Western Michigan University

Kalamazoo Normal Record (1910-1918)

Western Michigan University Year 1913

The Kalamazoo Normal Record Vol. 4 No. 3

Western State Normal School
Christmas

To give some little token of affection's warmth
To those whose lives are rich in what is best;
To give the hungry food, the tired rest,
A kiss upon the thin, dry lips of age,
Call back the blush of youth to faded cheeks;
To bring a glint of joy to eyes grown dim,
Or sing a hymn of praise for those whose cares
And plodding toil have never yet been sung;
To clasp the stranger's hand like those of friends
And feel his heart beat full with brother's love;
To open wide the doors of vision and of thought
For those whose souls have long been starved of truth,
And bid them welcome to a stronger hope;
To give our better selves to those most dear;
To stand alone with God and Life among
The quiet hills, beneath a heaven of stars,
Too full of silent joy for words or song,—
All this was taught us in thy birth,
O Son of God and Man!

—George Sprau
The Kalamazoo Normal Record
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Kalamazoo, Michigan

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Miss Matie Lee Jones, physical training director of women in the Normal, has recently left Paris after spending several weeks in that city, and is now in Berlin.

A recent announcement received at the Normal states that the marriage of two former Normal students, both graduates in the rural school department, took place in October at the home of the bride’s parents in Jenison. The contracting parties were Miss Elizabeth Closterhouse and Mr. Clarence DeVries, both of whom have the best wishes of their many Normal friends. They are residing in Muskegon.

Prof. R. M. Reinhold took part in a three days’ institute held in Mecosta County in November.

A cork carpet will be laid on the running track of the gymnasium before school opens in January. This improvement will be made by the Narragansett Machine Company and is a much needed addition to the gymnasium.

A Christmas suggestion exhibit is the novel way in which the young women of the domestic art department will “display their wares” during the last week of the term. A variety of articles will be exhibited and on each will be the details of cost and making. An additional feature will be the sale of patterns for each piece displayed.

Professor B. J. Jones has been appointed chairman of the committee to prepare the material for the 1914 summer bulletin which will be issued early in the year.

An interesting exhibit of pottery, showing the work of various countries, has been possible through the courtesy of The Pottery Shop, which loaned the school a fine collection of this work.

The men of the manual training department were in charge of the general student party Saturday evening, December 6th and the result of their efforts was one of the most artistic social occasions of the year. Christmas decorations carried out with colonial effects transformed the big gymnasium into a place of beauty. Fischer’s orchestra furnished the music.

A complete survey of the new 14-acre athletic field has been finished and the work of grading has been started. It is planned to have a baseball diamond, a quarter-mile running track and a football field ready for use in 1914.

A new cement walk in front of the main building, built to replace the old wooden walk erected in 1905, has been completed. The ground between the walks has been graded and seeded and gives promise of splendid landscape effect.

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PATRONIZE OUR ADVERTISERS
During the Thanksgiving vacation a number of marriage licenses were issued for former Normal students. On Thanksgiving Day at the home of her parents in Dowagiac, Miss Hazel Brody, a graded school graduate of 1913, was united in marriage to Mr. Burhans, a physical training director of the Kalamazoo Y. M. C. A. Mrs. Burhans has been teaching in the Coldwater public schools this year.

Miss Dorothy Tolle of the life class of 1912, was married to Mr. Goostrey at that time and Frank O. Carpenter of the manual training class of 1913, was married to Miss Pansy Estabrook of Allegan, a former student in the Normal. Mr. Carpenter has been teaching in the Coldwater public schools this year.

Professor George Sprau is chairman of the general committee on the decennial celebration in June. Sub-committees have been named and plans are in progress for the most elaborate commencement the Normal has ever known. An educational pageant which will depict the history of Michigan from earliest times, will be the main feature of the celebration and every student in the school, from the lower grades of the training school through the Normal proper, will take part in the pageant.

For the assembly of November 18th the Rev. R. W. Merrill of the Simpson church addressed the students on general rural progress. At this time the Chaminade Club also appeared for the first time this year, contributing a most enjoyable musical number.

During the State Teachers' meeting at Ann Arbor, the Michigan Nature Study and School Garden Association held its annual meeting and re-elected Dr. L. H. Harvey of Western Normal, president, and Mrs. Lou I. Sigler, of Grand Rapids, secretary.

Mr. Maybee, director of music in the Normal has been invited to sing at one of the faculty recitals of the University of Michigan School of Music this winter. In exchange for his services it is suggested by that Conservatory to send Mrs. Rhead, the accomplished
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pianist who delighted audiences during the state Teachers' meeting, to Kalamazoo some time during the year.

Professor George Sprau delivered an address on the English lake district before an audience of 400 or more people November 19th in the First Methodist Church. His views of this wonderful region added beautiful illustrations to the address.

A wedding which will interest many friends of the bride who graduated from the kindergarten department of the Normal in 1912, was celebrated on Saturday, November 22nd when Miss Amelia Upjohn was united in marriage to Mr. Elihu Winkworth of Monroe, Michigan. More than 200 invitations were issued for the wedding, which was a social event of importance in the city. Mr. and Mrs. Winkworth will be "at home" in Monroe after January 1st.

Miss Ruth Turnell of Jackson and Miss Alleyne Gilbert of Dowagiac, both graduates of the Normal, recently visited the Normal. They were in Kalamazoo to attend the wedding of Miss Amelia Upjohn.

Dr. L. H. Harvey lectured before a Mothers' Club in Grand Rapids Dec. 2, on "Heredity and the Child."

The German Club enjoyed a Christmas tree, carols, games and cakes at their December meeting.

The Erosophian Society had a program of unusual interest on Friday, Nov. 14, when Helen Barnett gave a most entertaining account of the story Jacob and Esau, this being followed by a debate as to which was in the right, the elder or the younger brother. "Jacob" was ably defended by Lyla Patterson, assisted by Mary Cassidy and Neva Drummond. "Esau" was the topic handled by Donald Sooy, assisted
Christmas Spirit
Prevails throughout this store.

The number of practical and serviceable gifts we are showing is bound to please the purchaser who wishes his or her dollar to go the farthest and bring not only joy and pleasure to the recipient but actual service as well.

This hardware store is not a place of nails, hammers and hinges but a delightful place to “shop” where a large variety of really beautiful goods are on display, all priced in plain figures.

YOU ARE INVITED TO INSPECT THEM

The Edwards & Chamberlin Hardware Co.

by Arthur Shaw and Helen Barnett. There was a fine piano duett, “Humoresque,” rendered by Cornelius Mulder and Donald Sooy, after which Dr. Mc Cracken gave an admirable account of the intimate life of the dwellers in the Holy Land, the doctor bringing out many details both interesting and instructive.

The entire High School department enjoyed an informal evening together in the Assembly Room on Thursday, November 13. Games, dancing and contests of various and sundry kinds formed the pleasure of the evening. The manual arts came in for their share of attention. The prize for the most skilfully executed top being awarded to Bessie Lane, while the best dressed doll was thought to be that of Elliot ‘Mahoney. Old fashioned refreshments were served and at ten o’clock the company broke up, after a round of cheers and “yells,” expressive of their satisfaction with the world in general.

ALUMNI.

Miss Ethel Underwood of the kindergarten class of 1906, is teaching at her home in Galesburg.

Miss Dorathea Brinkerhoff, graded school graduate, is teaching in Detroit this year. Her sister, Miss Cornelia Brinkerhoff is still in Detroit, having taught there for three years.

Miss Hazel Hayden, kindergarten, 1906, registered in the Western Normal headquarters during the State Teachers’ meeting at Ann Arbor. She is still director of kindergartens in Lansing.

Norman Luneke who attended the Normal several years, has left school work temporarily at least and is on a farm. Mr. Luneke was superintendent at Plainwell two years and because of ill health gave up teaching.

Miss Mary Rathrauff, 1907, is teaching German at Owosso. She spent last summer in Germany with Miss
TWO NOTABLE BOOKS
JUST FROM THE PRESS

PERSONAL HYGIENE
GENERAL HYGIENE
By FRANK OVERTON, A. M., M. D.

PERSONAL HYGIENE, 240 pages, cloth, price ..................40 cents.
GENERAL HYGIENE, 382 pages, cloth, price ..................60 cents.

PERSONAL HYGIENE is a textbook for the instruction of young pupils in the modern science of hygiene and sanitation, and is carefully adjusted to their comprehension and interest.

GENERAL HYGIENE is a textbook on the general subjects of hygiene and sanitation. It is adapted for pupils in the intermediate grades. It fulfills the requirements of modern courses of study in physiology, and also conforms to the laws of the states requiring instruction in sanitation and prevention of disease.

The personal welfare of each individual depends largely on the efficiency of his bodily machinery. The effects of mental and moral habits on the health of the body have long been known, but the recognition of the effects of bodily health upon the mind and the moral character is of recent date. Bodily health is readily within the control of either the individual or his parents.

This book is not a vocabulary of new terms which must be mastered before a knowledge of hygiene may be acquired; but it employs everyday words and understandable English to inspire the reader to live healthfully and to promote the cause of public health.

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Cincinnati
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330 East 22nd Street
Chicago

Marie Rasey, also a graduate of the Normal.

Miss Athol Youngs, 1913, has recently accepted a position at Jasper, Michigan.

Miss Katherine Newman, who has taught at Hart for several years, is not in school work this year on account of ill health. She was a recent visitor at the Normal, attending the senior party to the juniors while the guest of her brother, a student in the school.

Miss Ruth Turnell of the class of 1912, is teaching at her home in Jackson this year. She spent last year at Ironwood. She was recently a visitor at the Normal, having come to Kalamazoo to attend the Upjohn-Winkworth wedding.

Miss Virginia Forrest of the class of 1909, is back in Detroit after a summer abroad.

The marriage of Miss Lena Hackett, 1909, to Mr. Lee McKee, was celebrated in the summer. They are residing in Kalamazoo.

An interesting announcement to the many friends of the contracting parties, is that the marriage in October of Miss Jean Herrick and Mr. Karl Kesler, both former students in the Normal and very popular young people. Mr. and Mrs. Kesler are at present residing with the latter's parents in Eleanor Street, Kalamazoo.

Miss Miltina Lawton of the 1909 class, is teaching at the North West Street School, Kalamazoo, this year. Miss Shirley Eberstein, '10, is teaching in the seventh grade of the North West Street School.

Mrs. Carrie Briggs Chappell, 1909 domestic science, is teaching in Grand Rapids this year.

Miss Frances Dewey has recently accepted a position in the Three River's schools.

Miss Vera Lutje, 1910, is teaching in the High School at Iron Mountain.

Miss Teresa Menge is teaching in the first grade at L'Anse, Michigan, her home. Her mother recently called at the Normal.

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HAT
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William J. Sanford was last heard of from Alberta, Canada.
C. J. McCarthy is teaching manual training in Sapulpa, Oklahoma.
Miss Hattye Carstens has completed a course at the Moody Institute, Chicago, and recently addressed audiences in churches in this vicinity.
Miss Helen Conarroe, art, '11, was married in the summer to Walter Fuller. They reside in Kalamazoo.
Miss Gertrude Hellenthal, '11, is in Seattle, Washington, this year.

Miss Rita Martin, 1911, recently visited the Normal.
Miss Alleyne Gilbert, kindergarten, '11, was at the Normal Nov. 21. She was in the city for the Upjohn-Winkworth wedding.
Bert Ford of the class of 1912, recently resigned his position as principal at Royal Oak and has accepted a business position with the Harvey Candy Company in Kalamazoo.
Lon Bolster is principal at Prairieville this year.
Points from State Program

An experienced teacher in Michigan for her first year and at our great association for the first time, was forcibly impressed by two things. One was the professional enthusiasm which was so obviously evidenced by the whole procedure; and the other was that it is more difficult to organize definitely helpful section meetings than to insure the success of the large general meetings. Her idea seemed to the writer to be that many who participate in section meetings, where the problems are much more specific, do not hesitate to use materials which are appropriate only in general programs.

One young teacher said the largest lesson of the occasion to him was the new conception of our great state university which he gained by being in Ann Arbor for a two days’ stay. He further said that the Hill Auditorium enlarged his thinking more than any idea which was presented orally during the meeting.

Luther L. Wright, speaking after the annual banquet of the County Normal Training Class teachers reiterated with emphasis his belief that teaching offers the richest opportunity for individual service to humanity, and that the personality of the teacher is the largest element in this service.

Mrs. Ella Flagg Young, superintendent of the Chicago schools, speaking before the same meeting with Mr. Wright, discussed at length and with great clarity of thinking two points: the democratic ideal in education, and mobility of thought. She said that true democracy in education is reached only when suitable and adequate educational service reaches the last child, and that this ideal contemplated that all shall reach a goal in life. The most stimulating part of Mrs. Young’s thought-provoking address was in her constructive discussion of the maintenance on the part of the individual of an attitude of mind which permitted mobility of thought, not only into mature life, but on and on into advanced old age. Her method of presentation of both the points which she made was a convincing illustration of the successful working of her theory in her own case.

State Superintendent Cary of Wisconsin, who was a visitor, on being
called on in one of the sections, said: "This is a day of emulation in education. There is variety of attack. In Wisconsin the standardization of the school plant, with the power vested in the state department of public instruction to condemn all schools not having suitable equipment and to enforce the condemnation by withholding state funds, is an effective agency of progress. The holding of county school conventions, attended by both officers and teachers, is also effective." He said that the great problem is to get teachers, and that to this end the importance of the task of the teacher should be emphasized.

Mrs. Mary C. Spencer, state librarian, spoke of the variety of ways in which loans of libraries and of separate books may be obtained from the state library. She proposed the plan of sending a trained librarian about the state to spend a week with each of the 46 county training classes to give familiar talks to teachers and students on the use and care of libraries.

Motivation in the first six grades was the subject of a discussion by Mr. Warriner of Saginaw following an address on that subject by Mr. O'Shea. Mr. Warriner emphasized the necessity of placing before the child in the school room a real motive for his work. For instance the preparation of a program for a parents' afternoon furnishes a keen incentive to the children for interesting compositions, or the privilege of bringing in a story enjoyed at home to read to the rest of the group certainly secures an interest in better reading. Thus it is possible in each subject to find some problem which is really vital to the child.

Dr. Earle Barnes quoted from data gathered concerning 400 men of all time who were counted greatest in various lines, and developed the fact that but 4 per cent approximately reached the age of their greatest mental activity before the age of 40; and that 10 per cent were at their best between 40 and 50; 20 per cent between 50 and 60; 35 per cent between 60 and 70; 25 per cent between 70 and 80; and 6 per cent between 80 and 90. The new world of thought has compelled constant adjustments and so we keep this generation young. We are placing less emphasis on the future life, and more on this, believing that our future state will depend on the way we use this. Work like that of Alexander the Conqueror or the baseball pitcher needs to be done before the man is 40, but life for another man begins at that stage. He urged man to continue his education throughout his life. Education at 50 ought to be made compulsory in every state.

Miss Adelaide Baylor, speaking to the topic "The Letter that Killeth" interpreted the spirit of the time in these sentences: "The age of the pessimist is past, and this age does not call for the optimist, but it does call loudly for the ameliorist, and the teacher who would succeed must be this agent to improve conditions. That is the philosophy of ameliorism. We need system, and we need formulas. Man cannot get along without the letter, but the letter must have a spirit permeating it. I believe in our work today, in the great quickening life side of it, we must take it up with reference to the spirit back of the letter, and we must learn that the spirit is not always clothed in the same letter. We want spirit back of scholarship, back of training, and back of personality. Getting into life and trying to identify ourselves with it,— only in these ways will our public school system stand."
A NOVEL FEATURE

One of the large rooms on the first floor of the new high school building was furnished as a model one-room rural school, and the completeness and splendid order in which the idea was carried out by G. N. Lasher of the State Department of Public Instruction, who had the matter in charge, must have been a great satisfaction to all the hundreds of visitors. Mr. Lasher's statement of the reasons for and the features of the exhibit follows:

"For some time it has been the contention of the Department of Public Instruction of the State of Michigan that a rural school building could be made just as sanitary, healthful, comfortable, attractive and well equipped as a city schoolroom. The exhibit at the Michigan State Teachers' Association at Ann Arbor, October 29-Nov. 1, demonstrates that the contention is a fact. If this exhibit inspires teachers, school officers, county commissioners, superintendents and parents toward securing better physical conditions for children during their school life, it will have served its purpose. By wise planning and remodeling an old building and the judicious purchase of equipment, any district may secure satisfactory results, while there is no excuse for a new schoolhouse not being scientifically planned and constructed in that the services of men who are competent to criticize building plans are available for any district which requests assistance from the Department of Public Instruction.

"One of the prevailing ideas in the organization and arranging the model schoolroom was to make it thoroughly practical. Nothing was selected as a part of the exhibit unless it had been proven a success in some rural school. While it may not be possible for one interested to convert members of the school boards to secure all of the equipment shown and to remodel buildings to conform with the principles of correct lighting and desirable arrangement, some step toward the ideal can be gained at least.

"The most important consideration in a schoolroom should be the health of the children and teacher. Heating and ventilating plants which cost from $110 to $125 solve the problem of ventilating a one-room building thoroughly and warming it evenly. A thermometer is needed to make proper heating sure. Sanitary bubbling fountains from $13.25 upwards eliminate the common cup and open water pail, which have been responsible for the spread of so many contagious diseases. Adjustable seats and desks or movable chairs with desk adjustment can prevent the discomfort and ill effects which are endured by hundreds of children because of improper seating arrangements. Kindergarten table and chairs should be used for primary children instead of seats and desks. Translucent shades hung at the bottom of the windows instead of at the top together with the tinting of the sidewalls either in grayish green or soft brown tones and the ceiling in light tans or buff will improve conditions which threaten the eyesight of the majority of children. The only correct lighting, except overhead lighting, is sufficient window space entirely on the left side. Brown chalk boards are preferable to black in that they are much more restful to the eyes, have no glare whatever, absorb less light than green and add to the attractiveness of the room.

"The worst problem of the rural school, the outdoor outhouse with its menace to health and morals, is solved by the indoor chemical closets, which are both sanitary and odorless, and can be purchased at prices varying from $15 to $40. Placing the pump inside the schoolhouse makes it possible to have washing conveniences while liquid soap and paper towels make not only for cleanliness but for health, as the common roller towel at least is the source of practically all skin disease epidemics and sometimes of blindness. Hardwood floors, use of a sweeping compound, floor brush,
umbrella rack, disinfectants of guaranteed strength and dustless dust cloths all play an important part in proper and efficient school sanitation. Teachers will find a well-equipped emergency box of great value in proper attention to children who are taken ill or receive injuries.

"Possibly even less regard is paid to the attractiveness of the schoolroom than to its conditions for health and comfort, yet the artistic tastes are largely formed during the four or six hours which the child spends in the schoolroom each day out of the eight to ten months of his childhood years.

"The teacher finds that good tools in the way of equipment are as vital for the school's efficiency as modern machinery is to the farmer's. Reading, anatomical, agricultural and bird charts are helpful and schoolmade charts on various phases of hygiene make a lasting impression. An up-to-date, standard dictionary is also a veritable encyclopedia when the teacher understands its resources. Sand pans made of galvanized iron at a cost of less than one dollar are invaluable for geography and primary work. Individual globes help in the former subject together with a suspension globe and map equipment.

"Especially valuable is equipment in the teaching of agriculture. A Babcock milk-tester is almost an essential while scales for weighing milk, seed testers and growing boxes should be supplied. Collections of weed seeds and various kinds of soil fertilizer samples prove instructive work. Practical arithmetic is rapidly replacing the curious ineffective type, therefore a set of scales, complete outfits of liquid, dry and linear measures, clock dial and toy money are important.

The formation of the habit of reading good literature and the learning to love and appreciate worthy pictures and excellent music are of much greater value than mere academic training. Application to the State Library, Lansing, will secure a loan of fifty splendidly selected books and well framed prints of the world's art masterpieces, the only expense to the district being the transportation charges. With the host of worth-while books suitable for school libraries to be secured at reasonable prices and prints of masterpieces which sell even for as little as ten cents each, every school can afford some good books and pictures of its own. In several rural districts the boys have framed pictures as manual training work and it was found that certain weatherbeaten fenceboards furnished most attractive material. The phonograph is the latest aid to the school in artistic development, offering the world's best music as an inspiration for higher and better living.

"The demand for vocational training is beginning to be felt in rural communities, so a typewriter, oil stove with glass door oven, kitchen cabinet equipped with utensils for cooking and dishes for serving and a manual training bench with tools find justifiable places in the country school. That emphasis should be placed upon usable things in construction work is proven by the models worked out by rural teachers.

"Valuable bulletins issued free of charge by the Bureau of Education at Washington, the Michigan Agricultural College, the Michigan State Board of Health, Service Department of the International Harvester Co., of Chicago, the Metropolitan Life Insurance Co., of New York and the Department of Public Instruction are aids to the teacher in this practical work as well as the commonplace academic studies and school hygiene."
His Gift

He gave the world kindness. He had but a grain of money and only an atom of the things which money would buy—this slender man who gave the world kindness; but from out of that little came the kindness he gave the world. Was he poorer because of the gift? No, for it came to pass as his eyes gazed upon his treasures, behold there appeared among them jewels, rare and priceless jewels which he could not sell and which could never be filched from him.

As the years came and went the jewels became more and more soul-satisfying and the sight of them gladdened his heart and gave to his life courage and strength, and work became to him a thing worth while; because of the jewels which were his.

When the brown hair was white, and the weight of years lay upon his shoulders, he often wondered how it had happened that he was the possessor of those valuable jewels—for long ago he had forgotten that he had given the world kindness; but we, we had not forgotten; each day we had remembered and because we had remembered the jewels of FRIENDSHIP were his.


Christmas Prophecy of the East Wind

It was towards the last of the month of December. A cold wind swept over the hill and a blanket of snow covered the earth. Seated around a large fire in the counsel lodge were the wise men and the leaders of the nation. The oldest and wisest of them, old Wishtondream, arose to address the meeting.

"Listen, ye wise men and sachems, I will tell of the wonderful prophecy of the East Wind. When I was a young and powerful warrior, I once camped with a war party on yonder hill. It fell to my lot to guard camp one night. In the midst of a storm that night, came the East Wind, a powerful warrior, white of skin, with a robe of white dog skin flowing from his shoulders. He spoke to me with a voice like the roaring of the great Falls which lay towards the rising sun. Wishtondream, I will tell you of the land from which I came. It is a land where everyone is white like the snow at our feet. Every year at this time they celebrate the birth of their God. There is great feasting many games, merry-making and everyone is happy. These men sail in large ships and some day they will come to this land. Oh! Wishtondream, they will drive your children away from these hills.

"‘Oh! brother; a vision is passing
before my eyes. Many winters come and go. It is the winter of 1913 as the white man reckons time. Upon this hill where we stand there is a great building. At one end of this building there is a large hall twenty times as large as the long house of the Iroquois. In the hall are hung the boughs of the pine and hemlock, the frost-kissed leaves and red berries are woven among the branches. In the large fireplace burns a log. Listen! I hear voices. Ah! here they come, a tribe with young squaws and braves. They are dressed to represent the different nations of the white men. They are dancing and playing games. Ah! I understand it now, they are gathering together to celebrate the birth of their God. I see the sun, brother, coming out of the East and I must be journeying on to the land of the West. Hero Wishtondream, by the Spirits of my Fathers, I swear that these are the true words of the East Wind. In the winters to come of our children, the winter of 1913, on this hill a tribe of white men will celebrate the birth of their God with merrymaking and everyone will be happy."

—CLARENCE ROWE, '14.

Errors in the Use of Pronouns

(Continued from November Record)

UNSBURY and Smith quote lists of examples to show the use of the "It is me" constructions by well-known and careful literary people. A few taken from those are: "My conductor answered that it was him"—Goldsmith; "I may be pretty well assured it is not me."—Addison; "'Tis her, I so much admire."—Fletcher; "'Twas me, this day * * *"—Browning; "Her world is love and him."—Whittier; "I am not one thing and my expenditures another. My expenditure is me."—Emerson; "Yes, it's me, from the other side of the county."

Kellner says "It is I" was used even by illiterates in the 18th century. The example he quotes is from Steele's Comedy, "Madam, 'Tis I, 'tis I, your ladyship's own woman, 'Tis I." He says Richardson offers several instances of "It is me." "If ever there was a rogue in the world, it is me."

Many reasons have been offered at various times by critics of English word usage as to why "me" has been substituted for "I." Lounsbury would have the exchange of nominative forms for the objective at the present time as a retention of a general confusion of them which existed in the 16th century. He says etymologically "It is me" is as correct as "It is you." Formerly "ye" was the nominative form and "you" the objective, but the confusion of cases together with certain letter confusions brought about the adoption of "you" for both cases and it is good usage. "The distinction in case of the other pronouns re-asserted itself and perhaps are more strongly insisted upon than at any time since the 16th century."

Smith quotes Sweet as stating in one place (Primer of Spoken English) that the use of "me" in the idiom "It is me" would not have occurred except for the influence of rime words, he, she, etc., and Jespersen says that the "similarity of sound in we, ye, he, she, me, thee, has partly led to a similarity in function." Smith refutes this by saying it is the explanation of what never existed, for there has never been a period in English when people said with any degree of uniformity, "It is we (ye, she, he, me, thee)."

Dean Alford states that it is natural for everyone to say "It's me" in answer to such questions as "Who's there?" He thinks the substitution of "me" for "I" is a shrinking from obstructing our own personality because
the nominative is used more generally to denote the majesty of the speaker."

He quotes from the Bible, “It is I, be not afraid.” But this is the only place where majesty of the speaker is associated with “I.”

Einenkel thinks that considerations of emphasis led to the triumph of “It is me” over “It is I,” but Smith says it will require evidence to prove “me” more emphatic than “I.”

1 Alford’s Queen’s English, page 158.
2 Smith’s Studies in Syntax, page 84.

Lounsbury2 says “the wider extension of the use of these expressions may be due to an imitation, conscious or unconscious of French expressions like c’est moi; at any rate they were very frequent in the 18th century when French influence was most decided on our own language.” Dr. Latham also thinks there is an analogy between the French expressions which are considered good usage and the English “It is me,” etc. But Smith says these expressions originated when there was no trace of French influence in the English language. Besides, the French language did not adopt objective forms after être until late in the 16th century.

But even if there is a formal resemblance in “c’est moi” which may have aided the spread of “It is me,” no such resemblance exists between “c’est lui” and “It is him” or the other similar constructions.

1 Smith’s Studies in Syntax, pages 84-85.

It has been pointed out that “for more than three hundred years there has been a tendency on the part of the personal pronouns to assume the objective forms after “it is.” The tendency is not due to French influence, emphasis or rime. It is merely the expression in pronominal form of a principle inherent in the normal structure of the English sentence. It is a testimony to the objectifying influence of the post-verbal position.” This is further proved by the fact that similar changes have occurred in other languages. The Danish “det er mig,” (“It is me”), has almost replaced “det er jeg,” (It is I), and the Italians have replaced phrases for “It’s he” and “It’s she” with those of “It’s him” and “It’s her.”

Ellis makes a statement that the phrase “It is I” is a modernism or rather a grammaticism, that is, it was never in popular use but was introduced solely on grammatical hypothesis as to having the same case before and after the verb “is”. The conclusion seems to be that “It’s me” is good English and “It’s I” is a mistaken purism.”

1 Smith’s Studies in Syntax, page 86.
2 Jespersen’s Progress in Lang., page 235.
3 Smith’s Studies in Syntax, page 83.
4 Jespersen’s Prog. in Lang., page 236.

Ellis “is no doubt right in defending “It’s me” as the natural form against the blame of quasi-grammarians; but I am not so sure that he is right when he thinks that “It is I” is due to schoolmasters’ theories, and that "it
does not appear to have been consonant with the feelings of Teutonic tribes to use the nominative of the personal pronouns as a predicate.' He seems to have overlooked the fact that it was formerly used so often with the nominative that we cannot ascribe the usage exclusively to rules of theorists and he could not have interested himself sufficiently to look up the origin of the phrase or he could have found that the nominative was used even in the Old English period.

There seems to be no very definite agreement among the writers on English word usage as to the propriety or impropriety of "It is me," but most of them agree that this phrase is better usage than "It is him," "It is her," etc. R. G. White says "the not entirely vulgar phrase "It is me" is certainly not Anglo-Saxon but may be traced back to a respectable antiquity. Dean Alford says "It is me" is an expression which everyone uses. Grammarians (of smaller order) protest; schoolmasters (of lower kind) prohibit and chastise; but English men, women and children go on saying it and will as long as the English language is spoken." Dr. Latham says "to call such expressions incorrect is to assume the point. The custom has been sufficiently prevalent to transform the forms, 'me, ye, and you' from one case to another." He is inclined to doubt any real favor for "I" except as grammarians have made one. He does not justify the use of "It's him," etc. "The stamp of vulgarity would have disappeared completely by now from the expression had it not been for grammar schools and school grammars; even to the most refined speakers "It's me" is certainly more natural than "It's I."' The King's English says it makes a difference whether writing or speaking as to the form used. "If an ungramatical expression, such as 'It is me,' is in general use among educated people I accept it as such, simply adding that it is avoided in the literary language." "Condemned as these expressions almost invariably are by grammarians, they have on their side the authority of many of the most eminent writers of our tongue." Smith says the idiom "It is me" has spread slowly, but at present is winning its way more rapidly than ever before because grammarians have begun to advocate it.

I could find but little comment on these expressions in the grammars. Buehler says nothing in particular about them, but suggests in one place that children be given extensive 'drill in repeating-in succession the different nominative forms in affirmative, negative and interrogative sentences, as "It is I," "It is he," "Is it she?" "Is it not he?" etc. E. H. Lewis states "In answer to the question, 'Who is it?' we are permitted to say 'It's me' instead of 'It's I,' but it is just as simple to merely 'I.' " 'Me' is used very commonly among correct and pretentious speakers. But even if we say 'It's me' we must not allow ourselves to say 'It's him,' etc. These are vulgarisms." "'It's me,' 'that's him,' etc., are condemned by grammarians because 'me' and 'him' are subjective complements of the verb 'is' and require the subject case, nominative. The vulgarity 'that's him' cannot be defended. It is best, however, not to use any of these objective forms in these constructions." 1


Personal observations of the use of these constructions were made by reading the daily Detroit Free Press for three weeks, particularly the editorials and reported articles, also one month's issues of the Nation magazine and David Graham Philips' novel, "Two Generations." No form of the constructions discussed was found in the magazine. One example, "It was I she declared," was found in the newspaper. In the novel I found two

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1 Jespersen's Prog. in Lang., page 238.
2 White's Words and Their Uses, page 256.
5 Alford's Queen's English, pages 154-55.
6 Moon's Hist. of Eng. Lang., page 274.
9 King's English, page 61.
examples with the first person plural, viz., "It's we ourselves that course for mischief," "Is it we?"; three examples with the first person singular, viz., "Or is it I?" "It certainly is not I", "It is I". No example of "It is me" or similar constructions were found.

The conclusions to be drawn from this discussion are: (1) "It is me" came to be used through the influence of position on "It is I"; (2) historically and grammatically the constructions with the nominative form of the pronoun are correct; (3) careful speakers and writers do not consider "It is me" entirely incorrect. They do use it but make a distinction as to written or spoken language. "It is I" is preferred in print and writing. (4) The majority of critics of English usage consider "It is me" better English than any other objective form of the pronoun with "It is"; (5) Many examples of the objective forms are to be found in the writings of eminent authors since Shakespeare, and the more recent ones show greater frequency of the usage than ever before; (6) The objective forms are commonly used in daily conversation of all classes, but only the fastidious and precisionists still insist on "It is I", etc.; "It is me" is rapidly gaining favor but it cannot be said to be established good usage because there are still a sufficient number of eminent writers and speakers who persist in using "It is I" and thus prevent the adoption of "It is me" as the best usage.

"The standard of speech is the usage of the cultivated and intellectually good." Good usage is established by the best and greatest speakers and writers. Not only good usage but present good usage settles disputed expressions.¹

¹ Lounsbury's Standard of Usage, pages 81-119.
—EDITH M. GARBETT, '12.

Miscellaneous Contributions

SUGGESTED OUTLINE FOR FIFTH GRADE GEOGRAPHY.

Pupils enter fifth grade with knowledge of home geography and of primitive life in typical vegetation regions. They are ready to widen their knowledge beyond home geography study and consider more closely the problems of people nearer their home situation. Consequently a study of the United States according to definite localities is made keeping in mind the following aims: (1) To establish fact memories of important geographical names and locations. (2) To aid pupils to visualize the appearance of a given area, striving to present such impressions as a traveler through country and city might gain. (3) To build up a well-organized concept of the region including the factors of plant, animal and human life, location, climate and physiography.

In order to secure the best and most effective results in attaining the above aims, the following method of procedure is suggested. The pupils take a journey through a definite area of the United States starting from a definite center. They discuss railroads, fares, distances and directions for the trip. What will be seen along the road is thoroughly considered. Then certain big points are selected for interesting study of the region they intend visiting, being very careful to avoid a stereotyped procedure, as for example,—always teaching just these topics in just this order,—location, surface, climate, plants, animals, people, occupations, cities, etc. Relative emphasis in topics should vary greatly for different regions. Vary the topics and vary the order.

Following are suggested topics for work covering distinctive areas of the United States, the northern and southern portions of the Mississippi Valley. Other areas can be worked out in a similar manner.
MISSISSIPPI VALLEY: Northern portion—Prairies, (Kalamazoo as starting point).

Chicago: Location, population, climate, original site and early history, stores, parks, educational institutions, industries (visit to stock yards).

Minneapolis: Location; flour mills and grain elevators.

Wheat Region: Location, extent, general appearance; visit to wheat farm in Red River Valley.

Trip from Minneapolis to St. Louis down the Mississippi river: History of this region; river scenery, river traffic;

St. Louis: Location, population, climate; reasons for commercial center; compare with Chicago.

A journey on the Great Lakes, stopping at Toledo, Cleveland, Buffalo, Niagara Falls, Detroit, Soo Canal; visit an iron mine in the Lake Superior region; visit to Calumet and Hecla copper mine; visit Duluth.

A trip through lumber regions: Wisconsin, Michigan and Minnesota.

MISSISSIPPI VALLEY; Southern portion—Gulf coastal plain (Mobile as center):

Mississippi jetties: New Orleans. Location, early history, shipping facilities; a visit to a sugar plantation; a visit to a cotton plantation.

A trip up the Mississippi river to St. Louis: Note rivers, scenery and levees.

A trip through grazing section: Guthrie, Oklahoma; San Antonio, Texas.

LAVINA SPINDLER.

MY FIRST EDUCATIONAL ASSOCIATION IN WASHINGTON.

While some of my friends and many of my professional acquaintances were finding their way about University Hall or inquiring for Barbour gym at the State Teachers' Association at Ann Arbor, I was being directed to the Lewis and Clark High School in Spokane where the Washington Educational Association met this year. As I went through this fine, new public school building, so complete in every respect, I thought no more fitting tribute could have been made by the citizens of Spokane to the two great explorers than to name this beautiful building for them. I have never felt more truly patriotic than when I stood in the large auditorium and saw on the wall at my right a life size portrait of Lewis, and at my left that of Clark, each artistically and effectively draped in the American flag. I know not whether it was because I was two thousand miles away from home and the flag made me feel that there at least was something which bound me to my former life, but at any rate the tears came.

There was not much time to dry them for presently Pres. George E. Vincent of the University of Minnesota was introduced and delivered a splendid address on "The New Social Philosophy" in his usual fluent and convincing manner. The other principal speakers at the association were Pres. Thomas Kane of the University of Washington, Pres. Bryan of the State Agricultural College, Supt. of Public Instruction, Mrs. Josephine Preston and Prin. N. D. Showalter of Cheney State Normal School. These men and women discussed the educational problems of the state from the point of view of the state institutions which each represented.

The membership of the association is made up of teachers from all the educational institutions from the rural schools to the university. The two hundred teachers who attended manifested their interest in school affairs by coming the long distances which were necessary for those living west of the mountains and on the coast.

One of the questions discussed at the general meeting and at the sectional meeting of the county superintendents was that of rural supervision, viz., special supervision for the rural schools of the state by persons who will devote all their time to that part of the work. Many of the counties in this state cover large territories making supervision by one person impossible. A bill providing for this was intro-
duced before the last legislature and, though it was defeated at that time, is sure to come, for when the people demand what is right they usually get it—in Washington.

—MARY ENSFIELD, '06.

AGRICULTURE IN EGYPT.

Time of Christ: In the beginning of August the tide came in and the waters overflowed the plains of Egypt. As the Nile rose the peasants were careful to remove the flocks and herds from the lowlands. If any corn or other produce could be cut or torn up by the roots in time to save it from the flood it was conveyed on rafts to the next village. When the river overflows the land the people sow their fields and when the water retires they drive the pigs over the plain to tread in the seed.

One of the implements they used to keep the weeds from the fields was the hoe, which was made of wood, in shape something like our letter A, with one limb shorter than the other and curving inwards. The handle was of uniform thickness, round and smooth, sometimes with a knob at the end, and the lower extremity of the blade was of increased breadth, either brought to a sharp point or rounded at the end. The blade was inserted into the handle and bound together about the center with a twisted rope.

The plow was made entirely of wood. It consisted of a share, two handles, and the pole or beam; the last was inserted into the base of the handles, and was strengthened by a rope connecting it with the heel. It had no coulter nor wheels. It was drawn by two oxen and a man guided and drove them with a long whip, without the assistance of reins. He was sometimes accompanied by another man who drove the animals, while he managed the two handles of the plow. Cows were occasionally put to the plow.

NEVA DRUMMOND, H. S., '16.

Present Time: The agriculture of the modern Egyptians differs little from that of the olden times. The cause of this lack of progress has been due to the political condition of the country rather than the physical. While the Pharaohs were kings, Egypt was an agricultural country, more than it has ever been since.

The people spend a great deal of time in tending the land. Their main work has been to conduct the water of the Nile over parts of the soil that are not above the level of the river, and where it is above the level to raise it by artificial means to the higher parts at different times of the year. They have shown wonderful skill in conveying the water upon the land by canal systems and dams, but for raising the water above the level of the river they use the rudest contrivances.

When the land is flooded it is plowed by a hoe and the seed is sown. Often goats are driven over the fields to trample the seed into the ground. Wheat is the most important product. After plowing and sowing, the crop is left to ripen. When ripe, the reapers cut the wheat just below the ear. The ears are carried in baskets by men to the threshing floor, where they are threshed by cattle trampling over the grain. Other kinds of grains are sown and harvested in the same way.

The Egyptians take great care of their gardens, which are divided into different parts. The principal parts are used for the vineyard, sycamore and the date tree. The vines are trained on a trellis-work supported by rafters resting on pillars and a wall extending around it, separating this part from the rest of the garden. When the grapes are gathered, the bunches are carefully put into deep baskets, which men carry to the wine press. All the agricultural implements of the modern times are still very rude in construction. There is one machine that is used by a few of the people. This is called the “norag,” which answers the same purpose as our threshing machine. The straw is cut and is used for fodder for the cattle.

HELEN BARNETT, H. S., '15.

WELLS IN EGYPT.

The wells were usually original springs with rough curbing around
them. The water was raised out of the wells by buckets and the shadoof.

The shadoof consisted of a pole resting on a beam across two columns of mud or brick. A heavy weight was placed at one end and a rude bowl-shaped bucket at the other. These were suspended by a stick. A man stood beneath this pole and, assisted by the weight, was able to push the bucket down into the well and then pull up a bucket of water.

MABEL TYLER, H. S., '16.

LATIN INCIDENTS.

The question is often asked by the uninformed, What is the use of studying Latin?

The following incidents tell their own story and answer this question:

Recently one of our city's leading newspapers printed this: The “Veni ad Classicam Societatem” of the Normal School will meet, etc.

We should like to have a short interview with the proof reader of that paper and tell him or her, as the case may be, that the above means “Come to the Classical Club,” and that there is a very live organization by that name but none by the peculiar title given in the aforesaid journal.

The following conversation was overheard by a prominent woman in Ann Arbor, the wife of one of the leading professors there, and she is a woman of undeniable veracity. This happened during the State Teachers' Association and we are very sorry to say the speakers were teachers who had come to attend that big meeting. Said Miss A., looking over the program of the meetings she held in her hand, “Didn’t Kelsey write Caesar?” Miss B. answered, “I don’t know, I never studied Latin.” Miss A. continued, “Yes, I know he did, for I had just a little Latin in High School.” “But,” said she, “I can’t make out how Prof. Kelsey is down on this program as one of the speakers. I thought all those old fellows who wrote Latin were dead long ago.”

HOW TEACHING FEELS.

Dear Sir: I am so full of teaching and like it so well, that I must write you a little about my school. Have just thirty very lively, wide-awake children. Six little tots in the first grade and nine in the eighth. I think I find the work hardest in the eighth grade. The little ones are so interesting it is very hard to keep from giving them all the time.

Just now we are getting ready for Thanksgiving — learning suitable stories and poems. Our paper cutting is along this line, too. We expect to have a Thanksgiving program and invite the parents in. The children are making these invitations.

We had a social, Hallowe’en night and the proceeds went toward things which will help make our room brighter and prettier. The program that night consisted only of stories and work done so far in school.

As a whole I certainly do enjoy my work very much, but now and then I rather wish I were back at the good “Old Western State Normal.” But I am able to keep in quite close touch by taking the Normal Record.
Holiday At this season of the year Greetings more than any other do we feel that glow of friendliness toward everything and everyone. Christmas spirit is the most delightful, most successful peacemaker we have. Even the heart of the old miser Scrooge was melted by this vital something which makes us sing carols and chant praises. There can be no malice, no sorrow, no discontent if we catch the true Christmas contagion, and we cannot help but catch it. It is physical, mental and spiritual so that everyone may be able to be one with it. As children, we hung our stockings by the fire or sat expectantly in the high church pew awaiting the calling of our names by the improvised, but none the less satisfactory Santa Claus who took from the festive tree, the wonderful gifts. Today our chief joy and happiness at Christmas time is in the happiness itself. We thrill with something of the joy experienced by the Wise Men of old—when we hear a chorus of glad voices singing “Hark, the Herald Angels Sing!” and we become possessed with the desire to go out and do for others—to make this the birthday into our own life, so to speak, of that principle for which the Christ stood and lived—service to mankind. Surely this is the true Christmas spirit for it was the Christ spirit, and unless we feel this we may as well be celebrating Independence Day or Arbor Day. And now that season is fast approaching and we will soon become imbued with the giving, happy, Christ-like spirit which prompts us on to nobler and better deeds. May this year be the truest expression of Christmas ever experienced by the readers of the Record and the editors extend most hearty wishes for a very merry Christmas and a Happy New Year.

Senior One of the most brilliant social functions of the season was the party given on Tuesday, Nov. 11, by the Seniors to the Juniors. The gymnasium adorned in autumnal fruits gave a happy harvest effect and the spirit of the entire evening was gay and merry. Across the room were stretched wires from which hung myriads of ears of yellow corn and paper pumpkins, and in the center hung a huge paper pumpkin. The run-
ning track was banked with oak tree limbs, and the lights about the entire gymnasium were covered with pumpkin-colored crepe paper and adorned with an oak twig. In every corner stood a pile of corn shocks, and these, together with the rustic furniture, made very attractive and inviting cozy corners. The stage was banked with corn shocks and limbs of oak trees with the finishing rustic touch consisting of a miniature log cabin. Fischer’s orchestra furnished the music and on this occasion they seemed to excel even themselves. Their appearance, one by one, from various nooks and corners of the room and their garb of overalls and straw hat, were unique and mirth-provoking. Festivities opened with a so-called literary walk, where the progressions aided in getting acquainted and in breaking the ice for an informal evening. A short program consisting of a musical number by the Glee Club and two aesthetic dances by girls from Miss Frost’s class, broke up the monotony of an entire evening of dancing. Surely this was a successful party and it is the writer’s wish that we may have many more of its kind.

Personal Responsibility. We do not value the Western Normal by the worth of its buildings nor entirely by the number and worth of the faculty, or by the number of students enrolled. What the Western Normal means to us depends, in a great measure, upon what we individually put into it. If we simply learn lessons assigned and merely do work prescribed in the year book we are not getting all that we might, nor do we enjoy school to the full extent. It is loyalty to our school that makes us love it. There are many ways in which students may show their loyalty and spirit, especially in a school like ours, which is young and has its traditions—many of them yet to form. One way when there is a school function of any kind each should feel his responsibility in making it successful. There are several opportunities for this during the year, parties, plays, Christmas festival, Arbor Day, commencement and other days. If you cannot do something in helping prepare or give the entertainment there is still one very important thing you can do—be there.

Governor’s Proclamation. Thanksgiving has rarely if ever been more happily interpreted than by Governor Ferris in his official designation of the date this year, which is here quoted: “Just a ‘thank you’ thrills the heart of the receiver and reveals the kindliness of the giver. Gratitude is contagious, gratitude enriches the home and the state, gratitude makes life worth living. During the past year Michigan has shared with the Nation in peace and prosperity, in civic and religious progress, in an appreciation of health and sanity. The residences of Michigan have had the courage and faith that conquers. To God, the source of all power, it is fitting that we devote one day to praise and thanks giving in the spirit that shall brighten and beautify all the days of all the year to come.”

A Unit. School life is an inclusive rather than an exclusive situation. We do not gather in places like this to develop indifference to any human interest, whether this interest be individual or social. We are all here to exercise and sensitize personal and social responsiveness. Every person who comes under one’s observation or into one’s acquaintance is a means of educative suggestion—possibly as an ideal realized—or, perish the thought, as an horrible example. None the less, each and every group or social activity has its use as an exercise in social responsibility, and certainly the use and improvement of our social sense is a fundamental need. Multiplied personal acquaintances, and an expanding group of real friends, together with definite, active identification as responsible members of the numerous organized activities open to us, make up a worth while superstructure of
life to engage our attention in addition to our scholastic interests. And all together affords a satisfactory consciousness of participative life.

Growth in Attendance. The editors are indebted to L. H. Tanis, '15, for the appended graph showing the growth in attendance in the Western Normal since the beginning. The horizontal part of the line, which represents the years 1910-11-12, is directly related to the financial support of the school. Here were years of struggle to merely hold the position already gained, and that the heavy financial handicap was not more disastrous was due to the active support accorded the administration by students, faculty and friends of the school generally; and to the indomitable courage of the president. The graph is self-explanatory, figures at the bottom are years and at the side hundreds of students. The Record will be very glad to get for publication a similar graphic showing of the proportion of men and women students enrolled year by year.

TRAINING SCHOOL

MUSIC IN THE TRAINING SCHOOL.

By the use of the new graphanola in Training School we expect not only to give pleasure to the children, but also a greater appreciation of music. Beside using it in assembly when all grades hear it together once in three weeks there is a half-hour lesson given in the grade rooms. The name of record, composer and artist is put on blackboard and pronounced for and by the children. In some grades the classes write the name of records in their music books.

If a record has any distinctive feature, noted artist, where sung in opera, etc., it is told before record is played. Before the end of lesson the class is given opportunity to choose records. The humoresque played by Elman is a favorite in grades above the fourth, and in the seventh and eighth the Echo Song by Tetrazzini is usually asked for. There are three or four Mother Goose and "Gaynor" records, which the kindergarten and primary grades especially enjoy.

A new plan is being developed in third-grade music. They are using books for the first time and are learning to follow the melody by touching the notes while the teacher sings the song and then singing it after her. The books have large notes and letters, being made especially for this work. In this way they are learning more songs and singing more than is possible by the old rote process. At least twenty-five songs have been learned already this term. Beside this the books lend a new interest to all the music work.

ASSEMBLY PROGRAMS.

Thursday, Nov. 6, in charge of kindergarten:
Songs—Bye Baby Bunting, Grocer's Horse, Mother Goose Rhymes, dramatization of Old Mother Hubbard, Jack and Jill, Little Muffet, Hallowe'en games.

Thursday, Nov. 13: Victrola records, Humoresque (D'Vorak) Elman; Swiss Echo Song, Tetrazzini; Marie, trio, violin, flute, piano; Adoration, Borowski.

Thursday, Nov. 20, story hour by pupils from Grade 6.
Song School
Reynard, the Fox...Theodore Blakeslee
Mr. Rabbit ...Alberta Hyman
Song School
The Greedy Blacksmith...Leon Giden
The Four Clever Brothers...Harriet Young
Song School
Boots and His Brothers...Helen Hartzell

Wednesday, Nov. 26: Introduction to Thanksgiving play. Setting is that of a living room in Revolutionary period. Grandmother is asked by the fireside group to tell the story of the Pilgrims.
The following scenes are given:
a. Pilgrims in Holland.
b. Pilgrims going to church.
c. First wash-day.
d. Thanksgiving feast.
Colonial dance.
Thanksgiving hymn.

NOTES.
New type has come from Chicago for the print shop and the sixth grade boys are printing the texts for the Christmas cards this year. The pupils of the Training School will make their own decorative designs for the cards, so that each will be pretty and individual.
The copies of the Unit Poems have arrived and have been distributed in the different grades. The poems are to be enjoyed, in some cases memorized, and all are pasted in note-books.
The pupils of grade three are showing some little boards for the game of Ring the Peg. These they have made in their woodwork classes. They also made reed rings wound with raffia. Another interesting problem has been the making of bean-boards. These are nicely stained and will form Christmas gifts in the several homes. Meanwhile the pupils are making use of the above for number games.
The Thanksgiving offerings of the children of the Training School will this year be turned over to the Civic League to be properly distributed. Last year each grade helped fit out a particular family, recommended by the district nurse, with clothing and some food supplies. It was felt then that the generous response of the children to the report of the visiting children's committee to these families resulted in too great an amount of "outdoor relief," and that this year it would be wiser to co-operate with the proper charity authorities in the matter of this form of civic responsibility.

On Friday afternoon, Nov. 22nd, a goodly number of children from the Training School, in company with the practice teacher in art for each grade, visited the art exhibit at the new high school building on Vine Street. The children enjoyed especially the school exhibits and the prints shown by the Elson Company. Among the latter were many pictures directly related to their geography and history work. The sixth grade, who last year made a study of the ancient Greek people, their myths, and the famous Parthenon, eagerly lingered over the numerous pictures of those subjects, while the third grade were intensely interested in several pertaining to Egypt. One small boy went back down the corridor, saying "I just have to have one more look at that old Sphinx."

For the more advanced grades, including the Normal students, the work from the Muskegon Hackley Manual Training School furnished a wealth of suggestions, as it demonstrated in a very strong way the successful union of school art with commercial and craft work.
A beautiful reproduction in colors of Breton's Song of the Lark was loaned by the Normal School.
All of the instructors in the art department were represented in the work by local artists.

The fourth grade pupils have been preparing a Thanksgiving table and to that end have decorated plates and constructed turkeys for centre pieces. Other grades have made place cards, posters and various favors.

The rest of the term the art work at the Training School will be given over to Christmas preparations.

THE CHRISTMAS FESTIVAL

The Christmastide of all the holidays in the year appeals to old and young alike. It is the time when mirth and gladness fill the earth. The time around which traditions and customs cling, traditions and customs which have come down through the centuries, and are dear to the hearts of the people to whom they are a heritage. So in a school, where busy days and large numbers make getting together to throw aside care and work a rare occasion, it seems that no happier time could be chosen for the gathering together of faculty, students and children for their time of merry making than the Christmas time.

True merrymaking means that each one is taking a part. When nearly a thousand people gather for a merrymaking it means that much careful planning must be done, if each one is to have a part, and not a few perform while the others watch.

When it was decided that all departments of the Western State Normal School should unite in celebrating Christmas this year the problem of what to do was given to the class in "drama and festivals." The problem was to work out some plan in which each member of the school could take a part, a plan which would not involve very much work for any one person or any one department—for the moment a burden is imposed the joy of participation is lost; a plan which would bring a large number of groups into a united whole, with the result that young and old, large and small, all enjoy the coming together.

After much searching, submitting of plans and consulting, it was decided to have a festival procession representing the Christmas customs of different nations. The tentative program is given below, which shows how the idea has been worked out. The school is divided into groups representing different nations, so that each member of the school will be in the procession in costume. It is the idea to have the costumes suggestive rather than representative, as it does not seem desirable to have the time given which would be demanded if perfect representations were made. Some of the groups have special parts to play; these parts will be rehearsed in the department which is responsible for the part. There will be no general rehearsal.

On Friday, December the twelfth the groups will march in procession about the gymnasium, finally taking the places assigned to each. Those having a special part to play will present it either on the stage or in the center of the room, presenting it for the first time to the entire school.

The main idea of the Christmas celebration is a maximum amount of enjoyment, with a minimum amount of work.

The Spirit of Christmas with her attendants, Peace, Good Will, Frolic and Happiness, will review the Christmas customs of various nations. The countries and customs represented will be:

**Sweden**—
Bringing in of Yule log.
Putting out sheaves of wheat for the birds.
Dancing and caroling.

**England**—
Presentation of Nativity Play.
Caroling.
Lord of Misrule and his followers:
Hodening.
St. George and the Dragon Play.
Hobby horses.
Morris dance.

**Germany**—
German customs by German department.
Lighting of Christmas tree.
Christmas songs.
Caroling by troupes of beggar children.

France—
Church processional with gift offerings.
Contrast of Louis XIV and modern customs.

Italy—
Shepherd’s playing.
Procession of boys caroling.

Holland—
Procession of boys asking pennies for charity.
Caroling and dancing.

Russia—
Masking as animals.
Dancing.

America—
St. Nicholas and his reindeer.
Representation of Christmas toys.
Representation of Christmas menu.
Dancing about the tree.
Caroling.

A MASQUE OF THE HOLY NIGHT.


As the name implies, the shepherds, the three wise men, the chorus of angels, Mary, Joseph and the Babe, figure in this play in the usual way.

That which gives the representation its character of "masque" is that in this, the Ox, the Ass, the Cock, the Raven, and the Lamb are personified. They utter their usual animal sounds, which, slightly modified and, by a clever play upon words, are made to be the means of announcing the birth of the Messiah. Roman words are used, as follows: Cock, "Christus natus est." Raven: "Quando?" Ass: "Hoc nocte." Ox: "Ubi." Lamb: "Bethlehem."

The Ox and Ass appear showing their heads only over the stable wall.

It is planned that the costuming of the masque, with the assistance of the domestic art department, will be a chief part of the interest of the performance. The choruses and solos will add dignity.

THE CHRISTMAS TOY SHOP.

The junior and senior kindergarten students have planned as their part of the Christmas Festival an American Christmas, taking as their setting Santa Claus in his work-shop testing out his toys just previous to loading his sleigh for his "Night Before Christmas" journey.

Each student has made out a diagram of the best arrangement of the toys, also described in detail the dramatic effects of the entrances, the rhythms, etc.

Here is a typical one which may prove suggestive to our readers:

Santa appears in shop, blows nose, wipes specs. Takes out notebook and pencils. Whistles for Pixies.

Santa tries out balls. Pixies assist. They bounce balls to sleigh. Pixies help them into sleigh.

Teddy Bears—Pixies wind bears up. They see that legs are properly jointed. Pixies lead them to sleigh.

Jack in Box—Santa and Pixies see that boxes are solid. Examine to see springs are all right.

Dolls—Dolls are also inspected. Pixies assist in dressing them.

Candy—Hippity Hop. Push candy to sleigh.

Toys are lifted from sleigh and the scene ends with a mad frolic.

At present writing the costumes are in the making. This, too, has been a group problem and many valuable suggestions have the balls received from the dolls, the Teddy bears from the Jacks-in-the-box, and vice-versa. The juniors will co-operate by representing Santa’s sleigh and his eight tiny reindeer. The second grade in the Training School will be Pixies or Elves, Santa’s helpers to help dress the dolls, see that the toys are in good working order, etc. The first grade and kindergarten children will dance or skip to the candy shop when Santa orders the Pixies to roll the great sticks of candy into the sleigh.
ART ITEMS.

The great utility of the splendid exhibit made by the Kalamazoo Art Association in the corridors of the new city high school building the third week in November, is indicated in part by the notes about the enthusiasm of visiting children, which may be read in the Training School department of the Record. If all who saw the exhibit could be heard to express the thanks which they feel, the faithful, hard-working members of the association would be greatly encouraged.

The Record is proud of the great activities of the instructors in art in the Normal, and of their effective cooperation in the work of the City Art Association. Miss Goldsworthy’s self-forgetful devotion as expressed in her tireless fidelity to all art interests cannot fail to permanently inspire her students.

MUSIC NOTES

Mr. Maybee sang at one of the faculty concerts of the University School of Music, Dec. 4.

Mrs. Hildred Hanson-Hostetter sang a solo at the banquet given by the Art Association at the Burdick Monday evening, Nov. 24. Mr. and Mrs. Maybee appeared on the same program, singing a duet.

A special music program will be given each month at the assembly exercises during the winter term.

A taste of the beautiful and difficult oratorio “Messiah,” by Handel, was given to students and instructors in the assembly of Tuesday, Nov. 25, as a preface to the final presentation of this wonderful work by the combined choruses of the Normal School and Kalamazoo Musical Society, Wednesday evening, Dec. 10, in the gymnasium of the school. Mr. Maybee, under whose trained and efficient leadership the “Messiah” is being given, gave a brief analysis of the oratorio in assembly, also singing some of the difficult numbers in addition to directing the large chorus. Besides solo numbers beautifully rendered by Mrs. Hildred Hanson-Hostetter, Mrs. Harper Maybee, Mrs. G. B. Rogers and Mr. A. A. Glockzin, several of the choruses were sung with a finish which at once established the organization and its leader in the foremost ranks of the city’s musical interests. Mr. H. Glenn Henderson as pianist on this occasion furnished his usual artistic accompaniments. A program replete with enjoyable features sums up the preliminary program to the “Messiah.” Its numbers follow:

Chorus—And the Glory of the Lord.
Recit—For, behold, darkness shall cover the earth.
Aria—The people that walked in darkness.
Mr. Maybee.
Chorus—O thou that tellest good tidings to Zion.
Aria—Come unto him.
Mrs. Harper C. Maybee.
Aria—He was despised.
Mrs. G. B. Rogers.
Aria—Rejoice Greatly, O daughter of Zion.
Mrs. Hildred Hanson Hostetter.
CHORUS REHEARSAL FOR MESSIAH, GIVEN DECEMBER 10
ATHLETICS

WINTER ACTIVITIES.

Basketball will comprise the greater share of the athletic activity during the winter months. Class games will be played up to the holiday vacation, after which a regular school team will be chosen from the most likely looking candidates and a schedule with teams from outside schools will be indulged in. Although the Western Normal has never done much in the way of basketball, except that class games have been in vogue for the past three seasons, it is hoped that a representative "five" can be turned out that will be able to hold its own among the teams from neighboring colleges.

The schedule will probably contain such colleges as Albion, Olivet, Hope and Hillsdale, the Battle Creek Training School and Ypsilanti and Mt. Pleasant Normals.

The following candidates look promising: Barker, Sooy, Smith, Tryon, Anderson, Empke, Jacobson, Wilbur, Miller, Hootman, Plough, Curtis, Corbat, McIntosh and King.

ANNUAL MEN'S DINNER.

At the annual men's dinner, which was served in the luncheon room of the Training School on Friday evening, November 21, there were 200 men present. Every feature of the occasion had been carefully looked after by Professor Wood and members of his student committee of general arrangements; by Dr. Cameron, who had the program in charge; and by Miss Moore, who was responsible for the preparation of the menu, and the serving of the same with efficient help of her students in domestic science. Professor Maybee and the Men's Glee Club enlivened the evening with voluntary songs as well as by the songs on the program. Coaches Taylor and Seitz, the high school football team, and Messrs. Hall and Osborne of the city newspapers were guests.

SONGS.

The Yellow and the Blue.
The Three Chafer.

Nut Brown Maiden.
Sung by the Glee Club.

Spaghetti with Tomatoes
Turkey

Cranberry Sauce
Coffee

Ice Cream
Rolls
Cake

PROGRAMME.

Toastmaster, Dr. Cameron.

Toasts.

"How it feels to captain a winning team" Graham Barker
"Victory" Mr. T. P. Hickey
"Giving signals" G. M. Sooy
"Griddle Cakes" Dr. E. Burnham
"Team Work" E. T. King
"Old and new in football" Dr. Wm. McCracken
"Class spirit in football" A. E. Bowen
"1915 in football" A. E. Snellink
"How to pick a winning team" Will Anderson, Capt. Elect
"Troubles of a coach" Coach Wm. Spaulding
"Future of Athletics at W. S. N. S." Pres. D. B. Waldo
FOOTBALL FROM THE PLAYERS’ STANDPOINT.

The Fourth of July has hardly passed when the followers of the great college game of football and more especially those who have played in or are contemplating doing so, begin to think, speak and act in terms of pigskin and gridiron. The intensity of this tendency rapidly increases, till at the opening of the season, the enthusiasm of those who have decided to try for the team is unbounded.

They joyously and noisily don their “monkey suits” and rush forth to the field, just aching to tear up the sod and show the coach their marvelous playing ability. This jubilant and hilarious spirit lasts for several nights while the light preliminary work of conditioning is going on; but gradually and steadily decreases as soon as the real work of rounding a squad into shape commences. Right at this point a man shows what kind of stuff he is made of. The candidates are temporarily divided into two squads, called, for the sake of convenience, the first and second teams. Naturally there are some who, not being known to the coach, and not having had the opportunity in the short time they have been out for practice, of showing up their best qualities, are placed on the second team. This is, of course, discouraging at the very outset; but if a man has the sticking qualities so essential to the successful player, he will be out in a suit till the very last practice. If he is not a fellow of this type the coach is glad to find it out at the beginning rather than later, for there is no place on a football team for a quitter.

The practice continues for several weeks, gradually becoming more and more strenuous as the men grow accustomed to it. The day of the first game arrives and the moment when the coach is to announce the line-up is one of great expectancy, for it means joy and exultation for some and sorrow and disappointment for others. However, this is merely one phase of the remarkable disciplinary power of
the game, and no hard feelings are the result.

The first practice after the game is a trying one for both coach and players. The men are stiff and sore and have no desire for hard work, while the coach realizes that every moment must be utilized in order to turn out a winning aggregation. The drill is kept up the rest of the week with the "pep" of the bunch rapidly disappearing, only to be rekindled by the stirring words of the coach immediately preceding the game.

Thus the season drags on. Practice steadily becomes more irksome and monotonous, while the only bright spots are the weekly games. Football is now past the play stage, and is rapidly assuming the aspect of hard work. The men are behind in their school work, training is becoming a mighty tiresome proposition and, in addition there is the nightly "grilling" which leaves them tired out and fit for nothing but to "hit the hay."

But in the oft-repeated phrase, "it is darkest just before the dawn," and a light in the guise of school spirit is already breaking through a rift in the clouds (deep stuff). It is a week before the big game and even now an intangible something is making itself felt among the members of the team. They are aroused from their lethargy and a large amount of spontaneous "pep" is noticeable. The practice period has undergone a miraculous metamorphosis. From a two and one-half hours of hated routine it has changed to a period replete with blood-curdling whoops of "rip 'em up," "kill 'em," etc., and characterized by snappy charging, savage tackling, and clever blocking. There is no need for the coach to goad the men on with entreaties, commands, and threats, for each and all realize that the time of preparation is short and revenge is sweet.

On the day of the big game, the school spirit and enthusiasm, which, with the aid of mass meetings, have been rapidly developing all the week, have reached a climax. Every man on the team is imbued with the idea that to lose would bring lasting disgrace upon himself and his school and is determined to win or "bust a spender."

To play in this game is the acme of desire and is well worth the long weeks of arduous preparation. He, who has never played football cannot appreciate the full significance of this statement. He cannot realize the fierce joy of matching one's strength, speed, skill and wits against those of one's opponents, nor can he understand the exultation accompanying a clean tackle in the open field, charging through the opposing forwards and breaking up a play, a long dodging run through a broken field, or a wriggling, twisting, squirming ten-yard gain through the line.

Nevertheless player and spectator alike can enjoy to the fullest extent a well-earned victory over worthy opponents, and can join heartily in the celebration of such an event. More might well be said in regard to the friendships and the mental and physical development directly attributable to the game; but time and space forbid. However, this fact stands out pre-eminently that from the players' standpoint football is decidedly worth while.

GLENN SOOY,

NEWS ARTICLES

CHILD WELFARE EXHIBIT.

In view of the general interest shown in the exhibit of children's clothing a year ago the Child Welfare League, comprising mothers and teachers of young children, are endeavoring this year to arrange an exhibit of books, pictures and play materials that have proven their right beyond question to be of special value in the house. To this end 1,000 slips have been sent to the homes for suggestions outlined as follows:

Child Welfare Exhibit.

Kindly fill out the following to assist the Committee in selecting the most valuable play materials, books and pictures for the Child Welfare Exhibit. Return at your earliest convenience.
What book for children has been of greatest value in your home?
Name ___________________________  Author ___________________________

What picture has given greatest satisfaction?
Name ___________________________  Artist ___________________________

What has been the most satisfactory play material?
Name ___________________________  Now obtained? —
Store ___________________________
Home-made _______________________
Can you give a reason for the satisfaction it has given?
Name of parent ____________________  Phone ___________________________

From these returned slips various committees will choose those books, pictures and toys which are most often repeated and which show widest interest from standpoint of the home; the school will also contribute as well as shops and stores. In this way we hope to show a representative exhibit that will prove suggestive to parents in selecting for the holiday season so near at hand, and also reveal untold possibilities in home materials that are so often wasted. The Exhibit will be held Dec. 5 and 6, opening Friday, 2 p.m., closing Saturday, 9 p.m. Through the courtesy of the Y. M. C. A. Board of Directors the same rooms will be used as last year. Literature relative to the educational value of play will be distributed.

RURAL SOCIOLOGY SEMINAR.

The general topic of the Rural Sociology Seminar for this term was "The Rural School," and it has been studied under four sub-topics: The rural school plant; the social life of the rural school; the administrative problems in rural education; and the preparation of teachers for rural schools.

The rural school plant was discussed under the heads—types of rural school buildings, decorations, buildings and grounds, equipment and furniture, sanitation and care of property, and experiences in improving the school plant.

The social life of the rural school was approached from the points: Play in the rural school, play ground apparatus, inter-school contests, mothers' clubs, and crediting home work.

The administrative problems in rural education considered were: Best unit for administration, units for supervision, work of the county superintendent, supplementary supervisors, and consolidation.

In getting at what is now being done to prepare teachers for country schools reports were made as follows: Present minimum requirements for beginners, what universities are doing, what normal schools are doing, the work of county training classes, the work of high schools, and the agencies for growth in service.

A social meeting of the seminar was held Nov. 20 and officers for next term were elected as follows: President, Frank Kolar; vice-president, Louise Campbell; secretary and treasurer, May Hazel.

WOMEN’S ROUND TABLE.

The Women's Round Table of Southwestern Michigan, held its first meeting of the year Friday evening, October 31, in Ann Arbor. Dinner was served in the Knights of Columbus Home to fifty, including members and guests.

Miss Strahan of Grand Rapids, president of the organization, presented Miss Gage of the Western State Normal School, who acted as toastmistress. The speakers were Mrs. Gudrun Thorne Thompson, of Chicago; Mrs. A. Starr Best, president of the Drama League of America; Prof. Richard E. Dodge, of Columbia University, New York City; Dr. M. V. O'Shea, of the University of Wisconsin, and Earl Barnes of Philadelphia. All of these speakers treated some phase of the topic "Socializing Influences Within the School."

This organization is now one year old, having been formed at a meeting held in Kalamazoo one year ago last month. Its purpose is to provide the
GILMORE BROS.

CL. Now in Full, Fine Christmas Readiness.
CL. Providing in every worthy grade, the broadest assortments and best values to be found in this vicinity.
CL. Besides the great Christmas stocks we are showing,
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CL. For the Young Man: A stock of Furnishing goods that would do credit to any exclusive Haberdasher in the country. Shirts, Neckwear, Hosiery, Underwear, Collars, Garters, Handkerchiefs, Suspenders, Sweaters, Pajamas, Belts, Jewelry, Umbrellas, Trunks, Bags and Suit Cases, etc.
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opportunity for discussion of educational problems and for widening professional acquaintance among the women engaged in educational work in southwestern Michigan.

The aim has been to make the membership as representative as possible, the following educational interests being represented at the present time: Public schools (superintendents, principals, supervisors of various branches of elementary and high school departments, and grade teachers), State Normal Schools, county Normal Schools, private schools, boards of education, libraries and county commissioners.

The next meeting will be held in Kalamazoo, January 10.

CLASSICAL CLUB.

The officers of the Classical Club for 1913-1914 are: President, Barrie Walworth; vice-president, Wayne Barney; secretary, Cleo Wood; treasurer, Harold Vanderberg.

At the regular meeting of the club, the first Friday in November, Miss Devona Montgomery gave a very interesting talk on Rome, illustrated by stereopticon views, furnished by Mr. Hickey, who is most generous in loaning books and pictures of interest in the work of the club.

The next meeting was of a social nature. The Tuesday preceding the Thanksgiving recess Miss Spindler told the club how she spent last Thanksgiving day in Rome. This was an informal talk in the rotunda of the Training building and was followed by games and light refreshments appropriate to the season.

PATRONIZE OUR ADVERTISERS

NEWS NOTES.

Miss Amelia Anderson of Bessemer, Michigan, who was connected with the Training School as critic for several years, has been the guest of Mrs. D. B. Waldo and Miss Spindler during the past few weeks. She will remain in Kalamazoo, assisting in the library.
HIS machine has recently been installed by the Horton-Beimer Press, thus augmenting their efficient service for quality printing.

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4% on Savings Books and Certificates
President Waldo has been appointed conductor of a teachers' institute to be held in Dowagiac February 3-4. One of the lecturers of the institute will be Professor M. V. O'Shea of the University of Wisconsin, who has been heard at the Normal.

Miss Lavina Spindler, director of the Training School, conducts extension classes in South Haven every two weeks on Saturday.

There are more than 200 seniors in the Normal this year. Last year's junior class has been augmented by about 20 students who entered with advanced credits from other institutions. This year's class is particularly active in school affairs.

Mr. Waldo acted as toastmaster at the banquet of the police department of Kalamazoo Thursday, November 20th.

Carl Card, a graduate in the class of 1913, visited the Normal during the Thanksgiving holiday. He is teaching at Gaines, Michigan.

School will close Friday, December 12th for the generous Christmas vacation. The winter term will open Monday, January 5th.

A complete catalogue of all graduates of the Normal is in the course of preparation.

Professor B. L. Jones, chairman of the committee on arrangements for the annual oratorical contest to be held the last of April is at work on plans for this event. It is hoped to interest every organization in the school in the contest for which prizes of gold are given.

A large number of young women participated in the term "gym" party Tuesday evening, the 25th. A variety of amusing contests furnished the entertainment of the occasion and light refreshments were served.
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GRAND RAPIDS, MICHIGAN
The Geography Club met for a social evening Wednesday, Nov. 19th, in the Training School and around the fireplace corn was popped, apples eaten and stories told, making one of the pleasantest events of the term.

Miss Goldsworthy, to whom much credit is due for the success of the recent art exhibit held in Kalamazoo, acted as toastmaster for the annual banquet of the Kalamazoo Art Association, Monday evening, Nov. 24th, in the Hotel Burdick. President Waldo, Dr. Burnham, Dr. Cameron, Mr. Hickey and Miss Judson of the Normal faculty, responded to toasts and Mrs. Hostetter and Mr. and Mrs. Harper C. Maybee sang delightfully. Miss Goldsworthy is president of the Association and her executive ability and enthusiasm have done much toward the success of the organization.

Mrs. William McCracken and the committee in charge of the “white elephant” party enjoyed by the faculty Saturday evening, Nov. 22nd, were responsible for one of the most unique and entertaining evenings of the year. Mr. Waldo as auctioneer disposed of the numerous articles brought by the guests and the “Corn Exchange Bank” did a flourishing business. At a cleverly improvised lunch counter refreshments were served by Mrs. McCracken, Miss Adele M. Jones, Miss Barnum, Dr. McCracken and others. The evening was altogether delightful and more than 50 people enjoyed it.

Robert Chittenden of the class of 1912, whose marriage to Miss Hope Melvin, also a former Normal student, took place in June, has recently accepted a splendid position with the R. W. Conway Company, street pavement contractors of Chicago. Mr. and Mrs. Chittenden are residing at 852 Eastwood Avenue on the North Side.

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A full line of New Model Kodaks and Premo cameras and all photographic accessories.

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MODERN Education trains one to think intelligently and to live properly. Cultured taste takes the bareness from simplicity and vulgarity from Luxury. Education means the ability to appreciate the beauties of the Fine and Liberal Arts. All about us we see in the great scientific achievements of the age, the results of the understanding of the Liberal Arts and many of our modern social problems would be solved by an intelligent cultivation of the Fine Arts, which today are neglected or misunderstood.

Good taste governing the expenditure of money in business, housing, food, dress and amusements would mean happiness for the rich and poor. Our public Schools must lay the elementary foundation for this era of good taste by giving the children opportunity of associating with such works of art as are accepted by modern authorities in the realms of painting, music and literature.

We understand thoroughly only one field of Art, that of painting, and we intend to set forth in a series of advertisements the subject as it appeals to us after many years of selling pictures to schools everywhere in the middle west.

We intend in articles to follow pointing out the essential qualities that we believe pictures should have in order to be acceptable for school room decoration and to show how we are able to meet the demand of those whose standards are as high as ours.

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

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

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

DWIGHT B. WALDO, President.
Kalamazoo, Michigan.