiness,” Dr. Ernest Burnham.

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first four lectures and a stereopticon will be used in presenting them as illustrations.

Extension work will be carried on this year in a number of nearby cities, several classes having already been organized. Mr. Hickey has political economy classes in Grand Rapids, Mr. Jones has literature classes in Muskegon, Mr. Reinhold has history of education classes in Battle Creek, and Miss Spindler has started work for extension students in South Haven. A little later classes will be organized in Benton Harbor and Grand Haven.

Miss Spindler, director of the training school, was an instructor at two teachers' institutes on Saturday, October 18. At Morley her topic was "Handling Subject Matter" and at Big Rapids she gave a study lesson, addressing the teachers of the city schools in the evening.

Senior kindergarten girls have organized themselves into a kindergarten association with the following officers: President, Miss Sue C. App, Quincy; vice president, Miss Helen Gordon, Martin; secretary-treasurer, Miss Dorothy Russell, Kalamazoo. On Monday, Oct. 20, the members of this organization entertained the junior kindergarten girls at an informal party in the rotunda of the training school. Kindergarten games were played and stories were told, after which partners were drawn for a dainty box luncheon. Mrs. Buckingham entertained the company with some interesting and instructive experiences of her travels in China and Japan this summer.

Miss Florence Whiting, who was a student in the Normal for one year, was a victim of a railroad accident near Lansing in October, losing her life. The shocking news reached her Normal friends recently and deepest sympathy is felt for her family.