The Kalamazoo Normal Record Vol. 4
No. 5

Western State Normal School
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KALAMAZOO
NORMAL
RECORD

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

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**ALUMNI NOTES.**

Lynn S. Blake of the class 1910 is head of the department of pharmacy in the Alabama Polytechnic School. Mr. Blake was graduated from the University of Michigan in 1913.

Among recent alumni visitors to the Normal were Dale Maltby, David Van Buskirk and Fred Middlebush, all students in the University.

Clyde Smith, 1912, is still teaching in Ironwood and is principal of a ward school.

Carl Rodgers, manual training 1910, visited the school during the holidays. He is still supervisor of manual training in Keokuk, Iowa.

Steve L. Starks of the class of 1913 writes that his work as director of manual training in Midland is pleasant and that the year is proving a profitable one.

Miss Alma Romig of the class of 1910 is now Mrs. E. A. Miller and resides at 458 15th street, Detroit.

Miss Marie Hoffman, 1913, who is teaching in Grand Rapids, visited the Normal in January.

Miss Irene Miller, supervisor of music and art in Charlotte, has twice visited the school in the past few weeks.

Rush M. Sooy has recently taken a position in manual training at La Grange, Indiana.

Miss Ada Seabury of the 1913 class, is teaching in Hamilton, Montana.

Miss Gertrude Peek, 1913, was a guest at the Normal during the holidays.

The marriage of Miss Myrtle Williamson, a graduate of the Normal, also a member of the faculty last year, was solemnized in September to Mr. Anderson. They are residing in Canada where Mr. Anderson is engaged in engineering work.

Miss Madge Brayton, 1912, is teaching at her home in Bessemer.

Miss Edith Clay is this year engaged in teaching at Benton Harbor.

Mrs. Minnie Campbell is attending Teachers' College this year in New York.

Miss Hazel Finch, rural 1913, is teaching at Fulton.
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"I regard it the best of the botany texts for the early high school years. It pays more respect to the pedagogical needs of these years than any other book I know. Its simple style, its direct appeal, its spiral plan, and its discriminating selection of topics are among its more notable excellencies."—T. W. Galloway, Professor of Biology, Millikin University.

"I searched in vain for any technical error or wrong or ambiguous statement. It has the richest body of subject matter I have seen in a high school text, and the style of presentation is the best I know."—John L. Price, Illinois State Normal University.

Correspondence invited.

Miss Fannie Young has a domestic science position in Kalamazoo this year.
Irving Randall, a student in the Normal for two years, is teaching at Pewamo, Michigan.
Miss Fern Messinger of the class of 1910 is teaching in Jackson this year.
Miss Mabel Whitney is engaged in the public schools of Battle Creek this year.

HALLECK'S NEW ENGLISH LITERATURE.
The friends of Halleck's "English Literature" will be glad to welcome the new edition of this work recently published by the American Book Company. The new book is in every way superior to the old edition. The copious illustrations make the book interesting as well as instructive. The chapter in twentieth century literature is especially valuable, in that it helps direct the reader to what is best in recent English literature.

G. S.

A SMILE OR TWO
Johnny—What makes that new baby at your house cry so much, Tommy?
Tommy—(indignantly)—It don't cry so very much—and anyway, if all your teeth was out, and your hair off, and your legs so weak you couldn't even stand on them, I guess you'd feel like crying yourself.—Spare Moments.

Griggs—How's the job, old man? Salary gone up yet?
Briggs—I guess so. The boss made an assignment today.—Boston Transcript.

RULE OF LIFE.
"Here's a rule of life to guide you,
As you seek prosperity:
Don't try to place your wishbone
Where your backbone ought to be."

"Isolate the patient."
"Yes, doctor. Where shall we put the ice?"—Baltimore American.

PATRONIZE OUR ADVERTISERS
Advance Styles for 1914

With the approach of Spring the new goods are beginning to fill our store. Our buyers are now in the wholesale markets and their discriminating purchasing is being shown in the smart things and choice values being received daily in every department. That the new spring styles are being displayed at the Jones store so early in the season this year is a matter of general remark. Many are finding our store more and more the satisfactory shopping place of the city.

J. R. Jones' Sons & Co.

Butler—"How's that suburban cemetery scheme of yours doing?"
Hustler—"First class! All I want now is to get a few live men in it."—Puck.

"Is there harmony in the party?" asked one campaigner.
"I should say not," replied the other.
"One of our candidates cannot even reconcile his own statements."—Credit Lost.

An energetic practice student, developing the idea of a patriarchal government, was heard to ask: "What about the father bossing the entire family?"

Mother—"Don't cry, dear. Which one of the twins hit you?"
Dear—"The one with the black eye."—The Sphinx.

"My new gown," said Mrs. Flimbilt, "is a dream."
"It may be a dream for you," replied her husband, "but it's insomnia for me."—Washington Star.

"De man dat don't trust anybody," said Uncle Eben, "is mighty liable to figure out moral responsibilities in a way hat'll prevent anybody fum trustin' him."—Washington Star.

In a registration booth in San Francisco an old colored woman had just finished registering for the first time. "Are you shore," she asked the clerk, "dat Ise done all I has to do?"
"Quite sure," replied the clerk; "you see, it's very simple."
"I'd ought to knowed it," said the old woman. "If those fool men folks been doing it all dese years I might a knowed it was a powerful simple process."—Life.

Old Lady—"Officer, I feel so funny."
Officer—"Have you vertigo, ma'am?"
Old Lady—"Yes, about a mile."—Christian Work.
Because of a belief that it is at least as essential for a modern Normal School graduate, about to go out to teach, to be familiar with expressions and names such as "the Pork Barrel at Washington," "Dollar Diplomacy," Montessori, Oscar Underwood, the Pujo Committee, and Attorney Whitman, as to be able to associate hieroglyphics with Egypt or sketch out in advance a formal "lesson plan," the Western State Normal of Kalamazoo added in January, 1913, a course in "Current History" to the regular history courses.

In short we have become tired of first year students coming to us and Senior students going from us with an absurdly meager vocabulary of current thought and action. Surely these young teachers who are about to make their impressions upon the rising generations of young people ought to be "wordly wise" in the decent sense of the term and ought to be able to open the window and point to the wonderful features of the procession that is filing past us every twenty-four hours.

If one particular aim of the course can be emphasized, it is to give a working vocabulary of men and events of history in the making. People and places have interest to us in our reading if they have some subjective meaning, and subjective meaning is acquired through a more or less intimate familiarity. If I know nothing about Bergeson, I will probably pass over his name many times in my magazine and newspaper reading and be ready to deny that I have ever seen it. Continue this into an extended list and the real zest of reading is gone. Week in and week out, as the students consistently follow the appearance and disappearance of topics they are acquiring a splendid vocabulary for conversational use, seeing the Apparently important event relegated to oblivion and the truly important one weave itself into the web of history, so learning from history that comes to them as a problem, not as a settled fact, to differentiate the essential from the non-essential.

The mechanics of the course are interesting and demonstrate (the results are backing up this assertion) that thoroughness is being emphasized and careful preparation of each day's work must be done.
Each student deposits with the instructor a sum sufficient to cover the cost of four standard magazines of the high type of the World’s Work and The Literary Digest. In addition, the class as a whole subscribes for two copies daily of a nationally famous newspaper. These two copies, with the additional one in the Library reading room are accessible to all. Each morning ten minutes are devoted to special reports by two students, going in rotation through the class roll, one giving the ten most important domestic events of the last twenty-four hours, one the five most important foreign events. This gives narrative practice, exercises the judgment of relative values, and paves the way for the articles in the monthly magazine.

One week of four recitations is given to each of the four magazines. With each student having his or her own copy in hand, inter-lined or annotated if desired in preparation for the recitation, rapid discussions of the various articles take place, usually opened by the instructor’s saying: “Mr. A., give me the digest of the article on ‘The High Cost of Selling.’”

The discussion is not allowed to be other than serious and trivialities, particularly in the day’s news, are not introduced. These high class magazines do not introduce trivial subjects. Yet the jokes are laughed over for a few moments, each student coming to class with the three best ones (to him) checked, the first-choice poems are read by some member, a first class, appealing advertisement is commented on, the cartoons are explained, and the authors of the articles are briefly located.

But possibly the most concretely valuable feature of the course is the keeping of a card index. A minimum of fifty articles each month, chosen according to their appeal to the individual student—notice the splendid opportunity for the personal element to dominate, so lacking in many subjects taught—must be indexed in the regular library method, a red ink heading for subjects or title cards, black ink for author cards, showing also on the face the place where the article may be found, and on the back a digest for quick later reference, containing not more than fifty words, of the article indexed. Here again the tax on the ingenuity of the student is great—whether to index an article on the Rochester Milk Distribution problems under “Milk,” “High Cost of Living,” “Food,” or “Rochester.” These cards are kept and soon accumulate into a set of references valuable and familiar because collected by the maker.

After three months’ trial the course which we dignify and treat rather as “Current History” than “Current Events,” has proved so manifestly worth while that it is being continued and the plan now is to offer it each term to a limited number.

If some history teachers, in High Schools, Normals, and Colleges, will (if they do not live in a glass house) some day ask half a dozen questions involving a vocabulary of the world’s work of TODAY, the desirability of such a course will at least demand serious consideration. The writer, last spring, asked a senior class in a Michigan High School, who Booker T. Washington is, and only seven out of twenty claimed they knew. Of course they ALL knew, but their knowledge was so hazy and indefinite that it was not at their immediate command and so for all practical purposes was valueless.

T. PAUL HICKEY.
An Experiment in the First Grade

T is wished to have it distinctly understood at the outset of this report that no conclusions have been drawn from this experiment; it would have been ridiculous to have drawn conclusions from a two weeks' experiment; it has, however, furnished much food for thought, deep thought.

The experiment was tried to see how the children would respond if relieved of the usual school room restraint, if they were allowed to direct their own efforts and to use the time spent in school as they wished to or as they thought best. The regular daily program was thrown aside, simple definite tasks were assigned to be completed within a given time. The child could choose his own time and own way of doing them so long as the tasks were completed within the time stated. In reading the children were held responsible for a certain number of pages each day. They were building wooden play houses, which had to be completed by a certain day. In stories, art, music and cooking they were allowed to decide for themselves whether they would attend the classes or not, in the house keeping each child was held responsible for the task assigned to him. An attempt was made to handle phonics, but the plan made was not successful so it was discarded and the time seemed too short to work out another. The construction work was the outgrowth of the preceding history discussions, so at this particular time there was no need for developing any new facts in either history or Nature study.

Many reasons prompted the desire to try relieving the children of usual school room routine; the great waste in energy that comes in trying to keep a group of live, active children at about the same level in their work, when each is endowed with greatly differing capacities for work; the irritation and fatigue which comes to the quick child while waiting for the slow child, who is also becoming fatigued and discouraged in his efforts to keep up to the quick child; the lack of opportunity in the ordinary school for self-direction on the part of the child, for assuming any responsibility or for taking the initiative. He is usually so surrounded by props and crutches, and so protected from any chance of failure that he does not have an opportunity to judge his own acts and efforts by their results.

The artificiality of the social life in the schoolroom that is under constant direction, which does not offer an opportunity for the average child to gratify his desire to mingle with other children in his own way, to find out about them and to help them, nor to learn how to adapt himself to them; the disobedience that comes from seemingly unnecessary inhibitions in the general school routine; in fact, the strong belief that the effort which counts in the growth and development of the child, the individual, must be self-directed effort, that the control must be self-control, and the discipline, self-discipline and the belief that the average school room does not offer the opportunity for this self-activity, created the desire to see how children would respond to greater freedom in the school room.

Many interesting observations were made during the two weeks. First, the children's testimony was interesting. Without an exception they liked "the new way" when asked which way they liked. When questioned why, many gave the child's answer, "Because," but others said, "Because we have tried to finish things up," "Because we like to do things when we feel like it," "Because we don't change so often." It was observed that the majority of children applied themselves much longer at their tasks, without signs of fatigue, than was ever demanded of them in "regular" school work. The greater number of children attacked their work, reading, construction, or whatever the task might
be, with greater definiteness and purpose. Many children would study their reading for half an hour at a time, and others worked three-quarters of an hour, an hour, and in some cases an hour and a half. On several different occasions groups of children were observed to draw for over an hour, several of the children simply drew squares and filled the squares in with color. They did sheet after sheet of these squares with greatest satisfaction. In construction, it was not uncommon to find children working hour after hour for a day or two to accomplish the thing they had in mind. One little fellow confided to his teacher in telling her about the chimney on his house "First I got my chimney too small, then I got it too large. I've worked two days on that chimney. I almost wish I hadn't put a chimney on my house." Another little fellow was observed to sit for ten minutes looking at his house and scratching his head. then was heard to remark to himself, "Gee, this is the way to do it," and he went ahead and did it. Many instances of seemingly unusual persistency could be cited. The houses were built, furniture and rugs made in the two weeks. The teacher in every instance had the material ready, so that when a child suggested something else could be done, he would find the materials. No suggestions were made as to what the children should make, each child worked out the making and furnishing of his own house and in every case it was quite complete. Many times the materials were used in a most unusual and unlooked for way as some child carried out his ideas. That a large per cent of the children planned out their day's work was evident from conversations overheard and in the way they worked. A group was heard discussing their way of using time. One child said, "Well, I always do my reading first, I like to get it out of the way." Others agreed with this. An-
other remarked, "I want to finish my house. I am going to leave my reading until afternoon." The greater number would do their assigned task in reading during school hours. There was always a small group who would have to stay after school, some of these because they could not keep track of the time, some because they became too interested in other work and some because they had no idea of planning. At the end of each session it was felt by those observing that there were fewer signs of fatigue than when the work of the class was under more routine direction.

As a whole the children were most considerate of each other. Now and then the teacher had to suggest that others were being disturbed, but the response was usually very quick and the spirit of the group was splendid. There were many incidents of children gratifying their natural desire to help each other; they helped each other with their words in reading, and in the building some of the stronger children were always helping the weaker. There were not enough tools to go around. At first there was a clamor, for each one wanted the brace and bit or saw first. The situation was explained to them, and of their own accord they worked out a system of taking turns.

It was interesting to note the children's attitude toward the classes they could attend or not as they chose. Every child but one went to cooking, she was too interested in her house to leave it. A large group went every day to the story class and no child went less than two days a week. There was about the same response in music. Fewer children went into the regular art classes.

In looking over the work accomplished in the two weeks it was found there had been no loss in any subject, and in reading and construction more had been accomplished than was usually accomplished in two weeks.

EDITH BARNUM.
HE appearance of Helen Keller and her teacher, Mrs. Macy, better known as Miss Anne Sullivan, in a double lecture at the Congregational church Jan. 21, was one of the events of the year, not only for the Normal, but for the city of Kalamazoo. Probably no other single lecture has so stirred to thought and inspiration and will so long be remembered by those who heard it as this one. It is safe to say that no one was disappointed, and no one came away unmoved to better things.

The story of Helen Keller's life is too well known to need retelling here. Blind, deaf, and practically dumb from early infancy, denied her whole life the usual avenues of learning and expression, this remarkable woman, by the aid of a remarkable teacher, completed the usual elementary high school and college courses and has arrived at knowledge, culture, and power attained by the fewest of those blessed with the ordinary sensory capacities. One question asked of Miss Keller by some person in the audience as to what part "telepathy" may have played in her development was not unnatural to ask. The achievement of learning and speech, well described as "the single greatest achievement in the whole history of education," is such that one finds it hard to confine one's self within the limits of the ordinary explanations of mental processes in accounting for her growth and development. And yet it must not be lost sight of that just in so confining one's self is there a real basis for inspiration and profit, either for us as individuals or as teachers of others.

Just what is especially worthy of comment in connection with the visit of Miss Keller and Mrs. Macy, depends altogether upon the angle of the discussion or the direction of the thought into which the comment is brought. The concrete presentation of what we knew in the abstract before they came to us was in itself well worth while and a mighty factor in making our previous thoughts take on richer meaning.

To one who is inclined to become discouraged, disgusted or surfeited with the handicaps and be-littling conditions of life in which we are always at states of mind that express themselves in inertia, lowered moral and intellectual tone, in "what's the use" reflections,—the ambition, optimism, and simple faith of Helen Keller are stimulating and refreshing to say the least. "Oh, I felt cheap!" wrote a student. "Last night was an epoch in my life," said another. To the teacher who feels her own inadequacy and the hopelessness of her task, Mrs. Macy's work is illuminating and inspiring. Sensory capacities are only being touched upon in our educational practice. The desperate effort of instinctive tendencies to assert themselves—patience, devotion, sacrifice, as the price of progress—there was no end of good things for the teacher.

The religionist, the psychologist, the educator, the philosopher, the plain person of the world, all could find points of contact. Different persons will draw different educational implications from what was seen and heard, but all will agree that Helen Keller and Mrs. Macy in their common endeavor and achievement, stand as an object lesson in education.

ROBERT M. REINHOLD.
A LYRIC

The fire is unkindled, the monthlies, uncut,
Lie, just as they came, in a heap.
The study is cheerless, the blinds are drawn down,
The dust on my Browning lies deep.
In life's golden sunlight she sat in that room. —
The fire flamed bright at her feet.
My life is now cheerless, the blinds are drawn down;
The snow on my Mary lies deep.

—Jessie R. Denney '14

Reforming Mr. Cardinal

JOHN BROOKES BARTELLE, successful attorney, drew from his coat pocket the evening paper before handing his garment to the attending butler.

"Beastly cold, Thomas! How is the fire?"

"Fine, sir, fine! Sure 'tis a north-westerly wind makes the flames shoot up in your grate. But poor madam has been huddled in a shawl all day," said Thomas as he took his master's wraps preparatory to hanging them away for the night.

Bartlette had placed his hand on the knob of the door leading to his study, but at this news, he wheeled anxiously—almost angrily about.

"Is that so, Thomas? Well, go to her room immediately and stir up such a rousing fire as to make her and the boy comfortable. Don't ever let her suffer from cold if it takes all the logs in Glendon forest. Here Thomas, you give her the evening paper. Now, go!"

And old Thomas went, shaking his head mournfully in compassion for the poor estranged creatures who lived for each other if not with each other.

In response to his gentle rap, his mistress' voice bade him come. He found her with a shawl about her shoulders, huddled in a great chair before an open fire which burned but feebly.

"Has Mr. Bartlette come, Thomas?"

"Yes, madam. Mr. Bartlette came just now and gave me orders to make this fire burn like a July sun. The Lord knows I've tried all day but I'm no fit competitor for the elements—especially a north-westerly wind. But I knew there was no use arguein' with Mr. Bartlette, so I came in to do my best," muttered Thomas as he stirred up the few live embers in an effort to make them ignite the huge log.

"Thank you, Thomas, You did the right thing. There are many things Mr. Bartlette does not understand. Does his fire still burn warm?"
“Yes, indeed, madam. This is just the weather for that room. It’s as warm and cheery there as can be.”

“That is as it should be. I think this will soon be burning well too, Thomas, thanks to your careful attention. Tell Mr. Bartlette I will dine at 6:30 as usual.”

Thomas rose from the fire and looked down at the shivering little form with fatherly sympathy as he said, “I think Mr. Bartlette took dinner down town, madam.”

It was the same story—almost the identical conversation that took place every evening. So Mrs. Bartlette was not surprised, but with that same sorrowful, little tone said, “Very well, Thomas, that is all.”

Now Thomas was not an ordinary servant. In fact, his duties were many and varied, and he accomplished them so ably and satisfactorily that he had come to relationships between his master and mistress such as servants seldom attain. This might have been due to the fact that he loved them both with ardent devotion and secretly grieved over their troubles as a parent over a wayward child. Owing to this personal love and interest, he performed many little thoughtful services altogether outside of his paid role of butler and came to be relied upon as the only true friend of either employer.

So it was with troubled brow and slow step that he made his way to his master’s study. The relations of man to man are less formal than of man to woman. So he did not knock before entering this retreat as he had at his mistress’.

“Mrs. Bartlette has been made as comfortable as the weather permits and says she and Robert will dine as usual at 6:30.

“Thank you, Thomas, I have dined. I want nothing.”

Being very discreet and intelligent of his master’s moods and methods, Thomas knew this to be his dismissal. So he closed the door softly behind him and left his master to his studies.

For a long time the lawyer perused his law books and studied brief after brief until the study table groaned from their weight. At timely intervals during this period, Thomas had silently come in to replenish the fire and as silently stolen out again. Finally during one such visit, the master raised his head as he closed a huge volume.

“Thomas, it will not be necessary to add more wood. I am going to bed shortly, though I admit it is earlier than usual. I have an important case tomorrow and I wish to rise early. See that I am called at 7 with breakfast downstairs at 7:30. That is all, Thomas.”

“Very well, sir. Mrs. Bartlette and Bobby said good night. Your son, sir, was very disappointed at your failure to pay your daily visit to his room and it took his poor mother fully an hour to convince him that it was not neglect but unavoidable business. I am not sure that he is satisfied even yet.”

The great attorney rose from his desk.

“I am sorry, Thomas. I hate to disappoint the youngster. In fact, I do not know who is the more disappointed, he or I. That hour with him is the happiest of my day. I was a fool to be so concerned with a mere case in which I had no interest except to gain more fame as a successful lawyer.”

Then as though he were recalling himself from a reverie, he suddenly asked, “Has he gone to bed?”

“Yes, sir, long ago, though the poor little fellow didn’t go to sleep until his mother had spent an hour with him, and then he cried himself to sleep.”

Thomas gave this as rather a parting thrust. He was fond of telling those things which hurt and yet were what he considered “good for them.”

“Good-night, Thomas! Remember 7:00 o’clock.”

“Yes, sir. Good-night, sir.”

But John Brookes Bartlette did not retire immediately. Instead, he drew a chair up before the huge fireplace and after extinguishing the lights, sat down to dream and to reflect. It was an occupation which he rarely indulged in since all his idle thoughts
were bitter and it profited him nothing to dream sad dreams. Tonight, however, he was conscience-stricken and filled with remorse that he had neglected his one joy—his little Robert. It was the first evening in years that he had missed that daily hour which both looked forward to with such anticipation. It was the only waking hour in the day when the studious lawyer relaxed and forgot the pending cases or the civic problems—but more than that it was the only time when father and son romped together, laughed together and communed together. He had not meant to skip it—no indeed. He had become so engrossed in his studies that the time had slipped by and the usual hour had passed without his noticing. He knew the boy’s mother was hurt, too, but was far too proud to send for the thoughtless one if he willed not to come.

Then his thoughts shifted to that mother. He had never analyzed his feelings toward her and their attitude toward each other since their drifting apart. He had let Fate play her little game and accepted it with silent courtesy and submission. It never occurred to him to reason out the why and wherefore or if it did, he was afraid to do it. So he had buried himself in his profession. Occasionally they had dined together and very rarely they had entertained together since their estrangement five years before. What a wonderful wife she had been in those three happy years before all the trouble, and what a mother she must be! A pang of jealousy toward the boy, Robert, gripped him but turned immediately to passionate, fatherly love. Suddenly he realized what he was missing, where his life was empty. He was losing all the sweet fatherly and husbandly feeling, the happy combination of which makes the ideal family. He was shirking responsibility and leaving a weighty problem—that of the rearing of his own son—entirely to the troubled little mother. What right had he to allow former offences to come between himself and a loving, living duty like this? Here his thoughts paused. What of the mother? Might she not be just as happy under existing circumstances as she would be were he to try to alter them? Might she not be even happier? What if she should regard his offer to share the responsibility as an intrusion and should jealously rebel? But even so, did not the boy deserve that consciousness that his father was deeply interested in him and his welfare? Should he not receive his due attention and feel that not only his mother but also his father, a successful, learned, and wise man stood with him? There Bartlette paused again in his thoughts. What if that son should grow up in this strained atmosphere and when matured to man’s judgment, should condemn his father for partial neglect of his mother—that mother who had cared for and guarded him and proven truly worthy of her husband’s as well as her son’s devotion? What if his boy—his Robert should some day turn and condemn him for unhappy domestic conditions—the boy who meant so much to him, who was even now perhaps, sobbing to his pillow the neglect of his father. The great lawyer sighed—then sobbed as he buried his head in his two hands.

“Daddy, are you here?”

Bartlette started up. Had he been asleep and dreaming or was that just a part of this unusual experience?

“Daddy—Bobby wants you.”

This time the little voice was nearer and very distinctly that of his son. So he replied, “Yes, Robert, Daddy is here in the big chair. Do you want him?” Bartlette leaned forward and stared into the darkness behind him.

Then a small, white-clad figure stepped into the firelight and as the remorseful father held out his arms, the little figure flew into them sobbing:

“Oh, Daddy, you didn’t come—you didn’t come and I’m so sad, Daddy.”

The stern lawyer gathered the boy into his arms and for a time, both sat silent. Then the child lifted his head and very gently, but reprovingly asked,—
“Father, why didn’t you come to Bobby? I looked for you.”

“I was busy. I couldn’t come. I’m very sorry.”

“I knew it—oh, I knew you would have Daddy, but I thought you would at least want to say good-night. So I was coming down here, but Mother wouldn’t let me. Daddy, I’ve never been in here, you know. Mother thinks I would be in the way. She thinks I’m asleep now but I just couldn’t—I was so sad.”

“Why were you sad, Sonny?”

“When I couldn’t go to sleep, mother asked me if I wanted a story. And I said ‘yes’—one about those pretty red birds like we saw once. But, oh, daddy, it was such a sad story.” Here the little boy’s eyes filled and he looked appealingly at the older man as if to seek a more satisfactory finish to an otherwise pleasing tale.

“What was it, Robert? Tell me just as Mother told you.”

So the little dreamer sat up and, eyes aglow with interest, began the pathetic tale which his heart-sick mother had so recently related to him.

“They were red birds, Daddy. The Mr. Bird was an awf’ly bright red and oh so pretty. He Mrs. Bird was gray and a little red and she was pretty too and just ever so sweet. We saw them in the wood last summer, mother and I. Mr. Bird was singing such a beautiful song, daddy, and ruffling up his feathers so that he looked—oh so pretty. And Mrs. Bird sat on the nest and watched him. Mother said she was smiling and I think so too. Well the story was about these birds and it begins this way—Once upon a time—Mother’s stories all begin with ‘once upon a time.’ Mother tells bully good stories, daddy.”

“Yes, Bobby, Mother does. But tell me this one now.”

“Once upon a time, a Mr. Cardinal fell in love and they two were married, Mr. and Mrs. Cardinal. They looked just like those two Mother and I saw. They built their nest together of the very best there was and in the very prettiest tree. They lined it so it was so warm, and oh Daddy—they were so happy. He would sing all day long and tell everyone what a wonderful Mrs. Cardinal he had, and when he flew away he would come back with all kinds of nice things for her. One day what do you suppose he found in the nest, Father?—some nice, pretty eggs, and they were both so happy. He never flew away then but always stayed right near by and when he sang, always sang about himself so that people would not disturb Mrs. Cardinal and the eggs. But, oh Father, here is where the sad part comes in. Mrs. Cardinal was so happy over her eggs that she almost forgot Mr. Cardinal and all he brought her. She hardly paid any attention to him whatever, and didn’t even notice how very red his coat was nor what a very wonderful bird he was. And one day, Daddy, what do you suppose?—some little baby Cardinals came right out of those eggs. Then Mr. and Mrs. Cardinal were so happy that they both just sang and sang, but oh Mr. Cardinal sang so loud and so hard and ruffled up his feathers till he looked so pretty and he brought them all such nice fat worms and took such splendid care of them. But Mrs. Cardinal didn’t seem to notice that—she just knew that she had some little baby birds and forgot all about their father. And she didn’t get over it but kept on paying all her attention to the little Cardinals and not a bit to him until finally he just didn’t expect anything from her but always looked in to see the little ones every day. But he kept on bringing worms to them and protecting them and singing about them. But he didn’t come to the nest only once every day and the rest of the time he was off flying and hunting worms. Pretty soon it came nearly time to teach the little birds to fly. Then Mrs. Cardinal wished that Mr. Cardinal was there to help, but she wouldn’t ask him because she thought if he wanted to, he would. Then she knew she missed him and wanted him
to come back and live with her like they used to. And she would sing and look as pretty as she could, but he never came back only once every day to see the little baby birds. And that's the way it ended, Daddy. I think it's so sad. And Father, I would have killed the little birds and then gone to live with Mrs. Cardinal, wouldn't you?" added the little storyteller as he doubled up his fist.

"No, Robert, never, never. I would kill the wicked, old Mr. Cardinal," said the father as he tightened his hold on the boy.

"Oh no, Daddy," said the boy. Then looking up for the first time, "Why, Daddy, you are crying. It is a sad story. Mother cried and I cried and you cried. Oh Daddy—can't you make it come out right? Please try. Mother couldn't but oh please you try," and the little boy wept in his earnestness.

"I think, my son, that I can bring it all to a happy ending," said Bartlette smiling.

"Oh Daddy dear, I'm so glad. How will you do it?" and Bobby clapped his hands in glee at this new rescuer for his precious story.

"Well, Robert man, you come with me to mother and I'll show you how to reform Mr. Cardinal."  

** * * * 

Miscellaneous Contributions

A NEW YEAR'S FESTIVAL.

So sang the 365 Days as they marched about Thompson gymnasium, Teachers' College, Columbia University, on the evening of January tenth. This was the occasion of the presentation of "The Masque of Drudgery Transformed to Joy," written by Edith de Charms Stewart, a student of the Speech department of the College.

This play was the central feature of a festival in which all the people present actively participated. Everyone appeared in masquerade costume, some simple, others elaborate. All caught the spirit of joyous abandon.

There was an hour of general merrymaking and masquerade dancing. After this the Herald requested those not taking part in the Masque to take seats in the balcony. The Procession of the Days of the New Year formed. Time led—a graceful figure clothed in a shimmering gray robe, with wings on her feet and shoulders.

A special color had been assigned to each month and its days wore dominoes of that hue. The holidays were striking and significant. One of the cleverest was Columbus Day wearing a huge hat which represented the Santa Maria. May Day had a pole with gay streamers for a headgear. Valentine's Day was bright with hearts. Hallowe'en, weird and mysterious, was attended by gigantic black cats. Examination Days dressed in black rose up to haunt one every now and then. The whole effect was unique and fascinating.

After the procession the Masque began. To the fountain in the center a student came seeking escape from wretched Drudgery, to whose arm he was chained. Although he struggled persistently he could not break the bond until a little child who danced with Truth kissed Drudgery, and at once the transformation took place. Joy now became the task-master.

Time, who was especially attractive, fairly flew through the hall at the striking of each hour. This connected the events and held the thread of the story. The little child at last caught hold of her, saying:

"O Time, great silver bird, don't fly so fast! Time, Time, stand still! I want this day to last!"

And Time replied:

"The worst of weather can but mend—
There's a turning to the longest lane;
E'en Drudgery's heavy rule we'll end
When Joy comes to her own again."

The festival was splendidly co-operative. Every department gave its best. The departments of Speech,
MISCELLANEOUS CONTRIBUTIONS

Physical Education and Music worked long and carefully over the staging and training. The School of Household Arts attended to the dyeing of materials, selling of the same, and designing of costumes. The Domestic Science department made candies and little cakes which were sold during the hour of merriment following the Masque. They also offered a delightful new concoction called "T. C." punch which was enjoyed freely.

The festival was a splendid manifestation of the unity of purpose which exists between Teachers' College and her large student body. Those who had a share in this New Year's celebration will necessarily long carry with them a greater enthusiasm for joyous labor.

MRS. MINNIE CAMPBELL, '11.

ART MATERIALS.


Leather and Dyes: Wm. A. Hall, 119 Beach St., Boston, Mass.; Garden City Educational Co., Chicago; Chas. Herbert, 1100 Auditorium Tower, Chicago, Ill.


School Printing Supplies: American Type Founders Co., 210-212 W. Monroe St., Chicago, Ill.; H. C. Hansen Type Foundry, 190-192 Congress St., Boston, or 535 Pearl St., New York.


AIDS FOR DOMESTIC SCIENCE TEACHERS.


Magazines: Boston Cooking School Magazine; Good Housekeeping Magazine; Journal of Home Economics.


SCHOOLHOUSE PLANS BY PARCEL POST.

Sending cardboard models of schoolhouses by parcel post is the latest device of the United States Bureau of
Education for arousing interest in attractive school buildings at low cost for rural communities. The models are made to fold flat and are shipped by mail to local authorities, Normal schools, and other agencies, for use during a limited period.

Models for one, two, and four-room schools are provided. The buildings are planned especially for rural communities where low cost is the first essential. They represent the very latest ideas in school architecture; they are unusually attractive to look at; they are up to the minute in hygienic arrangements; yet they are within the means of the smallest communities.

The buildings were designed by Dr. F. B. Dresslar, specialist in school hygiene of the Bureau of Education, and then worked over by two well-known firms of school architects, Cooper & Bailey, of Boston, and W. B. Ittner, of St. Louis. The models show all the details, within and without, and they are constructed to scale. Full directions accompany them.

It is believed that these models will be of great assistance to school authorities in small rural communities who cannot afford to engage a school architect, yet are ambitious to have their schoolhouse up to date in every particular. With one of these models to work from, Dr. Dresslar asserts, any carpenter will be able to build a schoolhouse for his district that will meet every modern requirement.

It is interesting to note that Mr. Eggstaff, director of one of the districts in Comstock township, where a new schoolhouse is to be built soon, was informed that all of the models were loaned out at present. The cut presented shows an early, as the new models show the latest ideas in district school architecture. (Find a member of the present faculty of the Western Normal in the front row of pupils in the picture).
OF INTEREST TO FACULTY

The following toast was given at the Normal Literary Society banquet:

"Sir, 'tis my occupation to be plain."
—King Lear.

To toast our faculty I've been asked,
I've found it a tremendous task.
But hope to meet with no disaster.
I'll now begin with our toastmaster.

Sooy? No, not a heathen Chinee.
But busy as a man can be.
In one brief hour—My! what speed! Four hundred 'pages he will read.

Among our faculty you will find
Both men and women, wise and kind.
Each has a "hobby" horse to ride
And rides that "hobby" horse with pride.

A man there is upon this hill
Endowed with one thing—that's a will,
And he it is who makes things go.
Our President, Dwight B. Waldo.

There's Faught who teaches 2x2
Then points his finger straight at you
And loudly cries, "Do you see this?"
The trembling student answers "Yes."

If there's a tree that you don't know
To Dr. Harvey you must go
And he can tell you all about
All kinds of bugs, and snakes, and trout.

On Lovell street there stands a house
Where lives a tiny little mouse
A maiden, too, from M. A. C.
Miss Koch, who's sweet as she can be.

And Spaulding, he's the man that's square,
Who sees to it the boys play fair.
And Burnham helps him—when he can—
He's our jolly farmer man.

Miss Zimmerman, whose will is strong
Makes up her mind as to what's wrong,
And then sets out to make it right
And for her Deutsch, she sure will fight.

Miss Parsons teaches "sum, es, est,"
And work to her is sure no jest.
To miss translation—Gracious Peter!
But how much worse to miss the metre.

There's Mr. Sprau, one English man,
Who folds his 'kerchief, neat's he can
And mildly asks in accents clear,
"Miss Montgomery here? Yes, Miss Montgomery's here."

Of Joneses, well for mercy sakes!
There's Miss Adele, who dresses makes.
And B. L. too, whose smile and curls
Make him beloved by all the girls.

Our "Evolutionist" is Wood,
Whose "jography" ideas are good,
And when he gets you clear on winds
He soon forgets your other sins.

There's T. P. H.—that's Hickey sure,
Who's wise and good, with humor pure.
We'll work for him with all our might
Until the 'wee sma' hours of night.

Poor Mr. Waite—his task's a hard one
For boys of all kinds under the sun
Many wild—though some are "tame,
Have Manual Training as their aim.

Miss Goldsworthy—a funny name—
But she's an artist all the same
An tries so hard to make us see
Just what good pictures ought to be.

And Reinhold puts you at your ease
With three small words, just "If you please,"
Miss Hootman drills on "do, re, mi."
And fair Miss Wakeman, "Historee."

In music we must get our key
From one, Sir Harper Charles Maybee,
Who pounds the rack with his baton
And grandly leads the singing on.

A typical bachelor is he
Though he's jolly as can be,
And our good will he sure has won
Our new, black-eyed man, Cameron.

Who is it all excuses spurns
Why, no one but Miss Margaret Burns,
She sees to it you're on the floor
If any credits you would score.

She wandered by the babbling brook
And mused, so did Miss Forncrook,
"Get your idea before you give,
Shall be the creed by which I'll live."

Our Physics teacher, Mr. Fox,
Takes round with him a little box.
"Look pleasant, please," and you must look
For then you'll get your picture "took."

Good things to eat sound just like Moore,
Whose eats are good clear to the core.
She teaches girls to be good cooks
Much better 'n they could learn from books.

Others there are so very clever,
But to name them I will not endeavor,
For students may come and students may go,
But the faculty goes on forever.

ADDIE ROBINS, '14.
Words of Appreciation Many letters have come to Arthur Bowen, subscription manager, in the past few weeks, which have done the whole editorial staff of the Record good, because earnest words of praise were written to accompany the enclosed money order in payment of the fifty cents for annual subscription. It is perfectly safe to mention these letters here and to thank the writers for the encouragement given, because the work of getting out each issue of the Record is so completely composite, that no one member of the staff will be able to "unscramble" out of the total enough personal glory to do any harm. The continuance of liberal advertising patronage by local business houses as well as by friends outside of Kalamazoo, is also greatly appreciated. We can all, faculty and students, thank our advertisers best by trading with them; and we can prove worthy of the good words of our subscribers by continuing to get out the best school paper, which our time, energy and ability will permit.

Brown and Gold The decennial commencement should bring forth a class of great repute and renown. This of course means our today's seniors. There are many and varied means of demonstrating that you have the ability to make for yourselves a long-lived and commendatory reputation. One of the best means however, is through the pages of your annual year-book, the Brown and Gold. The book is the product of your class and classmates and should, therefore, receive your heartiest support. Let the editors feel that you will gladly do your share through pen, finance or earnest work. Everything that happens from now until June should be thought of in Brown and Gold terms. In this way, you will be able to take home a book of which you are justly proud.
Practice  The greatest organization problem in any Normal School, which has several hundred students graduating each year, is the arrangement of economical and yet effective practice teaching facilities. It certainly is a matter for general congratulation that schedules for practice are given painstaking and efficient supervision in our training school. The circumstances for students practicing as well as for the critic teachers, who have such large numbers to deal with, are trying enough at best. There are at present 222 students practicing, and while the high school department affords opportunity for practice, and some special course students may get practice in outside schools, yet the number in each of these cases is small, so that the great burden of the work is done in the graded training school, where students in the rural, graded and general life certificate courses are practicing. The Record suggests that every possible thoughtful consideration on the part of students and of members of the faculty, working outside the training school, be accorded; and that every assistance be rendered.

Extension  A number of copies of Department this month's issue of the Record are being mailed to our extension students. If you receive a copy, it means that you have an invitation to subscribe. You need the Record to keep in touch with the school life. The extension student is ordinarily not in residence during the regular terms of the year. The summer school is short and made up largely of people who come in for the brief course and so the real strength and spirit of the school is not imitated. The extension student is just as much a part of this institution as any student enrolled during the regular terms. The prosperity and success of the school largely determines the value of the certificate which the graduate receives, so do all you can to help make the school a success. You need this contact with the school through the Record even more than the student in residence. At the present time we have classes in Battle Creek in History of Education; Principles of Teaching in South Haven; European History in Grand Rapids; and History of Education in Vicksburg. We would like to call your attention especially to the educational and literary articles in this issue.

The Kansas City Convention  Conventions are interesting always if for no other reason than that a great mass of people have gathered together with one native impulse and for one great purpose, as representatives of still larger numbers of people who were possessed of the same feelings and emotions which prompted the convening. The Kansas City convention was not the exception that proved the rule. In fact, it proved the rule so positively that no exception is needed as further evidence. To the participants in this great gathering — the effect was mingled awe, joy, praise and deep-seated reverence. The meetings were so conducted as to be conducive to comfort and interest and the speakers themselves were so dominant, so inspiring, that time and place were completely forgotten until a great current of fraternalism made the entire body of students, delegates, missionaries, instructors, ushers and newspaper reporters rise and sing in one voice great and mighty hymns. Though the man on your left be from Montana, Virginia, Texas or even England or India or Africa, he was your own brother come to Kansas City for the same purpose you came—lifting his voice in praise to the same God. To those whose very good fortune it was to be in attendance at such a memorable convention, it would seem that the greatest lesson to be learned was not the need of Ahung Lee or his Hindoo neighbors, but the broadness and wideness of the mercy of Him who is Father alike to the student in Leland Stanford University, in Princeton, Harvard, Yale or in Chinese, Hindoo, African or Brazilian Universities and to our own students in Western State Normal School.
TRAINING SCHOOL ASSEMBLIES.

It is the plan of the Assembly Committee to have the programs for the winter and spring terms, which are in charge of the different grades, based upon some feature of Nature study or geography. This does not mean that just bare cold Nature study and geographical facts are to be presented. It is hoped that it may be shown how these subjects reach out to other subjects and how one helps to enrich and broaden the other, that compositions suggested by these subjects will be given, that some stories, poems, or historical facts which have been suggested by or have helped to enrich them, will be introduced. Some grades are planning to use the stereoptican.

The committee has also planned to have a lecture follow each one of these programs, upon the topic which has been presented by the children. It is thought that in this way the children will be more interested in the lecture, and consequently will listen with greater intelligence.

The first program this term was the telling of vacation experiences and some current events given by the seventh and eighth grades. The second program, January 14, was perhaps the most interesting and one of the most enjoyable that has been given this year. Children in all the grades were asked to volunteer to do anything they would like to do for the entertainment of the assembly. Several offered their services. The program given below will show the ones selected:

Program, Jan. 8.
I. Records.
II. Vacation Experiences—Norma Glynn, grade II; Frances Boyland, grade III; John Waldo and George Maentz, grade IV.
III. Current Events—Seventh and Eighth grades.

MANUAL TRAINING NOTES.

The Training School shop is a busy place this term. In the morning there are classes of Normal students in beginning bench work from eight to twelve o'clock, a class in High School mechanical drawing at one, and Training school classes from two o'clock on. Each grade comes to the shop once a week for their regular shop period, although many work extra time by coming to the shop after their afternoon session.

The second grade children are making looms and churn dashers (to be used in glass cans for real churning). The third grade are finishing plant stands and are about to begin bird houses. The boys and girls decided it would be well to make bird houses this term, so that they could be placed for the birds early enough to be sure that all odors, which the birds might not like, would pass off into the air in time for the coming of the very first wren or blue bird.

The work of the last three grades is all one process in that this three year period starts a boy at the beginning of fundamental tool processes, and with full sized carpenter's tools. Step by step he is advanced from one use of a tool to another use of the same tool, or advanced to a new tool as the case may be. But all the time the aim is to keep him busy because he wants to
keep busy, because he wants to make the particular object to satisfy his own need or desire.

With the above general aim in mind the boys of the sixth, seventh and eighth grades are making a great variety of things, from simple hat-racks and broom-holders up to cabinets, book cases, and tables.

KINDERGARTEN-PRIMARY MATERIALS.

Available materials for hand-work in the early grades may be found all about us if we are only alive to suggestion. The young teacher going out from a well-equipped Normal School feels lost in a village school where no provision is made for hand-work materials. It is with this situation in mind that we venture to suggest a list of materials which may be obtained without cost when you once secure the co-operation and interest of the home and the stores:

1. Sets of sticks 5 in., 7 in., 9 in., and 11 in. in length and even longer provide a splendid means of self-expression in stick building. Quite an improvement over small sizes that are manufactured. The older child of seven and eight may make his own set.

2. Paper boxes, large and small, used for wagons, houses, sleighs; also wooden boxes for houses and affords opportunity for use of simple tools. Cigar boxes for furniture.

3. Ribbon bolts form basis of many attractive baskets for Hallowe'en, Thanksgiving, Easter, etc.; also make satisfactory cradles, chairs and other furniture when covered with pieces of left-over wall paper, suggesting chintz.

4. All kinds of heavy wrapping paper, which now comes in such attractive colors, also cardboard (used to protect laundry) comes to almost every home.

5. Sample packages of food products sent out by manufacturers provide the necessary stimulus to construct a grocery store.

6. Home-made sand-box may be built by the children themselves, using ordinary soap box, putting four strong supports at the corners and lining it with white oil-cloth.

7. Many attractive pictures may be mounted on pieces of window blind material and a simple wooden frame made by the older children gives a most satisfying result. Good Mother-Goose pictures may be secured at any first-class wall paper store. Alfred Peat & Co., of Chicago, carry exceptionally fine nursery papers.

8. Paper bags prove most adaptable to Hallowe'en masks.

ART AND MUSIC

MUSIC NOTES.

The Orchestra gave a recital in assembly Feb. 3. H. Glenn Henderson, pianist, and Mrs. H. C. Maybee, soprano, assisted in the program.

Mrs. Hildred Hanson Hostetter, assisted Mable Woodworth, violinist, of Chicago, in a recital in assembly hall the second of February. This recital was given by the Kalamazoo Musical Society.

The Normal Mixed Quartet, Mrs. H. C. Maybee, soprano; Mrs. G. B. Rogers, contralto; Mr. A. A. Glockzin, tenor, and Mr. H. C. Maybee, bass, sang at a sacred concert at the Y. M. C. A. Sunday, Jan. 25.

Message of the New Year's Bells

Ring out, ring out, O mighty bells
Upon the midnight clear.
Ring out your message strong and true
On every listening ear.
What can you tell us of the days
And of the weeks to come?
We watch and wait with bated breath
And though your lips are dumb
We know you tell us, O glad bells,
A message of good cheer
To help us through the busy days
And nights of this New Year.
We know our problems will be hard
And difficult to solve—
We know the suffering of our land,
And yet, it must evolve
At last, to something better far
Than we have dared to dream,
For noble men and women, too
Are pulling against the stream,
That carries in its mighty wake
The flowers of our land;
While men are banded firm and strong
And standing hand in hand,
To guide this mighty ship of state
Past ev'ry rock and shoal
That she may proudly sail at last
Toward the desired goal.
We know you tell us of a day
When men both well and strong
Shall not be tramping o'er the earth
With faces sad and long.
Because a place they can not find
With honest work to do
While women cry alas for bread
And helpless children too.
We know, glad bells, you do not say
The fault is all their own
For deep within each soul must come
Such light as brightly shine
Within the life of Him we call
The gentle Prince of Peace

Before the dark and gloomy path
Leads up where sorrows cease.
O glad and mighty bells ring forth
Unto a waiting throng,
Tell us, oh tell us, how to sing
A wondrous battle song
That shall inspire and lift us up,
And give us hope anew,
Along a path o'er mighty hills,
Where we may gladly view
The vision of a future time
When men have wiser grown,
And where the fruit is visible
That noble souls have sown.
Tell us, oh tell us, how to sing
A song from out the heart,
One that shall thrill us through and through
Until the tear-drops start.
Not tears of sorrow—but of joy,
While marching hand in hand
Brave men and noble women too,
Approach that promised land.
A land and time we long to see
And struggle to attain,
For ev'ry effort that is made,
The good will aye remain.
We long to see the demon Drink,
Well trampled under foot.
We long for purer womanhood
With courage bold to put
A ban on everything that blights
The lives of babes unborn.
O, mothers of a mighty race
Let ev'ryone be sworn
To service in a glorious cause
For home and nation dear.
And, O glad bells, ring out the old,
Ring in a bright New Year.

OCTAVIA GOLDSWORTHY.

929 Spurgeon St., Santa Ana, Calif.
January 1, 1914.
The basket ball season opened on the evening of Jan. 15, when the Battle Creek Training School five was taken into camp by the Normals by a 36 to 27 score. The game was fast and well contested for so early in the season. The Crickets were more proficient in handling the ball, but lacked the aggressiveness to hold this advantage. The teachers got the jump from the start and acquired a lead that they were just able to hold up to the final whistle. The score stood 24 to 15 at the intermission. Each team made 12 points during the last half. Wilbur and Thessin were in rare form in throwing free goals, the former making 14 points while the latter caged 11.

Line-up and summary:

**Normal (36) B. C. T. S. (27)**
- Wilbur   R. F. McKay
- Sooy     L. F. Sias
- Hootman, Anderson C. Thessin
- Smith, Koob R. G. Gourley
- Baker    L. F. Johnson


The Normals lost to Olivet on the following afternoon on the visitor's floor. The Congregationalists got off to a reckless start, throwing a half dozen baskets from various angles. Two or three field goals were thrown from the center of the floor and on one or two other occasions the ball accidentally caromed off the low ceiling and dropped down through the basket. The boys seemed to be lost on the small floor and did not find themselves until it was too late to come from behind. However, the play during the last half of the game was practically even, each team throwing 7 field goals.

Sooy was in good spirits and threw 5 field goals, while Miller, of Olivet, had a great day, getting 7 goals.

The whole team played better than was expected considering the fact that it is accustomed to a large playing space.

Line-up and summary:

**Olivet (33) W. S. N. (20)**
- Miller   R. F. Wilbur
- Lancaster L. F. Sooy
- McLachlin, Hammond C. Hootman, Anderson
- Butler   R. G. Smith, Koob
- Van Dyke, Springer L. G. Barker


The remainder of the schedule is as follows:
- Feb. 4—Albion College at Albion.
- Feb. 6—Hope College at Holland.
- Feb. 13—Albion College at Kalamazoo.
- Feb. 17—Battle Creek Training School at Battle Creek.
- Feb. 26—Olivet College at Kalamazoo.

For the first time in several years the Western Normal has a "varsity" basket ball team in the field. It is hoped that the game will gradually develop until it comes up to the stand-
ard of the football and baseball teams of the school. Up to the present little or no basket ball spirit has been in evidence, but with a representative five that can win a fair share of its games, the school spirit should be educated in a basket ball way.

Although the boys have never played together before they are showing some signs of strength. They are fast and aggressive generally, but have not had enough experience to apply these qualifications to basket ball. There are a goodly number of men trying for the team, and it is a difficult task to choose the “first” team. Thus far the team has been comprised of the following: Forwards, Wilbur and Sooy; centers, Hootman and Anderson; guards, Barker, Smith and Koob. The second team is nearly as strong as the regulars and often come off with the long end of the scrimmage practice. The men holding down positions on the scrubs are: Forwards, Tryon and Merke; center, Jacobson; guards, Hellberg, Plough, Adams and Stewart.

THE RECEPTION.

An opportunity to entertain townpeople and a few outside friends of the Normal has long been in the minds of the members of the faculty and on Tuesday evening, January 27th, this plan culminated in a big reception at the school. Invitations were issued to parents of the students who reside in Kalamazoo and to many others and more than 1,500 people were received during the evening. Elaborate plans were made for the entertainment of the guests, among whom were numbered the Hon. F. L. Keeler, Superintendent of Public Instruction, and Supt. W. J. McKone of Albion.

The three buildings were thrown open on this occasion and a temporary connection between the training school and administration building was made by means of a canopied platform. Decorations in charge of Miss Goldsworthy, director of art, were artistic in every detail. No work was spared by her and her assistants in carrying out an effect unsurpassed by anything of this character ever done in the Normal. A Japanese motive was used in decorating and the gymnasium was a veritable Oriental garden with its canopy of Japanese umbrellas, its dozens of lanterns, branches of cherry blossoms and beautiful wistaria vines. The platform was transformed into a pagoda, most picturesque, and served as a charming setting for the orchestra. Lattice work with climbing vines and garden effects made of the upper and lower corridors delightful spots. Throughout the buildings many palms and flowers were used and the entire decorative plan was very effective.

A program of music in charge of Mr. Maybee, director of music, and of dances in charge of the Misses Frost and Burns of the physical education faculty, entertained the guests for an hour. The numbers follow:

1. (a) And the Glory of the Lord; (b) Hallelujah—Handel’s Messiah
   Choral Union.
2. Introduction of Dr. Henry W. Gelston.
3. Russian Dance—Krakoviah.
   The Misses Burgess, Crowley, Eaton, Groggel, Haskell, Hayman, Hays, Osborne, Parmelee, Payne, Peake, Saunders, Smith, Snyder, Stears, Mrs. Stetler.
4. Vocal Solo—From the opera “Carmen,” Hildred Hanson Hostetter.
5. Swedish Dance—Seven Jumps.
   The Misses Colburn, Groggel, Holmes, Kennedy, Mero, E. and L. Potter, Reynolds; Messrs. Barker, Bloem, Clifford, Hootman, Sooy, Spaulding, Tryon and Wilbur.
6. To Thee, O Country—Eichberg
   Normal Glee Club.
7. Aesthetic Dance—The Butterfly.
The Misses Burgess, Campbell, Crowley, Eaton, Haskell, Hayman, Hays, Loughhead, Parmelee, Payne, Peake, Saunders, Smith, Snyder, Stears.

Throughout the evening Fischer's orchestra played in the gymnasium, rendering a beautiful program of musical numbers. The Schricker trio of harp, violin and cello was stationed in the training school rotunda and furnished delightful music during the evening. In the training school refreshments were served, Miss Mary Moore, head of the domestic science department, having charge. She was assisted by young women in her department and the guests were served in three rooms, the kindergarten, the first grade and in the rotunda.

The library was used for exhibits of student work from various departments in the Normal and gave the guests an opportunity to view representative contributions from the art, domestic art and manual training departments. From the first named were many beautiful pieces of student work along several lines of art and from the domestic art was a variety of pieces of high grade and great interest to the visitors. Perhaps as elaborate an exhibit as any was that of the handsome set of furniture made by young men in the manual training department previously exhibited. Other rooms in the building were open for inspection and many of the guests had their first view of the Normal.

A souvenir booklet was presented to each guest and contained various views of the building in addition to a brief history of the institution, a poem by Professor George Spau of the faculty and the program of the evening. In brown and gold, the colors of the school and bearing on the cover the seal of Michigan it was an attractive souvenir of the most pretentious event in the school's social history.

Committees of students assisted in various ways, many serving as guides through the buildings and in directing guests to different points. The hosts and hostesses of the evening—the members of the faculty—assisted in a variety of ways in receiving and entertaining their guests and the occasion was a success in every particular, due to the able management of Dr. William McCracken, general chairman, and his assistants. Every detail was carefully worked out and the result was an enjoyable evening as well as a profitable one, in that the people of the city made the acquaintance of the Normal and the Normal that of the people of Kalamazoo.

NORMAL LITERARY SOCIETY BANQUET.

The Normal Literary Society cleverly carried out a mock banquet on the evening of Thursday, January 22, when the members gathered around the “banquet board” for a feast of wit and wisdom from the tongues of several of its members. As toastmaster, Glenn Sooy proved himself able in handling the preliminary remarks to each subject and presenting the speakers. The following list of toasts, responded to with a spirit of merriment, made an evening of sociability for the Normal Lits:

Glenn Sooy, Toastmaster.
The Normal Lits. Miss Montieth “Sure the gods do connive at us and we may do anything extempore.” (The Winter's Tale).
The Seniors Miss Trabert “That he is mad, 'tis true; 'tis true 'tis pity, And pity 'tis, 'tis true.” (Hamlet).
President Wilson Mr. Ross "Why, now I see there's mettle in thee.” (Othello).
The Faculty Miss Robins “Sir, 'tis my occupation to be plain.” (King Lear).
Athletics Miss Glezen "Come, civil night, thou sober suited matron, all in black, And learn me how to lose a winning match.” (Romeo).
The Amphictyon Girls Miss Scally “Man delights not me, nor woman either Tho' by your smile you seem to say so.” (Hamlet).
The New Science Building...Mr. Haner
"I'd give a thousand pounds to
look upon it." (Henry VI.).

The Juniors Mr. Maatman
"Present fears are worse than hor-
rible imaginings." (Macbeth).

The Future Mrs. Clevenger
"This above all—to thine own self
be true;
And it must follow as the night
the day,
Thou can't not then be false to
any man." (Hamlet).

INTERESTING ASSOCIATION
MEETING.

The Michigan Industrial Arts and
Science Association will hold its mid-
winter meeting in Kalamazoo Febru-
ray 19, 20 and 21, at the same time the
Michigan Retail Hardware Associa-
tion will have its exhibition meeting
in the Armory. The members of the
Industrial Arts and Science Associa-
tion will receive invitations to visit
the hardware meetings at any time
during the week. On Friday, morn-
ing and afternoon, they will spend the
time visiting the schools of the city
and especially the new Manual Train-
ing building of the Central High
School, also the Western State Nor-
mal and other schools.

At four o'clock there will be a meet-
ing in the Commercial Club with ad-
dresses by prominent people in the
state. Supper will be served in the
Commercial Club rooms to members
of the Association, followed by ad-
dresses from representatives from
some of the largest industries and fac-
tories in the country; also discussions
from members of the Association.
Saturday will be spent in visiting the
local industries.

The Industrial Arts and Science As-
Sociation was organized in Kalamazoo
a few years ago, consisting of manual
training supervisors and instructors
from Battle Creek, Jackson, Grand
Rapids, Muskegon, Detroit, Flint,
South Haven, Kalamazoo, and other
cities of Michigan.

During the past few years addresses
have been given other than those by
the instructors, from representatives
of the largest industries in the coun-
try. Some of these lectures have been
illustrated with exhibits, pictures and
lantern slides. The general public is
invited to attend the meeting. Ad-
mission free.

Mr. Waite, Mr. Sherwood and Mr.
Bowen of the Normal faculty are
active in this organization.

Y. W. C. A. NOTES.

The first meeting of the new year
was held on Wednesday, January 14.
At this meeting Miss Sue App gave a
very interesting report of the Student
Volunteer convention held at Kansas
City, Mo.

Perhaps the fact that our particular
responsibility is to so live that we
may re-enforce the impressions of our
American schools which the mission-
aries carry to heathen lands, was one
of the strongest points brought out
and one by which we should all profit.
Dr. John R. Mott was quoted as hav-
ing said that state schools and univer-
sities should furnish more recruits for
the Student Volunteers.

Wednesday, January 21, Miss
Bertha Hussey, dean of women at Kal-
amazoo College, spoke at the Y. W.
meeting. Her subject was "How I
Read the Bible." In a very informal
manner, she delivered a most interest-
ing and instructive talk, leaving with
us the desire to read our Bibles more
and in such a manner as to derive
more benefit from them.

The Y. W. C. A. girls gave a
Kindergarten party in the rotunda of
the Training school Saturday evening,
Jan. 24. All girls were cordially in-
vited to "become as little children"
and enter into the good time which
was prepared for them.

SUMMER SCHOOL CONFER-
ENCE.

County school commissioners from
the various sections affiliated with
Western Normal held a meeting at
the school Friday, January 16th, when
a day of profit and pleasure was en-
joyed. A conference in reference to the 1914 summer school consumed a large part of the day and special attention was paid to a discussion of work in methods and management. Resolutions of appreciation for Commissioner F. D. Miller of Calhoun county and regret over his serious condition, were adopted by the meeting. At noon a luncheon was served by the domestic science department in the private dining room of the training school and 21 guests were seated. Those present for the meeting were: C. L. Goodrich, Allegan county; Ernest Edger, Barry county; M. N. Burger, Berrien; F. E. Robinson, Branch; Miss Eva Warriner, Calhoun; Mrs. Ruth Hendryx Mosier, Cass; Miss Cynthia A. Green, Eaton; H. H. McClave, Hillsdale; Sheridan Mapes, Kalamazoo; Mrs. Hutchins, Oceana; F. J. Wheeler, St. Joseph, and V. R. Hungerford, Van Buren.

EROSOPHIAN SOCIETY ACTIVITIES.

On Friday, January 9th, there was a large and enthusiastic meeting of the Erosophian Society, at which plans were discussed for the social and literary features of the club for the winter term. An informal evening is to be given in the near future, complimentary to the young women of the high school department by the young men, they having been the losers in the close contest in attendance at meetings during the fall term. Officers were elected as follows: President, Carleton Wells; vice-president, Neva Drummond; secretary-treasurer, Carrie Wiese Montgomery.

A very interesting program was furnished for the Erosophian Society at their regular meeting on Friday, January 23, through the courtesy of Miss Forncrook’s class in expression. A debate on the Calumet strike had to be abandoned at the last moment through the illness of one of the leaders, and the following was substituted: Miss Ruth Beers gave an extract from “Innocents Abroad” in a very charming fashion, with Riley’s “Raggedy Man” as an encore. This was followed by Louise Potter in the laughable wedding scene from “Mary Cary.” Cornelius Mulder gave “Way Down South” and an encore, much to the enjoyment of all present. Then came Miss Esther Straight with a witty fable from Aesop. The last number of this charming impromptu entertainment was “A Transaction in Mumps” by Miss Decker, whose humor in rendition was quite as infectious as the illness in question. A hearty vote of thanks to Miss Forncrook and the young ladies was given unanimously before adjournment.

ENTHUSIASTIC MEETING.

The year 1914 has seen great enthusiasm and interest on the part of the members of the Ahphictyon Literary Society for their organization. At the two meetings already held programs of great interest and literary benefit were given and all who attended left with a feeling of satisfaction. At the meeting on January 22 in the Assembly room, plans were discussed whereby the literary societies of our school could be improved and made more efficient in serving the needs of the student. Since talking without action avails nothing; it was decided by unanimous vote of the society that every worthy suggestion made that evening be considered and carried into effect if possible. This means a general upheaval of the society system and interest in the movement should be universal with the student body. Before another issue of the Record we hope to be able to outline the plans decided upon.

PATRONIZE OUR ADVERTISERS

NEWS NOTES.

Material for the summer school bulletin is ready for the printer and it is planned to publish it a little earlier than usual this year. Professor B. L. Jones is chairman of the committee for this publication.

Miss Louise Kilborn, director of the Van Buren county Normal at Hart-
ford was a recent visitor at the Normal.

Miss Amelia Hirth of the Blodgett Home, Grand Rapids, visited the Normal and rural observation school at Oakwood recently.

B. S. Tefft, County Commissioner of Schools in Saginaw, was in Kalamazoo January 16 and visited the rural school department of the Normal.

One of the most enjoyable parties held this year at the Normal was the general student party of Saturday afternoon, January 16th. From 2:30 to 4:30 Fischer's orchestra played, and the closing event of the afternoon and one which created much amusement was a basket ball game between the faculty and students. A score of 22 to 21 pronounced the faculty winners.

At their last meeting the Junior class elected Joseph Walsh president. The other officers will be elected at a later meeting.

President Waldo delivered an address at a teachers' institute in Battle Creek Friday, January 16th.

Dr. Ernest Burham has been invited to deliver two addresses at the University of Iowa in May.

On December 12 Miss Alice Peake, who attended the Normal during the fall term, was married to Mr. Ray Kiebler at their home in Bear Lake. Mrs. Kiebler made many friends at the Normal during her residence there. They are residing on a farm near Bear Lake.

The Women's Round Table Club of southwestern Michigan met in Kalamazoo on January 10th, and in the afternoon journeyed to Battle Creek to meet with the Men's Round Table. In the evening the two organizations had dinner together at the Post Tavern.

Dr. William McCracken addressed an interested assembly at the Y. M. C. A. Saturday night, January 23, on the topic of "Chemistry and Commerce."

The eighth annual rural progress lecture and country life conference will occur March 13.

Dr. L. H. Harvey of the department of biology in the Normal has been appointed a member of the committee of the National Educational Association which refers to the revision of the high school course of study in regard to biology. He has recently attended two meetings of the committee in Chicago.

Members of the Normal faculty have taken part or will take part in the following teachers' institutes, the appointments having come from the department of public instruction:

President Waldo—Hilllsdale, Jan. 27; Dowagiac, Feb. 3-4, and Allegan, Feb. 20-21.

Dr. Burnham—Cheboygan, Jan. 29-30; Ann Arbor, Jan. 26.

Dr. McCracken—Kalamazoo, Feb. 13-14.

Several Normal members of the Michigan Round Table Club attended the meeting at Battle Creek Saturday, January 10. Speakers for the Race Betterment conference addressed the club.

Dr. Waldo has been invited to address the Knife and Fork Club of South Bend, Indiana, on the evening of April 21st. His subject will be "Chancellorsville."

Mr. Hickey took part in a teachers' institute at Flint January 10th.

There are 61 students enrolled in the history extension class at Grand Rapids in charge of Mr. Hickey.

Members of the Normal faculty attended a special meeting of various committees of the State Teachers' Association called by Mrs. Cornelia
Gilmore Brothers

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Hulst, president of the Association, in Kalamazoo January 17th.

The Kalamazoo Commercial Club has opened a contest to Normal students for a series of cartoons for the daily papers as a preliminary to an educational course of lectures to be held under the Club’s management in February. There are many talented art students in the Normal who in this way will have an opportunity to develop their originality and display their art work to the public.

For assembly, Tuesday morning, January 6th, a Victrola concert was given by Mr. Maybee and announcements were made by President Waldo. On Tuesday, January 13th, Miss Spindler gave an interesting talk on the National Student Volunteer meeting in Kansas City, during the holidays. As representative of the faculty at this meeting she attended the sessions and brought back to the school some valuable ideas on the general movement. Mrs. Hildred Hanson Hostetter sang two delightful numbers at the assembly on this day. "Glacier Park" was the subject of the program for the 20th, when Mr. Smith, who travels with wonderful views of this new national park, presented them before the faculty and students. It was an enjoyable program.

Miss Forncrook has secured the privilege of presenting Bernard Shaw’s play, “You Never Can Tell,” and will soon try out students for a cast. It is now planned to give the play during the latter part of the winter term.

The music and expression departments will have charge of the mid-winter student party and a unique entertainment is planned. It will take the form of a colonial party and many details will carry out the scheme. A program will be followed by informal dancing and refreshments.

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Mr. Hickey has been asked to present a paper before the history section of the Schoolmasters’ Club in March.

Before the Michigan Alumni Association of Kalamazoo Mr. Hickey gave an illustrated lecture on “Paris” January 15th. He will deliver the same address at the First Reformed church February 10th.

There are sixty-four students enrolled in the M. T. department this year and the classes are so large that all have been divided into two sections. The requirements for good work have raised to a high standard and it is expected that the graduates of this department will be more than ever qualified to satisfactorily fill the better positions in Manual and Industrial Training departments.

The machine shop at Central High has been completed and a class in machine shop work was started at the beginning of the winter term. There are six engine lathes, a large plane, drill press, emery wheel and metal saw, all of which were set up by the students of the M. T. department. All the electric wiring and connecting of motors was also done by the boys. Mr. Bowen is the instructor in charge of the work.

There will be a farmer’s institute held in this city the last week in February. This is a district institute for southwestern Michigan and a most excellent program is being arranged by Professor L. R. Taft of the Agricultural College, who is the state superintendent of institutes.

PATRONIZE OUR ADVERTISERS

The Classical Club held a meeting Friday, Jan. 16, at 1 o’clock in the history room. Miss Madeline Evarts of the Livy class gave a very instructive talk on the New Year of the Romans, and the Roman calendar was treated in an interesting manner by Miss Genevieve Vreeland of the Caesar class. The next meeting will be held

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some evening in February, when Dr. McCracken has kindly consented to talk on some classical phases of his recent travels.

The general topic of the Rural Sociology seminar this term is agricultural education. At the first meeting, Jan. 16, the instruction given in institutions was discussed, Frank Kolar, Cora and Hattie Kemstra, Violet Reynolds, F. W. Ayers, Clarence Smith and Katherine Koch taking part. On Jan. 30 extension instruction in agriculture was the topic, and talks were made by Eugent Buys, Ernestine Campbell, Ben Fritz, Ruth Brown, and Forest Bowers. Johanna Ver Duin was in charge of this program. The first meeting in February will consider country life conferences, clubs for girls, clubs for boys, and the work of the county farm bureau.

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