Western Michigan University

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No. 6

Western State Normal School

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A GEOGRAPHY OF MICHIGAN
Physical, Industrial and Sectional
By L. H. Wood
Western State Normal School

This book represents an effort to bring together from many scattering sources those facts about our state that will not only supplement the briefer treatises found in the general geographies but also facts of interest to the general reader.


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er, and one splendid idea was developed, that of our being the one who was essentially the active one in praying. As all of the flowers turn to the sun for power, so we turn to the Father for strength and inspiration through prayer.

Miss Koch’s discourse was splendid and brought a wealth of thoughts, any one of which would have served to keep an ordinary meeting busy.

The Y. W. is constantly gaining in interest and helpfulness. We have been permitted to welcome so many speakers from outside, that the members have not found the opportunity to lead their own meetings. We are beginning now to do this and the result so far has been highly satisfactory.

We are glad however, to announce that Miss Hoebel, Secretary of the City Y. W. C. A., will speak to us on March 4th.

PEARL MONROE.

NORMAL LITERARY SOCIETY.

The Normal Literary Society held their preliminaries for the Oratorical Contest, February 12.

Program.

A Selection from the Victrola.

“Our Michigan” Miss Wilcox.

“Dangers of Materialism” Mr. Ross.

“Conservation in Secular Education” Mr. Reeves.

Solo Miss Pennells.

“Wilson the Man” Miss Scally.

“Social Consciousness” Miss Crandall.

“The Child and Society” Miss Potter.

“The Sacrifice of Our Young Womanhood” Miss Monteith.

Decision of Judges.

Miss Monteith was awarded first place in the finals and received a five dollar prize, which was offered by the society. The following were chosen to represent the society in the next preliminaries: Miss Wilcox, Mr. Ross, Miss Potter, and Miss Crandall.

Patronize Our Advertisers.
TEACHERS OF INDUSTRIAL ARTS.

About one hundred members of the Michigan Industrial Arts and Science Association met in Kalamazoo, February 19, 20, 21. Advantage was taken of the presence in the city of the State Hardware Association to study the various exhibits of tools made by that organization and to listen to talks by several of the hardware men, and on Saturday excursions of inspection were made to several Kalamazoo industries.

Friday supper was enjoyed by the members of the association together at the Commercial Club, and special music was furnished by the Normal School Glee Club. Addresses followed the supper:


Papers were read during the meeting as follows: “The Boy, the Shop and the Teacher,” Mr. F. L. Johnson, Grand Rapids. “Agriculture and Industrial Education,” Mr. C. L. Nash, Muskegon. “A Working Basis for Vocational Education in Michigan,” Mr. L. R. Abbott, Grand Rapids, Director of Manual Training.

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RURAL PROGRESS DAY.

The eighth annual rural progress lecture will be given Friday evening, March 13 in the Normal Assembly room by H. W. Foght, of the Bureau of Education, Washington, D. C., who will speak on “Rural Progress in Denmark.”

In the afternoon at 2:00 a conference on rural social resources will be held, and at noon a picnic dinner will be served in the Normal lunch room. Coffee will be furnished and the Kalamazoo County Pomona Grange will be host.

In the afternoon at 2:30 there will be three addresses on Rural Education. Mr. Foght will talk of the work of the Division of Rural Education in the Federal Bureau of Education; Professor W. H. French of Michigan Agricultural College will discuss “Public School Instruction in Agriculture,” and Miss Jessie Field, formerly superintendent of Page County, Iowa, and now national secretary of the county work of the Y. W. C. A., will make an address on “Leadership for Country Girls.”

At the conclusion of the afternoon program an informal reception will be given by the students of the department of rural schools in honor of the guests and participants in the programs. A large attendance of representatives of farm organizations is anticipated.

NEWS NOTES.

Mr. J. Herman Trybom, director of manual training in the Detroit public schools, visited the Normal, February 20th and interviewed candidates for teaching positions.

Supt. D. P. McAlpine of South Haven was at the Normal, February 20th.

During the meeting of the Manual Training and Industrial Association in February there were many visitors at the Normal. The State Hardware Men’s convention also brought many to the school.

Miss Lucy Gage, director of kindergarten in the Normal, addressed two meetings in Charlotte, Wednesday, February 25th, one for the teachers and the second for the parents of the community.
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One of the prettiest and most enjoyable parties ever held at the Normal was that given under the direction of the expression and music departments, Friday evening, February 20th. The gymnasium was elaborately transformed into a colonial hall and a unique arrangement was made of the white pillared stage with garden in front fenced off with flowered rails. Owing to its nearness to Washington’s Birthday the entertainment was made characteristic of this occasion and in every detail colonial effects were dominant. Powdered dames and gentlemen danced the minuet most gracefully and a game of colonial basketball was an amusing feature of the evening. Colonial slippers were given as souvenirs and throughout the evening plantation songs were sung by the glee club. Mrs. Hostetter also sang delightfully and other numbers contributed to an evening of great enjoyment. Cherry ice and cake were served in the garden during the evening. Mrs. Zora Stuck was in charge of the decorations which were artistically carried out. Miss Helen Gsell and others assisted in various ways.

Miss Catherine Koch, for the past five years instructor in nature study and agriculture in the rural school courses, is perfecting plans for a year of graduate study in Cornell University, where she will do work leading to a master’s degree. Miss Koch has done her work here in a new field where little of precedent was at hand for guidance, and she has worked with patience and increasing success to develop her field. She has also greatly aided the Y. W. C. A. in maintaining its activities. She will continue her work here until the end of the summer term.

On Friday, February 6, the program of the regular Erosophian meeting was given up to music. The first number was a well-rendered solo: “Somewhere a voice is calling,” by
Cecil Ross. The remainder of the program consisted of many fine numbers on the Victrola, the music being prefaced by a brief but very interesting talk on the artist and the composition, given by Lester Mack.

The young men, losers in the "attendance" contest of the Erosophian Society in the Fall term, entertained all the young women in the high school department in the assembly room on the evening of Thursday, February 19. Games and dancing furnished the pleasure of the evening and those present voted it one of the most pleasant functions in the history of the society.

Governor Woodrige N. Ferris has appointed President Waldo as delegate to represent Michigan at the tenth annual conference of the National Child Labor Committee to be held in New Orleans, La., March 15-18.

An innovation in the production of the annual mid-winter play is planned for this year when the expression department will present Bernard Shaw's play "You Never Can Tell" in the Academy of Music instead of the Normal gymnasium. Wednesday evening, March 18th is planned for the event for which the following cast has been named:

Valentine, Glenn Sooy; Dorothy, Miss Marian Hays; Dorothyna, Miss Ruth Payne; Mrs. Clandon, Miss Esther Straight; Phil, Mr. Paul Snauble; Mr. Crampton, Henry H. Fuller; William, Joseph Walsh; McComas, Cecil Ross; Bohun, Edward Hanson. Miss Marsh of the faculty is chairman of the business committee for the presentation of the play which promises to be one of the best things the Normal has ever staged.

The Normal Men's Glee Club sang at the banquet of the Manual Training and Industrial Association which was held in the Commercial Club rooms Friday evening, February 20th.

On Tuesday evening, February 17, Mr. Hickey delivered his lecture on "The French" at the First Reformed church. Beautiful views made from his own photographs were used to illustrate his address which was enthusiastically received.

Mr. Hickey will act as judge at a division of the state oratorical contest at Decatur, March 20th.

It is proposed to organize a series of debating teams in each of the four grades of the high school. The plans are not, as yet, fully formulated. It is proposed to hold the preliminaries for the oratoricals in April and the "finals" in May.

At a meeting of the Classical Club held Feb. 13, Miss Parsons read selections from Prof. Miller's Dramatization of the story of Dido from Vergil's Aeneid.

The members of the Latin classes are preparing to give this early in March and the cast of characters is as follows:

Aeneas, Prince of Troy, and leader of the Trojan exiles...Donald Sooy
Achates, confidential friend of Aeneas...Wayne Barney
Ilioneus, a Trojan noble...Harold Vanderberg
Dido, the queen of Carthage...Marion Peacock
Anna, sister of Dido...Madalene Evarts
Barce, old nurse of Dido...Ethel Andre
Topas, a Carthaginian minstrel...Oscar Rabbers
Tarbas, a Moorish prince, suitor for the hand of Dido...Max Brown
Juno, queen of Jupiter and protectress of the Carthaginians hostile to Troy...Beatrice Bale
Cupid, son of Venus, god of Love...Winifred Eaton
Mercury, the messenger of Jupiter...Carlton Wells
Maidens, courtiers, soldiers, attendants, servants in Dido's train.
Nobles, sailors, etc., in the band of Aeneas.
Prof. R. M. Wenley of the University of Michigan addressed the faculty and students of the Normal February 5th. The assembly room was crowded with interested listeners to an informal address by a speaker who is always received with enthusiasm by his audiences.

President D. B. Waldo has recovered from a serious illness of tonsilitis which confined him to his home for some time.

The new cover design is by Ruth Appeldoorn, a senior special art student.

The Geography Club held an especially fine meeting Wednesday evening, February 4th in the rotunda of the training school. Miss Spindler of the training school talked on "Rome" and Miss Parsons, head of the Latin department discussed on the great southwest, using beautiful views to illustrate her talk. Following the program refreshments of doughnuts and coffee were served.

Mr. Drum, the famous evangelist, whose work in Kalamazoo in the forward uplift movement created most favorable comments, spoke in the Normal assembly Tuesday, February 10th.

Dr. William McCracken was conductor of the Kalamazoo County Teachers' Institute held February 13-14. Dr. N. W. Cameron of the education faculty delivered an address during the institute.

Smith Burnham of the West Chester, Pennsylvania State Normal and Philip Burnham of Colorado, visited the Normal Friday, February 13th. They were called to the city by the death of their father and were guests of their brother, Dr. Ernest Burnham of the Normal.

President Waldo left February 21 for Richmond, Va., to attend the meeting of the National Education Association. His trip included visits to some famous battlefields in the south and he spent several days in New York City looking up candidates for teaching positions next year.

Dr. N. W. Cameron is chairman of the committee for the 1914-15 general bulletin which will be issued within the next few weeks.

Professor R. M. Reinhold lectured in the Ionia County Teachers' Institute at Clarkesville, February 13 and 14.

The kindergarten alumni are planning a celebration during the decennial of the Normal in June. Miss Charlotte Bobb is chairman of the committee which is in charge of a breakfast for the graduates of this department and a fine reunion is anticipated.

Miss Kelsey of Vassar College was a recent visitor and speaker at the Normal. She was the guest of Miss Catherine Koch and spoke before the Y. W. C. A.

Miss Annie Potter, one of the head designers in the Tobey store, Chicago, and a former student in the art department of the Normal, addressed a few invited guests interested in art work, Thursday afternoon, February 26th, in the Training School of the Normal. Her subject was "Household Arts."

Miss Goldsworthy spoke before the Women's League of Battle Creek Wednesday afternoon, February 26th, on "Civic Art." On the following Friday she spoke in Plainwell on the Elson exhibit of pictures.

The program of the rural sociology seminar for February 20 was in charge of Henrietta Sholten. Papers and talks were given by Frances Van Geison, Rex Brittain, Fannie De Haan and Ernest Burnham. The term social meeting was held March 6, in the Training School.
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On the evening of February 10, in the rotunda of the Training Building, Dr. McCracken gave a most interesting talk to the members of the Classical Club. An informal discussion followed, pop corn was eaten around the fire place and Latin songs were practiced.

It is interesting to note in connection with the fine account of the "Festival of Days" of Teachers' College, contributed by Mrs. Minnie Campbell to the February issue of the Record, that the music committee of the "Festival" had as its chairman Miss Florence Marsh, formerly director of music at the Normal, now connected with Ethical Culture School in New York City. Miss Marsh also suggested the dance for the Hours, for which she wrote the incidental music, and organized and directed the College Orchestra, which made its bow to the public on that occasion. The "Festival" was so well received that a second performance was given on Lincoln's Birthday. On Saturday, February 21, Miss Marsh officiated as toastmistress at the Alumni banquet of the music department of the college, and reports a large and enthusiastic meeting.

On Monday, February 16, Miss Marsh gave an informal "tea" to the young women of the high school department, following a talk on "Am I making the most of myself?" The bleak weather outside made all the more cozy the group over the teacups, and a more than usually pleasant time was enjoyed by all.

The debate on "Resolved, that the Calumet strikers are not justified in their demands," was fought to a conclusion by two teams of the Erosophian Society on the afternoon of Friday, February 20. The affirmative was taken by Angelina Case, Wayne Barney, Charles Jacobson, the negative by Carleton Wells, Donald Sooy and Lucile.
Fleugall. The case was very closely contested and the judges gave the decision in favor of the negative. It is proposed to organize teams for systematic debating in the near future.

Dr. Ernest Burnham participated in the program of the second annual Rural Life Conference at the State Agricultural College, East Lansing, March 5.

On Thursday, Feb. 19, the Kindergarten seniors enjoyed a very sumptuous "spread" at the home of Miss Dorothy Russell on Oak street. Festivities began at prompt 6:30 and the company seated themselves in true kindergarten fashion about dainty covers decorated with George Washington hats, cherries and red candles which furnished the only light. After the dinner the evening's entertainment consisted of Virginia reels, cake walks and singing, in which all entered with the best of kindergarten spirit.

QUESTIONS AND ANSWERS.

What is a course in Biology?

A course in biology begins with a blob of protoplasm and ends up in a conglomeration of the same. The first is the amoeba, the last man. Between this the whole animate creation. In biology it is just one thing leads after another until one reaches the top. At the beginning you start in by evoluting and if you stick seriously and continuously to this principle, in the course of a few million years, more or less, you at length arrive some where. Life is a giddy whirl biologically speaking, but if one keeps his head, he is sure to get on. After reaching the Primitives, progress from tree to tree is easy. Still one must not monkey with the subject even then. The basic postulate of biology is that Ontogeny is a repetition of Phylogeny or vice versa (Le roi de biologic est Harvey.)

Why is a course in Mathematics?

In the language of the street, you may search me. I do not know, do you? Still I was never good at riddles. Mathematics is full of numbers, but these vary inversely as the course, the higher up you go. Mathematics in a serious disease. The mortality due to infantile paralysis in the subjects of proportion, percentage and root extractions is frightful. Algebra claims its share of the victims that get this far. Those that survive geometry and trigonometry are so inured to danger that they proceed with relative safety into the higher and attractive field of conic sections and the 4th dimension. Some people claim figures never lie, but tailors and dressmakers who are good figurers dissent from this view. Some people take to mathematics as a diversion, but few of them are allowed to run at large. The most seductive symbol in mathematics is 7, but some people abhor pi. Many people hereabouts have fought over the subject of mathematics.

What is a course in Psychology?

This is a reactionary course. It is also chock full of concepts. One learns much of those twin sisters Sary Brum and Sary Bellum. By the time one has wandered over two hemispheres, taken a peek at the pineal bodies, walked across the pons varolii and skirted the edge of the dangerous fissure of silvus, he is an accredited psychologist. By the medulla oblongata he reaches the spinal tract and is soon lost in a maze of afferent and efferent impulses. Once he has dug up the anterior and posterior roots and can trace a reflex to its stimulus he can qualify as a master.

Psychology was invented in Pennsylvania and is still native there. The original Penn used it with great success on the Indians. It is occasionally sporadic in other parts of the land, but no importance is attached to such outbreaks. When one hears that lively tune "The Camerons are Coming" it is time to hunt refuge in a Hall or Thorndyke.
Sixty Thousand Teachers attended Summer Training Schools last year! Progressive teachers are beginning to realize the importance of such schools. Professional growth depends upon contact with specialists who accomplish results and who achieve success.

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**ALUMNI NOTES.**

Howard Bush, manual training 1913, recently accepted a position in the manual training department of the Flint schools.

Miss Edith Thomas, 1913, was a guest at the Normal the second week in March.

J. Pierre Osborne, manual training 1910, has found it necessary owing to ill health to give up his position at Winona, Minnesota and has left for the west.

Miss Florence Kelley, kindergarten 1913, has just accepted a position in the Cadillac public schools.

Melbourne Kirkland, formerly a popular student in Western Normal now instructor in the manual training department of the Battle Creek schools, visited the Normal during the Manual Training and Industrial Association meeting, February 20-21.

Many of her friends during the early days of the Normal will be interested in the present location of Miss Grace Stoddard whose marriage to Prof. Clark Mason took place last August. Mr. and Mrs. Mason are residing in Culbertson, Montana.

Miss Pearl Ashton of the class of 1906 is now Mrs. D. A. Strouch and resides at Champaign, Illinois.
STYLE SHOW
March 18-20.

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The Style Show will bring the same opportunity to study the newest fashionables that the metropolitan shopper enjoys. More elaborate preparations are being made than ever before. The newest conceptions, the smartest modes and the distinctive creations are now filling our store for the occasion. Our displays, both in our show windows and in every department, will be well worthy of your attention. We also suggest these three days as a very advantageous time to do your purchasing while our stocks are new and complete.

Orchestra Music.

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At a recent luncheon given in Jackson, announcement was made of the engagement of Miss Ruth Turnell, kindergarten 1912, to Mr. Anderson of Ironwood. The wedding is planned for June. Miss Turnell was one of the most popular members of her class and a charming young woman. She taught in Ironwood the first year following her graduation and the past year has taught in Jackson, her home.

Another announcement of interest to many former students in the Normal was made on Christmas Eve when the engagement of Miss Marie K. Steebman of Detroit to Mr. W. Clark Doolittle was made known. The wedding will take place late in June. Mr. Doolittle was active and popular in school affairs while a student in the Normal and has been a most successful instructor in the Detroit University School since his graduation from the University of Michigan.

A letter from Miss Hilda Marshall of Hastings, formerly of Western Normal tells of a recent gathering of Normal graduates at the Barry County Teachers' Institute. Mr. Lon Bolster of Prairieville called the Normal people together and an informal supper was enjoyed. There were eleven present.

The Record learns with regret of the serious illness of Miss Madeline McCroden of last year's class at her home in Dutton. She has typhoid fever.

Miss Margaret Jeffrey is teaching in the State Normal School at Albion, Idaho.
An idea prevails with many people and among them not a few teachers that Geography is a subject more or less chaotic in its make-up and consisting of materials gotten together from various sources by people with little scientific attainment and with little appreciation for scientific standards. It is not surprising that students coming to our Normals from schools where the geography is finished in the seventh grade and where nothing is done in the high school in this subject should get the feeling that it is elementary and not comparable with the other classic studies in cultural value, and that it requires but a few weeks to review to fit for its teaching in the grades. And why is this not enough? They knew the elementary text, they have had several terms of special work in methods of teaching and have had a term or two of training in which they have seen geography well taught. Further, more than this preparation is not required of them in arithmetic, reading or language, and until the student comes to the real problems of grade teaching he thinks that he can make the shift with geography as well as with these subjects above mentioned. But teachers of experience know better; they know that geography, more than any other subject of the elementary school, calls for a wide range of correlation of facts from many fields of science; they know that if to them a stone is but a stone, wheat but wheat, and wind but wind and nothing more, that they must fall, yes literally disappear behind the textbook to teach mechanically, to draw outline maps for busy work, filling them, like a sack, with a hotchpotch of all kinds of unrelated stuff, loading the memory to the breaking point, and all only to end in killing in its infancy the natural desire of the child to know the earth on which he lives. Further, to teach the subject in this manner, with a feeling that one is a slave to the text and never with the buoyancy that comes from a wealth of subconscious resources kills the interest of the teacher and drives her to the field of other less troublesome studies.

Really, now, should we be surprised that students coming up to us out of these conditions should give but very little thought to preparation in geography? They have completed the subject in the elementary school in the seventh grade; they have heard noth-
ing of general geography in the high school except as a review course, the universities and colleges of the state offer no courses in the subject, and the general attitude of the public is that of toleration because of the practical value of the subject and not one of high regard for its culture value, as in the case of Germany and France. With these facts in mind is it any wonder that a class should come to the conclusion as a result of its discussion of the question “What is Geography?” that it is not a science, though it is to be accepted for the wide range of interesting facts that it assumes to gather under it? 

There are many things to be said in reply to the questions and queries raised here, but the writer restricts himself to a brief statement of two things, i.e., the most vital weakness of the pre-normal preparation in geography and to a statement of the elements or formulæ of geography. The experience of the writer, extending over a period of ten years with people from all parts of the state and with all sorts of preparation, leaves him with the conviction that there is an element lacking in the training of high school students in geography, or its parts, that is more generally found with the same students in respect to their preparation in language, history, mathematics, and science. This lack in geography, as observed most frequently, consists in the absence of any tendency or ability to follow up a geographic sequence on the part of students who readily follow a clue in history, a proposition in geometry, or the steps in a problem in algebra. For example, if the lesson is the climate of New England, the student considers it sufficient to say that the climate is cold in winter, hot in summer, and somewhat modified by the Gulf Stream. If the student is asked why the land is affected by the Gulf Stream when the winds are westerly—a question intended to bring out the cyclonic storm element, he never seems to have connected the idea of cyclonic storms with the climate of the region and is very apt to confuse the term cyclone with tornado. The conclusions from this and many other like experiences of the class room is that (1) there was no correlation of the elements of geography in the grades, and (2) that the geography of the high school, chiefly physical, scarcely ever comes to its true function, i.e., a preparation for general geography, and that its principles, however well taught, seldom reach their goal in correlation with the facts of plant, animal and human life in the study of a region. Hence the sequences of formulæ of geography lie on the shelf undeveloped and unused. The humidity of the air is studied but it is not associated with rain fall on the earth; pressure is not definitely correlated with winds, and neither with the clouds and rainfall; and the sequence of relations between climate and plant life; climate and animal life, and between all three of these groups of factors and human life seem not to have been made at all. This is the great lack in our geography teaching, since the very essence of this subject is found in mental movement that traces the many sequences found in earth relations. Nature makes these correlations and we must follow them in explaining the causes of things. The sunflower growing in the garden in the month of August, with its four square feet of leaf surface, makes about three ounces of starch or its equivalent in plant stuff in a day of 15 hours, using in the process 75 quarts of carbonic acid gas, weighing 5 3-5 ounces, throws off 75 quarts of oxygen weighing 3 3-10 ounces, while 187500 quarts of air would be needed to furnish the carbonic acid gas. To get the air to the plant and the water to the roots, the winds must blow, rain must fall, and the sun must shine, and even the idea of a rotating ball shaped earth with axis inclined must be used to even begin to comprehend Nature’s correlation in this one simple fact. Now, while the study of this natural fact of the making of starch by plants is not geography, yet the
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conditions that determine the distribution of starch making plants over the earth are the same as those brought together in the growth of the sunflower, i.e., seasons, heat, light, moisture, winds, and animal and human life. These then, are the groups of facts that furnish our geographic formulae. These formulae are the means by which the mind holds in contact with the problems of geography, analyzing them and moving toward the goal or solution of the problem.

Geography is itself a great formula of thought by which we come to think the distribution of things of the earth, or to answer the double question “where things are and why they are where they are.” The essence of geography is found in the movement of thought prompted by the desire to know things of the earth in their space relations, just as history is a mental movement that aims to classify the events of the world in the sequence of time, or as mathematics organizes things in the sequence of quantity. And the “where” is just as normal to the normal mind as the “when” or the “how much” and just as essential to the mind’s normal development.

The Mathematical Formulae. From the mathematical facts of the earth, form, size, rotation, revolution, inclination of the axis, and the distance from the sun come the periodic changes, seasons, day and night, intensity of illumination, and heating of the earth and the law of deflection of bodies in motion, all of which carry over and become factors in the formulae of climate, and of all responses in living things dependent upon it.

The Climatic Formulae. Climate furnishes the most useful and at the same time the most difficult formulae to apply, and much of the indictment against geography for its loose thinking, hasty generalization, and superficiality, may be traced partly to lack of analyses of the climatic formulae or to the fact that many applications of these formulae are attempted without sufficient scientific data. The lack of development of the relations between climate and the distribution of plant life is one of the weakest points in geographical science. But we should not for that reason be less diligent in making the climatic analysis and tracing as far as possible the correspondence between special features of plant distribution and individual climatic factors. It is not, however, to the details of refined analysis in this particular province, possible only for the trained plant geographers, that the point in this article is directed but to the fact that so many people who are teaching or who expect to teach are content to say “climate does this or that” without recognizing that climate is a complex group of factors that carry over singly and collectively into the relations of plant and animal life, groups likewise composed of many elements, also singly and collectively variable in relation to climate.

The case stands for geography much in the same light as it is with pedagogical training, since in the latter, as Dr. Dewey writes, “The teacher stands before sheer unorganized personality in the presence of her scholars,” while it seems to be a fact that she tries in the case of the former to present sheer unorganized subject matter.

The elements or factors of climate that figure in the distribution of native or food plants in any region are temperature and its variations, extremes, mean and range, winds, rainfall and its distribution through the year, number of hours of sunshine, frosts, humidity of the air and length of the growing season. Some one or more of the factors should be tried out to find an explanation of the chief plant and animal groups of every region studied and the relations discovered should be carried forward for their possible use in explaining the distribution of human life and industries.

Formulae from Geology. The geological development of a region determines the relief, rocks, minerals, soils, and water resources. Relief furnishes an excellent basis in connection with
climate for the differentiation or analysis of a region into smaller sections; soils are a basis for the further analysis of sections, and minerals serve to explain with great definiteness the distribution of primary industry.

It is hardly necessary here to emphasize the importance of a thorough development of each of these groups of factors, since it is obvious that one can scarcely make an intelligent application of the concept, relief, unless he knows its origin, or explain the location of minerals without some idea of their formation. It is quite natural from the close relations of geology and geography that the latter should have come in the last decade to be so much of an adjunct of the former.

The Formulae of PLANT and ANIMAL Life. It seems useless to urge the use of application of the principles of plant and animal distribution until some one shall have given more attention to the elementary side of ecology and have shown teachers how to use its formulae in the study of the distribution of organic forms. It is a great gain for geography, however, when the teacher makes the effort to apply the principles of ecology, so well illustrated in every land, to the distribution of plants and animals of the smaller sections of the physiographic regions. For, just as in Michigan we have illustrations of all the varieties of climate of the earth, so in our plants and animals we find most of the types of adaption found anywhere.

The Formulae of HUMAN Life. The most useful formulae that I have found for the study of man in relation to his environment, the distribution of his arts, institutions and industries are those developed by Otis T. Mason. Report of Smithsonian Institution, 1895 (1897) 639-665. Mason shows that all men everywhere, both primitive and progressive groups, pursue much the same type of activity, and these in response to the fundamental needs of life. These groups of men take Nature's gifts, modify, exchange, and transport them, and organize into groups under a leader, and subdivide the labors of the group into special phases of activity. These activities bring the group into contact with the environment, and call forth responses that, in a large measure, determine the nature of life and the quality of development of the group. The group here is taken as the fundamental unit that represents human life just as in the ecology of plants and lower animals it is the society rather than the individual that becomes the basis of study in relation to the controlling factors of the environment. This limitation leaves the way open for the evaluation of the special contribution to the group life of men of unusual genius, a factor much too commonly overlooked in the study of geographic causes.

The goal then in the study of general geography is to develop a concept of the earth, a concept analyzed, and organized by the application of principles inherent and functional in the process by which the earth passed from the chaotic to the present organized form. And this movement of thought in the application of formulae will leave the mind in possession of well defined units, individualized in respect to their life relations, and generalized by comparison with other units. Such a study is as worthy of attention for its culture value as any of the subjects that now largely displace it from the curriculum of high schools and colleges.

L. H. WOOD.
The Teaching of History in the Seventh and Eighth Grades

The presentation of history should be many sided. Our common error is to stress the political causes, events and results to the detriment of the side still more interesting to the seventh or eighth grader. Formerly history has been taught as a past of politics and politics as present history; latterly it has had the broader scope in the detailing of the "orderly progression of mankind to a definite end." The teaching of history then should include domestic, religious and industrial life; cultural phases, geographical, racial, economic, and ethical factors as well as the political element. It is a safe conclusion, however, to say that the more a child knows of the government of his country the more likely he is to become an efficient citizen.

It is only the restatement of the established fact to say that because so many of our school children leave school after the completion of the eighth grade, they should have some sociological training; both the seventh and eighth grades should train for citizenship, social relations should be constantly borne in mind; concrete examples can be had almost daily in the grade room, and this too in connection with the discipline. Sociology taught here in an abstract manner would of course meet the same lack of interest as all other abstractions at this age. History shows the movement of society, it is dynamic and this very element will create the interest, if properly considered, so often found absent during history recitations. The duty of the student in society can be exercised by his classroom relations. Class organizations will, if carefully supervised show the pupil his duty in attending all meetings, voting intelligently on all questions, and in the careful selection of officials.

To carry out the foregoing suggestions interest must be ever present. An interesting teacher will make an interested class. To be interesting he must have a large and fresh amount of knowledge. He should know more by far than he can tell his class and much of his knowledge should be so new that he will take a keen interest in the presentation of it. "How to teach," is no doubt a very necessary requisite but what to teach, if not of equal importance, is a very close second. The subject matter must be within the grasp of the average student and as previously hinted must be full of action and variety. The discussion of cause and effect can produce but little result in the grammar grades, they must be memorized as important facts. Interest then, from this discussion, depends upon the dynamic element in the work; energy and will power will be the natural result.

While the study period may indicate the child's interest, it seems that this is best shown in the recitation, the object of which is to test the pupil's grasp of his assignment, to help over difficult places, and to prepare for things to come. The topical recitation is usually followed, this may be varied with the outline form to a great advantage. It seems that the mixture of the two, the "topical-outline" form gives a very desirable result both in class work and daily notebook requirements. The especially valuable feature of this latter system comes in the review work, either as a summary or in preparation for a test or examination. The written recitation affords excellent opportunity to discover the student who knows his subject but cannot give it orally to any advantage, while on the other hand if the questions asked admit of definite answers only, the talkative, showy student indicates his real
worth. Above all things the teacher should strive to conduct his recitation without notes or books, this gives him the distinct advantage of being able to observe the members of the class and see if attention is being given to all points and if the class understands in all cases.

Still another method of securing interest in the work is informal dramatization. The impersonation of historical characters appeals to all normal children. Historical situations may be most vividly illustrated by a well directed dramatization. To illustrate divide the class in two divisions, one section having a large majority (e.g. three to one) over the other, the larger section to represent the English parliament, of the period leading to the war for Independence, and the ruling class in England at that time. The minority section attempts to secure concessions from the majority which are refused with a vengeance, care must be exercised to keep the feelings from becoming too strong. By this method the reason for the colonists not wanting representation in the English parliament is made concrete. Virtual representation is shown to be no representation and the efforts of colonial agents coming to naught are aptly illustrated. A little ingenuity will make this applicable to the slavery issue, the State rights theory, and the present day labor troubles.

The plan just presented can be used to some extent in the study of actual warfare, although it seems that men should be studied more here from the biographical side. A campaign, the objects of both the offensive and defensive can be made concrete. Why Corinth, in the Civil war, was important to the confederates and why it should be captured by the Federals is not only easily shown but made concrete and a lasting impression fixed. Corinth should of course be studied in the campaign of the west. Experience tends to show that the movement of Federal troops from Fort Henry to Donelson, thence back to the Tennessee River, thence to Pittsburg Landing and Shiloh, the easy capture of Corinth, a railroad center with roads leading to Memphis and points South and East, thence down the Mississippi, the capture of Vicksburg and the result of the campaign when Grant marched to the relief of Chattanooga; this if mapped and impersonated by students appointed as generals with their soldiers can be easily followed and made something more than memory work. The simpler campaigns should be followed out the more complex should be omitted, and separate battles should not be considered as such, but taken up as the result of hopes and aims of the contending forces. While many object to any detailed study of war and declare such a study as useless and others maintain that it instills patriotism and a sense of loyalty, it is probably well to give it some consideration. As to the merits of the case however, this article is not concerned.

In any of the foregoing suggestions the teacher must have a definite aim, a thing of great value, and therefore difficult to obtain. One may have a moral aim in teaching the life of Washington or Lincoln, a political aim in considering the acts of Adams and Jefferson, a military or cooperative aim in teaching Burgoyne's campaign. The teaching of the relations between Capital and Labor may have an economical or sociological aim and a lesson on the local governments of the colonies can stress the efficiency of citizenship. In any case the teacher must have thorough command of his subject matter, and its relation to the motive for teaching it must be clear. The lesson may be presented either by a brief review or resume of points by the teacher, leading up to the new assignment and then assigning topics for the pupils to recite upon, or by skillful questions he may draw much from his class that seemed absent. To recite topically or by outline, however, seems to give the pupil more self respect and confidence in himself and a teacher may easily spoil a good recitation by becoming impatient and offering suggestions and ask-
ing too many questions. Assignments should be given very definitely, this is as important as any previous suggestion. One interesting assignment is sure to bring definite results. Hence it is seen that much depends upon the instructor.

The successful teaching of history then, as in all other cases depends upon the grasp of subject matter which the instructor has, upon the logicalness of his procedure, and upon his own interest in the subject itself. ARTHUR C. CROSS '11.

Greedy for Gold

India is a glutton in swallowing up the yellow metal, and she hoards it like a miser. A steady stream of gold has been flowing into that country for centuries and it never returns, but seems to be swallowed up by the native earth. The tourist, who parts with a five dollar gold piece or English sovereign, may be sure that it will never more be seen in the country of its minting.

What becomes of this treasure, and to what use is this gold put, since India has not minted a gold coinage of her own for many generations? This puzzle becomes curious when it is remembered that the natives never deposit their savings in banks, and will not invest in productive enterprises, such as railroads, irrigation work, or factories.

It has been estimated that the "visible hoarded wealth of India in temples, treasure chests of princes, and in jewelry of the natives, amounts to $1,800,000,000," an amount that would look respectable in our day, and that would make the old time buccaneers set sail in a hurry.

Part of this wealth is in such things as the two gold cannon at Baroda, and images of solid or thickly plated gold, blazing with jewels, and found in temples. The greater part, however, is buried in the earth, much to be forgotten for ever.

The reason for this gold problem in India is simple. Before England got control of the country, it was swept by numerous conflicts and invasions, and the natives' surplus amount was always invested in the easiest forms of negotiable security—gold and jewels. The conqueror was sole possessor of the conquered Hindus' possessions and left nothing for him excepting what he chose. The Hindu early learned not to display any of his riches, for the tax collector and plundering soldier were always at the door, so poverty was the best shield of defense. Thus, the Hindu must have his savings so that they can be easily hidden or transported. Gold serves the purpose. That is why the treasure that flows into India from all nations, never returns.

A. THORSBERG, '15.

Hamlet on the Stage

Of all the characters which Shakespeare has introduced into the world of literature, doubtless there is none that has been studied with as great interest as Hamlet. His is one of those few characters which cannot be revealed by a second reading. After considering the character of Hamlet, we can easily see that it might be the...
aim of every really great actor to attempt to play the part of Hamlet. In taking the part of this great central figure of a story which involves mystery and preternatural environment, many actors have placed themselves among the few great actors while many more have murdered the part of Hamlet. In our discussion of the actors who have played the part of Shakespeare we can only give brief mention of those of least importance and pass on to our two great Hamlets, Booth and Irving.

Our first Hamlet was doubtless, Burbage, who played in the Globe Theater at the time of Shakespeare. Of the interpretation he gave to Hamlet's character, we have no record; if we had, many of the present discussions concerning Hamlet would then be cleared away and we would know, since Burbage acted under Shakespeare's direction, how he really characterized this character.

When Thomas Betterton appeared on the English stage at the age of seventy as Hamlet, we could easily conclude that he would fail in many points. First of all, his costume was inappropriate, being almost ecclesiastical. He wore a white neck cloth, cocked hat, shoulder knots, and full wig. When Betterton met the ghost, he seemed to awe the ghost instead of the ghost awing him. He also played Hamlet as though he were on the borderland of reason and madness. Garrick who was the next actor of importance who appeared on the English stage presented Hamlet as a sane man who assumed insanity. He wore the court dress of the time of George III. while his hair was dishevelled when he feigned madness. The keynote of Garrick's personation seemed to be filial love. The word "Father" when spoken to the ghost was deeply expressed and his reverence was shown by his sinking on his knees in the presence of the ghost. Garrick omitted the advice to the players and the grave diggers scene. He had Ophelia's death cause the queen's insanity and the king killed in the com-
stirring qualities which are essential for a Hamlet. He well acted the part of a sorrowing son who was qualified to revenge his father's death. The same night that Davenport was playing in New York, Barry Sullivan made his first appearance as Hamlet. He was an intellectual, not a poetic Hamlet. When he followed the custom set by Garrick and twirled the handkerchief during the ghost scene, Forrest hissed at him. It has been thought that Sullivan replied to this by looking directly at the box in which Forrest sat and said, "That great baby you see there, is not yet out of swaddling clouts."

During the year 1857-1858, there seemed to have been an epidemic of Hamlets in New York. At the time the greatest was doubtless Edwin Booth, who can be said to take foremost rank among the American Shakespearian actors. He was physically perfect for the representation of Hamlet; his lithe figure was a distinct contrast to that of Forrest. He interpreted Hamlet for the American people. The mind of this great actor, naturally dwelt on dreadful events, therefore he could easily throw himself into the state of mind necessary to act Hamlet. All obscurity and errors made concerning Hamlet were cleared away by this one loving disciple. He made many eliminations, Booth's fine nature naturally eliminating all offensive parts.

Booth's Hamlet showed a certain tenderness for Ophelia, also showed the loneliness derived from being great. At the time of the play, Hamlet did not love Ophelia but was tender to her because he had once loved her. At the grave Marcellus told Hamlet who was dead because if Horatio had known, he would have told Hamlet before the mourners appeared. Filial love was also a strong point of Hamlet's; but not like many minor actors, he did not make it a central feature. His word "Father" in the ghost scene was spoken with that same tenderness that Kemble spoke it. It had previously been customary after Hamlet had met with the ghost, for him to drop his sword on the stage, but Booth held his sword in front of himself, acting as if for a protection against the ghost. This idea seemed to have been original with him. The pictures in the closet scene did not seem as important a matter with Booth as with many minor actors. When Booth played Hamlet, insanity was simply a cloud, the actor proved a pleasure to the eye and a delight to the artistic sense. Booth's ideal of Hamlet was a noble man overwhelmed with a fatal grief, a man whose heart was too weak for the circumstances of human life. Booth's art was applied to the highest purpose and invested with dignity, power, and truth.

Henry Irving, our second great Hamlet came before the public toward the later part of Booth's career and showed touches of Booth's style. Irving came on the stage amid appropriate music, his burning eye veiled by melancholy, and his cloak trailing. We see, in the first scene, Hamlet grow from the calm man who says "Saw? Who?" to the passionate prince exclaiming, "I'll watch tonight, perchance 'twill walk again." The midnight was characterized by controlled excitement, but after betraying love, sympathy, and awe for the ghost, he became delirious. The soliloquy was merely thinking aloud rather than declamatory. Irving's Hamlet was never rude to Polonius, but during the play scene, he watched all very closely, especially Claudius. Here he was also delirious but had recovered composure in the closet scene. The pathos and tenderness of this scene has never been excelled. He used no pictures. Uncontrollable emotions were shown in the grave yard scene. Irving was a thorough student of human nature, conscientious in his art, and combined assured madness and involuntary derangement. Tennyson said Irving was not a perfect Hamlet, Spedding said that Irving was hid-
ous, but Ellen Terry wondered where perfection could be found if not in Irving's Hamlet.

Since the time of Irving, we have had many actors playing Hamlet, only a few of whom we will consider. Wilson Barrett as young Hamlet presented many peculiar ideas concerning the character. Barrett interpreted Hamlet as a young man of eighteen or twenty years. He gave a commonplaceness to Hamlet's character, which never could be. He addressed the soliloquy, "To be or not to be," to the air where one never looks when in thought. During the scene with Ophelia, he made separate discoveries of both Polonius and Claudius. He showed intense anger toward the king thus removing all the agony of the scene. Barrett felt while still very young that he knew all there was possible for him to know concerning Hamlet. One critic who saw Barrett play said, "I found neither tenderness, inspiration, or imagination in the character."

Southern and Forbes-Robertson, two of the actors of the present day have also tried the part of Hamlet. Southern lacked tragic power, neither did he show weirdness or intimation of being haunted during the ghost scene. Nevertheless Southern was intelligent, conscientious, and sincere. Forbes-Robertson was an actor of fine achievements and experience although he lacked that spirit essential to an actor who really played Hamlet successful. The text was correctly spoken and the colloquy with Ophelia showed all the agony in Hamlet's character. Robertson could not believe that a man could be beyond the love of woman. Although the part was uninspired it was far better than the character taken by foreign actors.

No foreign character has ever been really successful as a Hamlet. Shakespeare really does not exist for the foreigner, since the spirit of the English language is lost in the translation. Continental Hamlets are realists. Those foreigners who have won mention are Baudmann, the German, Tichter, the Frenchman, and Salvini and Rossi, the Italians.

Include among the foreigners who have acted the part of Hamlet, we might suggest Sarah Bernhardt, who would be considered as the one most important of the female characters playing Hamlet. Why women have so many times tried to play Hamlet is almost unaccountable; perhaps it is because of the wrong impression that Hamlet is effeminate. This has been proven to the contrary, because of the ill success all women have had in playing the part of Hamlet. There seems to be an unpleasant mannishness or an experimental insignificant air about the women characters.

Sarah Bernhardt used a prose translation which, first of all removed the poetical atmosphere from the play. She dressed to represent a young boy of eighteen or twenty, but proved to look like nothing but a thin elderly woman somewhat disguised. Our critic said that Sarah Bernhardt's first performance commended itself to persons studying freaks. In fact, the first performance lasted six hours, many of the people returning home thinking it would take a shorter time to read the play. During the ghost's story, Bernhardt sat with crossed legs and chair tipped back, while Booth stood tense to the finger tips. When Polonius came to announce the actors, Bernhardt chased a buzzing fly around the room. Bernhardt's meeting with Horatio, Bernardo, and Marcellus was in a fellow-well-met manner. Bernhardt's flinging of her cap at sight of the ghost was slightly light hearted. She also turned her back to the ghost. She exhibited utter hatred of Polonius and treated the skull in the grave digger's scene as lightly as though it were a lap dog.

In truth Bernhardt acted like a precocious young man who fancied himself an actor. Little can be said in praise of Bernhardt's Hamlet although technical knowledge and executive efficiency were applied. The generalization can be applied to Bernhardt, "Hamlet is said to be one of the most
difficult parts to play, yet a total failure is a rare occurrence."

"Of the many who have played Hamlet, few have played the part as an epitome of mankind; not an individual, a sort of magic mirror in which all men and women see the reflex of themselves."

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CARRIE W. MINAR, ’14.

Miscellaneous Contributions

IMPRESSIONS OF AN EX-SCHOOL TEACHER.
Perhaps one who was in the service so short a time does not deserve the above title, but anyway, I earned it and am proud of it. People begin to listen to you when they learn you have taught school, so the "Ex" is my weapon.

Last summer on my trip to the coast, I became acquainted with two young ladies who I decided were business girls. Yes, I could see one just as plainly as could be behind the little iron railing above which was written "Ladies Window," and my mental picture of the other one was similar. There was no doubt in my mind as to their occupation. When we had reached our journey’s end it was revealed by a "slip of the tongue" that my new friends were teachers. "But," they told me in a whisper, "We don’t want anyone to know it." And here was I, an ex-teacher, who should know the mysteries of the cult so well, mistaken, while those outside the profession can say with the utmost confidence and as if they were displaying a remarkable brilliancy: "Oh, I could tell you were a teacher." This remark is wholly unfounded, I think, for I have observed lately that the people who say this have usually been informed either by yourself or others as to the facts in the case.

Speaking of women in business. I wish to say that girls in school work have advantages over them in many ways. The most decided one is this: The teacher is placed in an educational atmosphere, necessarily, which is bound to be cultural and broadening and which continually points to the higher things of life, while the girls in the business world are quite often obliged to work with those who regard correct speaking as unnecessary, who sometimes think it necessary to resort to profane language as a means to an end in a business deal, and whose chief ambition seems to be to increase their fortunes.

There are those, however, in the school-room whose ideals are as pecuniary as the business man’s. As I look back to my teachers; as I listen to teachers conversing; as I visit a school-room now and then, I feel that if I were asked to classify teachers I would do so on this basis: (1) Those who live to teach, and (2) Those who teach to live. Those in the first group are giving themselves and influencing for better the lives of many children. An ample living, as a result, is provided for them, for they know what life is. Dollars never could repay them. In the second group are those "who wish to keep their hands white," who are so engaged in what they will buy this month, or complaining of too small salaries that they forget that their work in the school-room is not alone to give children concrete facts, but to prepare them for life.

It is the teachers of the first class that we so often hear extolled in public meetings by worthy men and
women, but of all the tributes, Mary Antin, the Russian Jewess, gives us the most glowing one in her book, "The Promised Land." Perhaps a few words taken from this interesting autobiography will tempt you to read it, for every teacher in our public schools should: "The true teachers are of another strain. Apostles of an ideal, they go to their work in the spirit of love and enquiry, seeking not comfort, not position, not old age pensions, but Truth that is the soul of wisdom, the joy of big-eyed children, the food of hungry youth."

NINA WINN.

MANUAL TRAINING OUTLINE
FROM TRAINING SCHOOL
COURSE OF STUDY.

The name "Manual Training" has come to stand for such a variety of things that it seems now that the name "Constructive Hand Work" is more appropriate when speaking of the manual activity of our Training School Shop.

Our shop work is based upon the belief that the short period of time spent in the shop each week should give something to each individual other than mere relaxation from regular room routine—the course of study should allow the boy to progress as his skill and ingenuity develop and each problem in this course of study aims to possess all three of the following characteristics: a.—an appeal to the boy's keenest interest, b.—a utility value when finished, c.—it should be that type of problem through which the proper care and use of tools can be taught.

We believe in this method of development for the growing boy and we also believe this system of development is valuable to all classes regardless of their position in social or business life, and therefore it should reach as many boys as possible. Owing to the great number that drop out of school between the fourth grade and the high school we believe in extending this period of work with real carpenter's tools from the eighth grade down into the lower grades as far as possible. Manual Training High Schools are worthy institutions and supply a popular demand in our educational system, but we should not allow our desires and admiration for this more pretentious phase of Manual Training Work to dull our anxieties for the welfare of the thousands who never enter the high school.

We have therefore, a series of consecutive problems arranged with the idea of proceeding, step by step, from the simple to the more complex, covering a period of four years and as far as the actual manual activities of the shop are concerned, not divided definitely into grades. Of course each grade comes to the shop as one group but the work taken up by the individual is not in the least governed by his grade. He progresses from one problem to the next in accordance with his improved skill and ability.

For convenience we have a specific name applying to the general work of each group, and a number of problems listed which experience has shown can be completed by the majority of boys in the time allowed them.

DESCRIPTION OF THE COURSE.

I. The fifth grade work is known as "Beginning Benchwork." This includes only enough elementary working drawing to give the boy ability to read simple blue-prints or blackboard sketches, and takes up the use of carpenter's tools in soft wood only, doing as much real construction on interesting and useful projects as possible.

II. Sixth grade work is known as "Benchwork" and is a continuation of the first year's work on more complicated problems.

III. Seventh grade work is known as "Advanced Benchwork." Hard wood is used in this grade at the discretion of the instructor.

IV. The eighth grade work is known as "Beginning Cabinet Making." The first few lessons are devoted largely to drawing, involving
the correct application of the fundamental principles of draftsmanship and the working out in detail of the plans for some piece of furniture to be constructed later. The woodwork is mostly in hard wood, leading up as fast as possible to the construction of substantial and practical furniture. One full half day each week should be given to this work.

We think the boy's first introduction to some of the elementary tool processes ought to precede certain other tool processes, exactly as a certain phase of mathematics ought to precede other phases of the subject. But we often change the problems involving these tool processes even as the teacher of mathematics may change his problems, the better to demonstrate his point. It must be remembered that only by intelligent repetition can the boy gain skill, or acquire training, therefore these elementary tool processes are constantly recurring in the new problems.

The above "Shopwork Chart" shows but one problem for each step. It is only the type of problem that we take into consideration however, not holding too closely, we hope, to any individual project. It often is a distinct advantage if two or three equally good problems can be offered for each step, and the boy is allowed to make the one he wishes.

The following chart will help to visualize this four year period.

M. J. SHERWOOD.
Wood's Geography. The first of this month there appeared from the Horton-Beimer Press in this city a Physical, Industrial and Sectional Geography of Michigan by L. H. Wood, head of the department of geography in this school. The paper, printing and binding of the book are first-class. The maps and cuts, both of which are very numerous are well executed in every respect, and the volume of nearly 300 pages, including references and a good index, is an exemplification of thoroughgoing scholarship. It will sell for one dollar, postpaid. The Record congratulates Professor Wood upon his splendid service to teachers of geography, and to the citizenship of Michigan.

Applied Art. The Art Department has always welcomed problems of practical applied art—as evidenced by the school catalog covers, which have been designed by students during the past eight years; also covers and headings for the "Normal Record"—cover and illustrations, for "Brown and Gold"—besides the numerous posters used constantly to announce school affairs. The work has extended to demands outside of the school and for several years the art students have supplied the school paper, "Moderator Topics" with a monthly calendar for use in black board drawing. The Kalamazoo newspapers have had several headings made by the art students. The most ambitious effort to unite the work of the classes with the interests in commercial art in the city is in progress at the present writing. The Commercial Club is interested in a propaganda movement to improve conditions generally in business and social life—and has planned a course of lectures on practical themes by practical speakers. The work will be augmented by telling cartoons to be published in the daily papers. Cartoon work is considered one of the most difficult fields along the
high way of art but our students have entered enthusiastically on this contest with many very worthy productions, which will appear shortly in the press of the city.

Woman's "In Union is Strength." League. This adage old and true has a significant meaning for the girls of Western State Normal and has given itself definite expression in the formation of an organization to which they have given the name of Woman's League. Cooperation and social service are emphasized elements in modern living and the girls of our school intend making themselves as helpful and comfortable as possible, through the medium of a union to which all girls and women in any way connected with the school are eligible. This is a decided step in the progress of our institution for at least three vital reasons: First, it promotes good fellowship and friendly intercourse; second, it provides for an otherwise serious gap in the machinery of our institution—that of dean of women; third, it is expressive of the democratic spirit which pervades our school and country today. Surely the field is broad and the harvest is ripe. Let us hope the workers are plentiful.

Literary The aim of all literary societies should be the promotion of individual powers and abilities. The best means of promoting these hidden talents is through individual expression before the group and unless the individual has expressed himself the ideas are not truly his. Our literary societies each have a membership of from one hundred to two hundred. Each society has eighteen meetings a year, three of which are business meetings when little or no program is given, and one of which is the annual social function. This leaves at the very most fourteen programs to provide for and if all members were to take part, would necessitate each time a program of at least twelve numbers which would make them too long if each person taking part were given all the time he needed to put forth his best effort. Then again when the membership is so large, the individual members do not feel their responsibility toward the society unless they are acting officers where as, in a limited organization absences, unwillingness to participate, negligence in paying dues are all noticeable and easily attended to. Third, colleges and other institutions in Michigan of two hundred students support four and five literary organizations. Why cannot we, a training school for teachers with an enrollment of more than six hundred, support at least four such societies? It rests entirely with the student body. If you want it, make known your desire and help make it successful. The following editorial offers an example of expansion along the lines we urged.

Debating Along with the general growth and advancement of the Western State Normal, it has been considered well to further promote the interest in literary efficiency. With this end in view, sixteen men of the Normal met on December 10, 1913, and organized what later came to be called The Hickey Debating Club. At the first meeting in President Waldo's office, H. H. Fuller was elected president, A. C. Bowen, C. E. Wickizer and T. P. Hickey, constituting the committee to make general arrangements for the programs. The second meeting proved that it was the intention of the members to insure the permanance of the organization, as the time scheduled in the program was consumed in considering the report of the constitutional committee. The same spirit of thoroughness and interest has been manifested in each of the subsequent meetings.

The principal object of the club is to promote a greater interest in current education and political questions, and to promote the individual mem-
ber's ability to discuss these problems comprehensively and extemporaneously. The spirit of the club, it is hoped will be an unbiased attitude toward the merits of constructive argument as presented by each speaker. It is much more earnestly hoped that a keen argumentative spirit will dominate the club as a whole, that each member may become able to see all sides of a question, and with equal ability, be able to defend logically his position not only in the Debating Club, but also in the class recitations, in social gatherings or wherever there are questions to be settled.

The Library there have been 512 volumes added to the Library —the 29 volumes of the Encyclopaedia Britannica insist upon attention first, because of our need of them, as well as because of their size and value. Murray's New English Dictionary, completed as far as the letter Q comes next in importance, a work so wonderful in its scholarship that English-Speaking people can honestly say that their language is now as completely recorded as the French language has been for many years.

For the first time in its history, the Library has been able to indulge in current books in other lines than Education, Science, etc.—38 volumes of Drama, English and translations from the French and German, and 84 volumes of fiction, give plenty of material for the classes in Nineteenth Century Prose, Lyric Poetry and Drama and give us all a pleasant freedom of choice for a leisure hour's reading.

Geography has fared well, and 50 volumes of French history go far toward satisfying the ever-eager class in that subject.

We have needed for a long time, good translations of certain of the Greek and Latin classics, and some faithful lovers of the Classics in their own languages have wanted to see a few of them on our shelves. Both of these needs have been met in our 25 volumes of the Loeb Classical Library books which have the original text on the left-hand page and on the right-hand page, a translation which the editors have tried to have fairly close to the original, and with a value as English literature besides.

The low price of $1.50 a volume for this collection is made possible by the generosity of Mr. James Loeb, a retired banker of New York who has given the money for the undertaking in order, as he says, "to revive interest in classical literature in an age when the Humanites are being neglected more perhaps than at any time since the Middle Ages, and when men's minds are turning more than ever before to the practical and the material."

The departments of Psychology and Pedagogy never suffer in a Normal School Library, and Science is not neglected—into those pastures students do not need to be led, since they are wisely driven.

Class Record expressed the belief that the class of 1914 will prove to be the strongest and best ever turned out by the Western Normal. This, if true, is a very fitting accompaniment to her coming decennial celebration scheduled for the close of the present year's work. And whether true or not will depend entirely upon the class itself in about three essentials, which are: first, how its individual members acquit themselves during their senior year; second, how the class individually and severally shall realize, in actual practise, the ideals and ambitions conceived during the period of preparation for their profession, and third, how the class, as an organized unit, shall conduct its business and discharge its obligations.

Though either of the first two of these phases is a sufficient basis for a whole treatise in itself, the special business of this discussion is to consider the third only.
Undoubtedly the largest business venture undertaken by the class is the publication of its year book called after the school colors, the Brown and Gold; and the individuality and responsibility of the work are none too strongly expressed by the possessive pronoun used, for, tho former classes have published a year book and future classes will quite likely continue to do the same, one fact will remain viz: the 1914 Brown and Gold will be like none of them simply because it is the product of a class different from all others. In other words, the structure will reflect the individuality of its architects. The same can be truthfully said concerning the financial side of the enterprise. To make the matter very plain: The organized class has elected an editor-chief whose special business it is to supervise the work of publication and this official is assisted by an appointed cabinet of assistants, good, bad or worse, as you will presently notice by one of their signatures, each assistant having a special duty to perform, after all this delegation of authority (and labor) the fact remains that this editorial staff is but the mouth-piece, so to speak, of the constituency of the class and the success of their efforts will be great or small, just to the extent to which that constituency stays behind the enterprise and the editorial staff and boosts more than it grunts.

It is planned to have the book out early (May) and the only possible way to meet the expense of its publication is to sell out the copies. So get busy seniors! Keep your ear to the ground for opportunities to help the staff. This is our year, our project, our Brown and Gold and our chance to make good. Let us not have the word deficit written after that '14.

H. H. FULLER, '14 (Adv. Mgr.)

THIRD GRADE NOTES.

A Valentine store recently furnished some valuable experiences and drill in the teaching of four number facts. Pupils brought second-hand valentines or added to the stock with home-made ones. The arrangement of the store was both artistic and orderly.

In order that there may be no waste in “playing store” the teacher must know and the children must know the facts to be mastered. Each valentine was marked either six, seven eight or nine cents. Then the marked price leaped to four times its first value. You can readily see how strong the motive became for skill in handling these fours. No one could be clerk nor purchaser unless he had the fact. One child was unable to buy a single valentine on February eleventh, on February twelfth, she could buy every one.

While part of the pupils were at the store others were doing accounts at the black-board. Real money, toy money and home-made money were used. Only pieces up to and including a quarter of a dollar were current. As a lesson in motivation with rapid and favorable results this lesson is submitted.

The daffodils and tulips, planted last fall are now in bloom. Each child had a pot for a valentine for his or her mother. The remaining ones have been sent as gifts to other grades or supervisors in the school.
FOURTH GRADE NEWS.

Section II of the fourth grade entertained sections I and III with original dramatization of the fables, "The Boys and Frogs" and "The Boy Who Stole Apples." A leader was appointed and he with the other members of the group planned the entire dramatization.

Some sand table work has been done on the Philippine Islands, showing islands, principal rivers and general surface features. Also a poster in connection with a study of the Philippine Islands in geography the fourth grade of the training school have modeled on the sand table Luzon, Mindanao, Palawan and other main islands of this group. As a preparatory step before beginning the modeling of the islands, the children traced outline maps on the board. In doing this each child used a sheet of paper, size sixteen by eighteen inches, upon which an outline of the islands had previously been perforated. This sheet was placed against the board; the erasers dusted over it, and the sheet of paper removed leaving a faint outline map where the chalk had dusted through the perforations of the paper. Since it is sometimes difficult to find outline maps of the size sixteen by eighteen inches a small relief map may be enlarged. To keep proportions is not so difficult as may at first appear and since it is desirable that the children work with large movements and use simple lines it is rather a matter of congratulation if the map when drawn a second time, fails to show some of the irregularities of the products of the islands is being made showing tobacco, coffee, rice, sugar cane, pineapples, rattan, cotton and bamboo. Kathleen Flye, whose home is in South America is getting specimens to help in making the poster.

In our colonial history we have studied about the different things that the people had to make for themselves. We have made bowls as they made them. It took more than a week to complete them. The clay was kept moist by wrapping the bowl in a damp cloth, then with a piece of oil cloth. This kept them in splendid condition for working.
curves of the coastline. Perhaps, it is of greater importance that the children remember the general massing of the land.

As soon as the maps had been traced the islands were modeled on the sandtable. Flour was dusted over the mountain peaks to represent snow; bits of glass with blue paper beneath them were used to show the lakes; short lengths of thread placed in pencil tracings made the rivers; small marbles or stones for cities, and a row of white beans for the railroad.

WINNIFRED KEAN.

REFERENCES ON PHILIPPINE ISLANDS.

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- Scribner's, Vol. XXXVII; Atlantic, Vol. LXXXIX. Worth of Islands.
- World's Work, October, 1907. Transportation.
- English Magazine, 31; p 491-517.
- Herbertson's Descriptive Geography.
- Carpenter's Geographical Reader.
- National Geographical Magazine, September, 1912.
- National Geographical Magazine, November, 1913.
- Philippine People, January, 1914.

SEVENTH GRADE.

This term the boys and girls of the seventh grade are having a class in photography with Mr. Fox. The two groups have taken various pictures of which they are very proud. Several of the children have kedaks of their own and are putting into practice what they have learned in school from the loading of the plates to the printing of the pictures.

AN AFTERNOON VISIT.

I had just found out that my little cousin, whom I had not seen since her return from Europe, was staying with her maid at her little cottage Elm Lodge.

So this pleasant afternoon found me walking up a little Elm lined avenue which led to the quaint cottage while the trees rustled softly over my head. As I lifted the big brass knocker, I cast a swift glance around. In front of me was a typical English cottage, overgrown with ivy, and a dear little garden at one end, full of old fashioned herbs, shrubs and plants. The house itself was low and made of stone, with little casement windows of leaded glass.

I was ushered into a small room after presenting my card. Everything was spotless and dustless. But
such a sight met my eyes. A box of stationery was scattered about the floor. A dainty little sewing basket was upside down. A stray thimble and spool of thread lay under the table near by, a little kitten was playing with a big pink ribbon pulled from the basket. A poor little box of stamps lay under a French legged chair, which matched the desk, nor was I surprised to find that looking untidy too.

After waiting some time, I retreated to the kitchen. To my great surprise, I found it looking as tidy as ever a kitchen did. I stepped to the door. A dish towel flapped in the gentle breeze. Beyond I spied a path along which were scattered orange peels. Following the path I turned an abrupt corner and came face to face with my Lady Jane in the garden reading "Heroes of Romance" and serenely eating an orange.

ELIZABETH NICHOLSON.

Note:
(In our composition work we have been putting together a set of surroundings in such a way as to make them reveal the character and appearance of a person living in the midst of them. In the above story we have attempted to show the characteristics of two people—the lady and the maid.

LANERN FOR TRAINING SCHOOL.

Picture study in connection with geography and history has just been made practical in the Training School by the acquisition of a portable stereopticon lantern.

During the term, gratis, Prof. Wood has made lantern slides for the study of the Philippines, Phoenicia, Palestine, Rome and Italy. Within the past week he has purchased the lantern and fitted one small recitation room in each grade for lantern use and a table for the lantern. Pictures can be shown with practically the same results as are obtained in the geography room. Teachers and students feel very grateful to Mr. Wood for this aid.

ASSEMBLY PROGRAMS.

Jan. 20:—Victrola Record, Selected by School; Stories, Miss Fornrook; Chorus, school; Victrola Record, Selected by School.

Jan. 29: In charge of First Grade—Winter Out of Doors, Alfred Chase; Winter Sports; Poem—Snowflakes, Ruth Westnedge; Songs—Tracks in the Snow, Snow Man; Winter Birds—From Children's Observations; Story—The Snowbird, Henry Westerville; Song—Sing a Song of Winter; Winter Indoors, Jack VanCleve.

On February the fifth, our pupils enjoyed an excellent collection of Stereopticon slides. These were loaned the Training School by the Atchison, Topeka & Santa Fe Railroad company.

The pictures are beautifully and naturally colored. They describe a trip from Chicago, via the Drainage Canal over the prairies to the mountain regions. The views include a very interesting collection of Navajo, Maquin and Pueblo Indians, with several fine views of the ancient cliff dwellings. California missions, gardens, and orchards and several superb Pacific scenes complete the instructive trip.
Feb. 12: Lincoln’s Birthday Program; Star Spangled Banner—Chorus; Lincoln’s Life, by himself—Mary Faught; His Mother—His Kindness, Lincoln as a Lawyer, Pupils of grades V and VI; Military March—Piano, John Agar; Lincoln’s Attitude towards Slavery—Eliz. Nicholson and pupils of grades V and VI; Lincoln as President (Blondin’s story) —Mary Cutting; Chorus—Massa’s in the Cold, Cold Ground; The Gettysburg Speech—Willard Bryant; His Mercy to Soldiers—Eliz. McQuigg; Dixie. Drum—John Waldo.

Feb. 18; In charge of Physical Training Department; Dance—Ace of Diamonds, 5th and 6th grade girls; Athletic Exercise—5th and 6th grade boys; Dances — Oxdansen, Seven Jumps, Snow Flurries, by Normal students.

MUSIC NOTES.

The orchestra gave a recital for the children of the Training School and their friends, Monday, March 2 at 4 p. m., in assembly room.

The music program for assembly, Tuesday morning, March 3, consisted of several selections by the chorus. Solos were given by Messrs. Hoekstra and Bloem and by Mrs. Hostetter.

Mrs. George H. Rhead will give a piano recital in assembly hall either the last of March or first of April. She will be assisted by local talent. Mrs. Rhead played at the State Teachers’ Association at Ann Arbor last October. All who heard her were very enthusiastic over her work.

A Mendelssohn program was given Tuesday evening, March 3, in Assembly Hall

The Sixth Annual May Festival will be given May 12-13 in the Academy of Music. The Minneapolis Symphony Orchestra has been engaged, and the Festival chorus will appear both evenings. The first evening will be a miscellaneous program given by two of the orchestra soloists and the chorus. The second concert will be given entirely by the orchestra. Mendelssohn’s ‘Hymn of Praise’ will be given by chorus, soloists and orchestra for second part of the last concert. Part one will be given by the orchestra.

Monday evening, February 2, Miss Mabel E. Woodworth, of Chicago, assisted by Mrs. Hostetter of the faculty, gave a recital in the chapel, which was greatly enjoyed by a large audience. Mrs. Edwin H. Hacking and Mr. H. Glenn Henderson were accompanists.

Programme.

Concerto in G minor Bruch
Adagio Allegro
Aria: Jewel Song from Faust...Gounod
Violin Solos:
(a) Caprice Viennois Kreisler
(b) Deep River Coleridge-Taylor
(c) Polonaise: D major Wieniawski
Songs:
(a) Green Debussy
(b) Ma Voisine Goring-Thomas
(c) Venetian Song Bemberg
(d) A Song of India Rimsky-Korsakov (From Legend of Sodko).
Andante and Finale, from Mendelssohn Concerto.

The assembly program for Tuesday, February 3, was in charge of the Normal School orchestra assisted by Mrs. Maybee, soprano soloist and H. Glenn Henderson, accompanist. The following program was given under the direction of Prof. Maybee.

Program.
Largo from “Xerxes” Handel
Calm as the Night Bohm
Orchestra.
Waltz Chopin
Mr. Henderson.
Voi Che Sapete, from “Marriage of Figaro” Mozart
Ma Bien Aimee Boellmann
Printemps Nouveau Vidal
Mrs. H. C. Maybee.
Prize Song, from “Die Meistersinger” Wagner
Orchestra.
Rhapsodie Op. 79 Brahms
Mr. Henderson.
My Mother Bids Me Bind My Hair Haydn
So Sweet a Kiss de Koven
I Hid My Love D’Hardelot
Mrs. H. C. Maybee.
Intermezzo, from “Cavalleria Rusticana” Mascagni
Simple Aven Thome
Orchestra.

NORMAL GLEE CLUB.

Some things go by contraries.
Right here in the dead of winter the Normal Glee club is showing the most lively symptoms. At its regular weekly meeting on Thursday, February 19, a complete organization was effected and plans were laid for more intensive work in our field. So to be specific, we intend to cultivate some voices, hoe others, prune many and plant a few, all for the purpose of harrowing the feelings of unsuspecting audiences.

The following officers were chosen to guide the affairs of the club: President, Ralph Bloem; Secretary, H. H. Fuller; Treasurer, Tallmadge King; business manager, Prof. H. C. Maybee; librarian, Arthur Maatman. Several prospective trips and engagements are on the slate and we have large hopes that (M)aybee we shall Bloom into Fuller enjoyment of ability to court the muse with our mews and thus amuse, at least ourselves.

W. S. N. S., 29; ALBION COLLEGE, 25.

The Western Normal basket ball five defeated the Albion College quintet on February 4, at Albion, in the first game ever played between the Teachers and Methodists. It was a close, fast game with the home team leading by a 16 to 15 score at the end of the first half. The Normals got together better in the second period and played the locals off their feet easily annexing the contest 29 to 25.
Both teams displayed excellent team work at times despite the fact that they were greatly handicapped by the scant floor space.

Line-up:

Summary: Field goals, Wilbur, 5; Sooy, 4; Hootman, 2; Marlatt, 3; Evans, Field, 2; Allen, 2. Goals from foul, Wilbur, 7; Field, 9. Referee, Dean, Jackson. Time of halves, 20 minutes.

HOPE COLLEGE, 35; W.S.N.S., 22.

Hope College trimmed the Teachers at Holland on February 6, to the tune of 35 to 22. The Hollanders led by only 2 points at the half way station and the visitors got within one point of the Flying Dutchmen late in the second period, but with six minutes to go the locals lived up to their past reputation as basket ball tossers and ran away with the game. With the exception of the last few minutes of play the teams looked evenly matched. Lakken of Hope played a stellar part and threw 7 field goals.

Line-up:

Summary: Field goals, Lakken, 7; Smalligen, 3; Steininger, Veenker, 2; VanderVelde, Wilbur, 4; Sooy, 4; Hootman. Goals from foul: Lakken 6; Steininger, Wilbur, 4. Referee, Johnson, Purdue. Time of halves, 20 minutes.

WESTERN NORMAL, 25; ALBION COLLEGE, 21.

On February 12, the locals defeated Albion College for the second time this season by a 25 to 21 score.

The game was the best and closest of the season and the outcome was always in doubt. Both teams displayed good team work and while the Normals excelled in passing the visitors were the better in the art of "covering up."

Line-up:

Summary: Field goals, Wilbur, 2; Sooy, 4; Hootman, 2; McEwan, 2; Marlatt, 2; Allen. Goals from foul Field 11, Wilbur, 7. Points awarded to Normal, 2. Referee, Read, U. of M. Time of halves, 20 minutes.

BATTLE CREEK TRAINING SCHOOL, 39; W. S. N. S., 29.

On February 17, the Pedagogues lost to the speedy Battle Creek outfit on the small sanitarium floor by a 39 to 29 score. The game was practically even all the way until the last five minutes, when the home boys let loose several reckless shots which dropped through the basket and put the game "on ice" for them. Thessin was mostly the cause for our defeat, shooting 8 field goals and 9 free baskets, thereby making a total of 25 points by himself.

Line-up:

Summary: Field goals, Thessin, 8; Sias, 4; Kennedy, 2; McKay, Wilbur, 3; Sooy, 3; Hootman, Anderson, Barker. Goals from foul: Thessin, 9; Wilbur, 11. Referee Husted, Battle Creek "Y." Time of halves, 20 minutes.
CENTRAL NORMAL, 40; W. S. N. S., 25.

The Western Normal five lost to Mount Pleasant on the latter's floor on February 20, by a 40 to 25 score. The upstaters got busy early and led the visitors at the intermission by a 21 to 6 count. The boys had several chances but could not get the ball into the basket. However, they came back strong in the second half playing the locals to a standstill. During this period each team made 19 points.

NEWS ARTICLES

TETRAZZINI IN KALAMAZOO, APRIL 28.

Tetrazzini, world renowned for her voice and incidentally for a personality which has been a factor in drawing audiences of enormous size wherever she has sung, will appear in Kalamazoo under the auspices of the Western State Normal School, April 28th. President D. B. Waldo closed negotiations with her manager on a recent visit to Chicago and as the result the community is to enjoy the opportunity of the most important musical event in its history with the possible exception of the appearance of Adelina Patti more than twenty years ago.

Through a special arrangement the Normal has been able to secure this attraction, Madame Tetrazzini filling engagements only in cities of greater size, usually. During this tour she will be heard in Chicago, Indianapolis and Detroit but these cities will be the nearest points to Kalamazoo. The new armory has been secured for the concert and with its capacity of 3000, provides a splendid place for the fine attraction. It will be necessary to fill every seat but this does not seem impossible nor improbable when the magnitude of the attraction is considered. People as far east as Jackson and as far west as Niles will undoubtedly avail themselves of the great opportunity of hearing one of the world's greatest artists in the zenith of her popularity and artistic triumphs.

With Madame Tetrazzini as accompanist will be Yves Nat, a French pianist whose wonderful talent is winning for him a place among the great artists. He will play one or two solo numbers and these are sure to be important features of the program. At a recent performance in Cincinnati he was recalled three times, a remarkable incident in a program with an artist of Tetrazzini's rank. There will also be a flutist on the program and the entire concert will be one no one in the vicinity of Kalamazoo can afford to miss.

Mail order reservations can be made through the Normal office but the other tickets will be on sale down town at a place later to be announced.

WOMEN'S LEAGUE.

At a girls' mass meeting held in October, a need was expressed for an organization in our school for young women. The most important needs for such a union were given as follows: 1. The majority of the young women attending our school are not living in their own homes, but are boarding and rooming about the city. Many of these rooming places may be undesirable for various reasons, namely: poorly heated rooms, insufficient light, or a lack of necessary furniture and forbidden privileges which are vital to a young and energetic girl. A confederation of girls could go about investigating the various rooming houses and place upon them their approval or disapproval as the case may be. A house unsuitable for a girl to rent as her temporary home would be taken from the list or made to conform to the requirements of comforts for the average girl.
SPRING STYLES

The drooping shoulder, the largest waist, the suspended hip, bustle effects and narrowness at the ankles are the most noteworthy features of the figure lines in the styles for the new season. Suit coats are to be shorter, in many cases a mere bolero; flared effects will be prominent. Draped and peg top skirts will predominate. Separate coats will show many flared effects in 1-2 and 3-4 lengths. Collars will show many stand away innovations.

Waist styles will have a tendency to simplicity, transparency and blouse effects. Outside finishes showing peplum, coattails and girdle ideas, collars being in modified Medici and other shapes.

OUR YOUNG MEN'S SHOP

Situate on the main floor, just inside the Burdick street entrance, is intelligently stocked with Furnishings of Quality and Smartness. If you, Mr. Student, are still unacquainted with the extremely high values we constantly offer, why, pay us a visit, our men clerks will be pleased to show you.

Gilmore Bros.
2. Many girls seek remunerative occupations while pursuing their studies here and pay in part or in whole for the expenses incurred in attending school. These young women very naturally desire those positions most desirable because of proximity to the school, rooming place, or the number of hours required, or because of the nature of the occupation itself. A league of interested girls could obtain a list of desirable positions and through a more intimate knowledge of those seeking employment, fill them with students they consider well fitted for the position and at the same time find employment satisfactory to the student. Although this matter is now capably handled in the office, it could be more personally and intimately handled by a group of students.

3. For the girls who live in Kalamazoo from the beginning to the end of the terms and who have no friends in the city except just those whom they meet in classes and in and about the halls, the week-ends are sometimes long and lonesome. An organization of girls and young women gathered for a few hours of enjoyment and social intercourse would greatly relieve these days of loneliness and near homesickness in a more beneficial and less expensive way than through any down-town places of amusement.

Acting upon these three vital needs, those present appointed a committee of five girls to look into the matter and set in motion the wheels which should make possible such an organization. As a result a union was formed which adopted the name of "Women's League" and whose purpose involves the careful ministering to the social, business and home life of all the girls enrolled in any course in our institution.

The girls chosen to investigate the situations and start the ball rolling, so to speak, were: June Montieth, Beulah Haight, Mary Howe, Veronica Scally and Sue App. This committee with the aid of Miss Spindler and

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105 West Main Street
Miss Seekel framed a constitution which was read and amended article by article in two meetings held this term.

At the next meeting, officers will be elected and the machinery provided for in the constitution will be set in motion. It is sincerely hoped that all will take an active part in making this society successful in the great work which awaits it.

Patronize Our Advertisers.

Y. W. C. A.

Saturday evening at eight o’clock January 24, 1914, the Y. W. C. A. enjoyed a children’s party in the rotunda of the Training School. The chief feature of the evening was the participation in children’s games such as three deep, drop the handkerchief, ball throwing contests and others. Delightful refreshments were served in the form of old fashioned popcorn balls and stick candy. The purpose of this social occasion was to bring the Y. W. girls into closer friendly relations.

Monday, February 9, Miss Kelsey, of Vassar College talked to the Y. W. girls concerning the Student Volunteer Movement. The fact that she is herself preparing to go to China made the occasion doubly interesting.

She told us of the various teachers needed in the foreign fields and how we may get into communication with those having the authority to supply teachers for the vacancies. A booklet, which gives information concerning the positions to be had was left with Miss Lucy Gage.

Miss Kelsey spoke not only of the foreign work but also of the volunteer work being done here. She has been a direct inspiration to several who interviewed her personally as to the possibilities of their going into foreign fields from the W. S. N. S.

Wednesday, February 18, the Y. W. meeting was led by Miss Koch. The subject was: Prayer—“Lord, teach us to pray.” She brought out very strongly the philosophy of pray-

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Flowers
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OUR STOCK
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OUR ASSORTMENT
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THE NEW BURDICK BLOCK KALAMAZOO, MICH.

Waterman Fountain Pens

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Over 500,000 in use today in all parts of the world. Scientific and hygienic features of these desks have been indorsed by many of the well known physicians and educators. Let us send you our illustrated booklet B-K giving many interesting facts. Check your school supplies now, but before you commence ask for our 120 page handsomely illustrated catalog B-S. A comprehensive guide for the economical purchaser of school essentials.

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Ask those who have traded here when you should buy furniture.

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It isn’t so much the price you pay that counts—it’s what you get for the price you pay.

True quality means first of all, pure all-wool materials so thoroughly pre-shrunk that permanent shapeliness is a certainty; second, absolutely faultless design and tailoring; and third, perfect fitting.

And ALL these things you’ll find an extra full measure of in Hershfield Clothes, especially in the three special groups of SUITS and OVERCOATS we offer at

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We have a few slightly shop worn or second hand cameras all as good as new which we will sell at about cost.

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

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CONVENIENT—UNIFORM—ECONOMICAL

8 page, $7.00 per 1,000
12 page, $8.00 per 1,000
16 page, $9.00 per 1,000

Special discount in larger quantities quoted on application.

Free sample on request

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Brown and Gold
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SOUTH BEND LATHES, 9 to 18 inch Swing

STEAM POWER OR ELECTRIC MOTOR DRIVE.

Free catalog describing the entire line on request.

A 50-cent book, "How to Run a Lathe," will be sent to any instructor on receipt of 10 cents in stamps to cover postage.

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Your catalog, circular, stationery, blank books, or printing of any description will be well executed if you entrust it to the "IBECO" Shop.

Quotations given gladly on any job, large or small.

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You have here a large selection in staples and labor saving specialties for your office.

Special departments are organized to better serve you in Loose Leaf Systems and Filing Equipments.

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On the Corner—233-9 East Main Street
Ten reasons why
HALE’S FIRST LATIN BOOK
has scored so successfully in leading High Schools throughout the country.

1. It treats Latin as a living and not as a dead language.
2. It presents the material as a Roman teacher would present it.
3. It holds the students’ interest to a remarkable degree.
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8. It puts the modern boy in the Roman boy’s place, which contributes greatly to the students’ interest and enthusiasm.
9. It prepares the student for Caesar more successfully than any other text.
10. It combines, to an unusual degree, the best of modern scholarship.

Atkinson, Mentzer & Company
2210 South Park Avenue
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Bryant’s Boot Shop
We are showing this winter a fine selection of high grade footwear.
Give us a call and be convinced of their superiority.

W. M. BRYANT
109 So. Burdick St. The Home of Reliable Shoes

Dainty Fountain Lunches
(At All Hours)

De Bolt’s
(Successor to Meadimber)

Fine Confectionery and Ice Cream

A co-related scheme ought to dominate the selection of schoolroom pictures, so that when a child has finished the elementary schools, he will have come under the influence of the masterpieces of the world’s painting, sculpture and architecture.

In the earliest grades some concessions may be made to the childhood of the pupils, but after the third year, a serious consistent idea of the historical importance of the great art periods ought to dominate the choice.

The halls may be used especially for examples of Egyptian, Greek, Roman, Italian Renaissance, and most important; yet most neglected, Gothic Sculpture.

As the more modern paintings are popularly supposed to be easier understood by the younger children, the fourth year rooms may be given over to reproductions of our American masterpieces of modern art, to be followed as the grades progress, back to the earliest periods, thus covering gradually the fields of Modern English, French and German Art: the eighteenth Century, English and French Schools, the Dutch, Flemish, German, Spanish and Italian Schools, not neglecting good examples of the primitive influences in each period.

Article Number Three

The W. Scott Thurber Art Galleries
601 South Michigan Blvd.
Chicago, Ill.
Western State Normal School
KALAMAZOO
ORGANIZED IN 1904

A High Grade School for the Training of Teachers

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

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

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

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

Students may enter at the opening of any term. Summer Term June 29 - Aug. 7, 1914. Fall Term opens Sept. 21, 1914. The year book and summer bulletin will be mailed on application.

DWIGHT B. WALDO, President.
Kalamazoo, Michigan.