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Kalamazoo, Michigan

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Vol. 5 CONTENTS FOR FEBRUARY, 1915 No. 5

<table>
<thead>
<tr>
<th>EDUCATIONAL</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Country School Teacher’s Debts</td>
<td>Ralph A. Felton</td>
</tr>
<tr>
<td>Physical Care of School Children</td>
<td>Dr. Blanche Epler</td>
</tr>
<tr>
<td>Professional Spirit</td>
<td>E. E. Fell</td>
</tr>
<tr>
<td>Printing as a Seventh Grade Activity</td>
<td>Emilie Townsend</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LITERARY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folk-Lore Hunting</td>
<td>Fern Wilcox</td>
</tr>
<tr>
<td>By the Fireside</td>
<td>Mary Cassidy</td>
</tr>
<tr>
<td>The Honor of Yankee Land</td>
<td>Kenneth Newton</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDITORIAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>True Worth</td>
<td>Mable Patterson</td>
</tr>
<tr>
<td>Sincerity</td>
<td>Gabriel J. Heyboer</td>
</tr>
<tr>
<td>Honesty</td>
<td>Judson Hyames</td>
</tr>
<tr>
<td>Common Sense</td>
<td>Leonard Niece</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AULD LANG SYNE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>192-196</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRAINING SCHOOL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly Programs</td>
<td>196</td>
</tr>
<tr>
<td>Grade Notes</td>
<td>197-198</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATHLETICS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball Games Played</td>
<td>199</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ART NOTES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MUSIC NOTES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEWS ARTICLES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>201-207</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEWS NOTES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>207-208</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ALUMNI</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>171-173</td>
</tr>
</tbody>
</table>
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or does
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ALUMNI.
Walter Dewey, 1912, has been trying and testing out some problems of real value with his students in Norway. Not only has Mr. Dewey’s students made all of the furniture for the offices of the new gymnasium, but have also laid the floor in the gymnasium.

Arthur Venneman, 1914, has accepted the position as superintendent of the Mattawan, Michigan, schools.

Charles Johnson, 1907, was a Normal School visitor recently. He is superintendent of schools at Corunna, Michigan.

Miss Lois Velte, 1914, is staying at home in Woodland this year. She registered at the Normal during the State Teachers’ Association.

Miss Janet Strong, 1911, is teaching in Charlotte for the fourth year.

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Clarence E. Stephenson, 1913, has recently taken the position of superintendent of the Comstock school.

David A. Van Buskirk is principal of the Hudson High School.

Miss Marie Hoffman, 1913, is teaching physical training at St. Mary's Academy, Notre Dame, this year.

Miss Lucile Luce, 1914, is teaching second grade in the Battle Creek schools.

Miss Jessie Magarah is teaching in Bay City again this year.

Miss Mary E. Howe, 1914, is teaching in the Lawton High School.

Miss Ilah Mason, 1914, is teaching in Colon.

Many of the Normal's rural graduates are teaching in Kalamazoo county. In the list are the following and many others: Miss Willous Milham, Plainwell, Rural I; Ellen Bachelder, Alamo; Leora Tuckey, Kalamazoo, Rural 9; Lucy Ruess, Kalamazoo; Belle Malone, Kalamazoo; Mills Gil- lessie, Oshtemo; Verna Tracy, Oshtemo; Cula Cleland, Kalamazoo, Rural 4; Martha Bender, Helen Andrews, Houts.


Charles Jacobson, a graduate of the High School department of the Normal, is employed as photographer at the Ford Motor Works in Detroit and attending night school.

Miss Bessie McCreary is teaching in the Springport High School.

Recent word from Miss Ruth Pankhurst, of the class of 1913, states that she is teaching in Burke, South Dakota.

Miss Katheryn Smool, 1914, has accepted a position in the grammar grades at Mackinaw Island, Michigan.
QUALITY FIRST

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This is best illustrated by their new catalogs now being published.

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Examining Admiral (to naval candidate)—"Now mention three great admirals."

Candidate—"Drake, Nelson and—I beg your pardon, sir; I didn't quite catch your name."—Punch.

"What do you charge for your rooms?"
"Five dollars up."
"But I'm a student—"
"Then it's five dollars down."—Cornell Widow.

"Willie, is your father a rich man?"
"No, Sallie, he is a professor, so I can be educated for nothing."
"Oh! that's nothing; my father is a minister, and I can be good for nothing."

SOUNDED THAT WAY.

Tommy (at the local concert, watching the soprano singing an aria and conductor waving baton) — "Ma, what's that long haired man hitting at her with that stick for?"

Mother—"He isn't hitting at her."

Tommy—"Then why is she screaming?"—Harper's.

Western State Normal

MUSIC FESTIVAL

MAY 27-28

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ARTHUR MIDDLETON, Baritone
Metropolitan Opera Company

THREE CONCERTS

Full announcement in next issue.
THE PYRAMID—7th and 8th Grade Boys
RURAL school teachers have enough to do. Sometimes preachers don’t know this. The Sunday School Superintendent is apt to get the idea that the school teacher will forget how to teach, from Friday till Monday, if she doesn’t teach a class on Sunday. The good church women in the community are fond of reciting, “How good our last year’s teacher was to help with the work of the Ladies’ Societies.” And also the teacher last year was “the pastor’s right hand man.” She could sing. She helped in the big revival. Bless her heart, why didn’t she stay, thinks the “this year’s teacher.”

Yes, there are many reasons why the rural teacher doesn’t like to help in the work of the country church. She is just out of a school of pedagogy where the most modern methods are taught, and there in the little country church she finds the minister employing a theology which, if examined historically, would probably smack of the seventeenth century. She has learned in presenting each lesson, to begin with the pupil’s present interests. The minister begins with “divine authority” and ends with his own. So it is not strange that many of our best country teachers want to have just as little to do with the church as possible and still keep in the “respectable column.”

The writer is not a teacher. He doesn’t know the first principles of a McMurray recitation and the words of Thorndike and Kirkpatrick are torn out of his book. But he is interested in country people. For the past four years he has been engaged in making social surveys of rural communities. This does not mean that you are to listen to dry statistics now, but only to a few general conclusions relative to the rural teacher’s debt to the church.

What do country churches need? They need to be together, welded together, not frozen together. The average rural county has about twenty different denominations. And they have planted their churches without heeding any of the laws of God or man. One township was found in Ohio that had two churches. The adjoining township with no more villages or people had nine churches. Presbyterians and Methodists and Baptists and all the rest have grafted their parishes on each other’s fields as the armies of Europe are spreading over each other’s
territory. The result? Not battlefields strewn with patriotic dead soldiers with tattered flags over their heads, but silent, sullen churches with closed doors where no one enters. In the state of Ohio there are over eight hundred abandoned country churches, a waste of a million and a half dollars. And a lot of religion must have leaked out while they were dying. But Iowa has more closed church doors in the country than Ohio, and Illinois has twice as many. Why this overlapping? Because the emphasis has been upon the interests of the denominations rather than upon the good of the entire community. The country folk need community churches, not sectarian churches. To have community churches there must be a community spirit. To develop the community spirit, there must be community gatherings. The only person who thinks in terms of the entire community is the teacher. The teacher then renders a great service to the community every time she initiates a meeting for all in the community. This is a religious service, meeting one of the greatest religious needs of present-day country people.

What about the Sunday School Superintendent? Of course, he will ask each new country school teacher to take a Sunday School class. Why shouldn't she teach a class? That's her business, thinks he. Perhaps. But she can do a much greater work for the Sunday School than teach a class.

What about the country Sunday School, anyway? One of the greatest needs in country districts today is leadership. We hear this everywhere. The Sunday School is the best institution we have for developing and training leaders. In the Sunday School there is a job for everybody. What boy or girl is there that doesn't want to join something? Here's his chance. Every man can take part. It beats a lodge for this. If the Sunday School is such a fine institution for training rural leaders, let us see what the school teacher can do for the Sunday School. Every Sunday School needs graded lessons. If any of the “old folks” don't agree to this, try teaching their children to read in the day school by using Macaulay's History of England. Use the same lesson for each grade in the school. A teacher who shows the superintendent how to grade his school and then helps him to get the graded lessons in the school will render a great service to the neighborhood. This is religious work for an educator. What about teaching a class? There's a bigger job than teaching a Sunday School class, and that is, having charge of a teachers' training class. Such a class would meet on a week night at different homes. About twelve lessons on the method of teaching would be a great help to the Sunday School teachers. They are all untrained, but they have a lot of consecration. They outnumber school teachers about six to one. They are a great power for good. Twelve so-called lectures on Child Psychology and the method of the recitation would not be a bad review for even a first class teacher. Of course, technical words could not be used. But good teachers will have no trouble in using “common talk.” How would such subjects as these do for those twelve nights?

1. What is Successful Sunday School Teaching?
2. What Does a Teacher Need to Know About Her Pupils?
3. How to Make a Definite Plan for Every Lesson.
4. How to Keep the Class Interested and Attentive.
5. How the Pupil Gets Hold of New Ideas.
7. The Art of Questioning.
8. What Shall Pupils Do Besides Answering Questions?
10. Organizing the Truth Into the Pupil's Life.
11. Parts of Teaching That Cannot be Reduced to Rule. (Personality of Teachers.)
12. Review.

Socially, country folk are more isolated today than ever. City people won't believe this, but it's true. Im-
proved machinery makes the farmer work alone. The mail carrier robs the boys of their trips to the postoffice. The farmer's wife misses many an all-day visit because she has a telephone. Mail order houses and good roads have stopped the visiting at country stores. Spelling schools, literary societies, and home talent plays went out of date when the graduate of the county high school began going out to teach the country school. One township not far from Kalamazoo had its last picnic twelve years ago. A neighboring township held its last dance seventeen years ago. Last summer a large agricultural county had only two baseball teams in it. One farmer boy, when asked if he played pool, said, "Yes, that's the only game I play, I like to swim." One hundred and thirty-two farm boys out of a hundred and fifty-two, said they had no time off during the week except Sunday, and their average work-day was fourteen hours. Only two out of ninety-two farmers' sons had an allowance. It's no wonder they say, "Father, give me the portion of goods that falleth to me," and then take their journey from the farm. 

How does all of this relate itself to the country school teacher's debt to the church? Simply this: we become good or bad as we use our spare time. We generally speak of "spare time" as "social life." The teacher can control the social life of her community, and when she does, she holds the key to its religious life.

Now, what is this all about, anyway? We only want to say that the work of the teacher and of the preacher is becoming similar each day. So let's shake hands and get acquainted. The modern teacher stresses environment instead of heredity. The modern preacher emphasizes social service instead of "original sin." The modern teacher is a lifelong student of psychology to determine each pupil's interests and needs. The modern minister prefers personal evangelism to "wholesale religion." The teacher does not divide the pupil's mind up into compartments any more. Likewise the minister is beginning to teach a religion for all of life. We must have more religion in education and more education in religion. Get more religion into education? Yes, when school teachers quit thinking of children as unfolding little angels who are to wake up some bright morning and find themselves religious. Religion is plural. It is a bundle of religious habits made in a religious environment. The teacher makes the pupils' environment. It is a religious environment if God is in it, if Christ's ideals control it. And get more education into religion? Yes, we need it. We appeal to the school people to help. It will be a fair and happy day for the church when every school teacher puts her training and enthusiasm into the religious life of the community with which her lot is cast.

RALPH A. FELTON.
Presbyterian Board of Home Missions.

Physical Care of School Children

The school child is the principal agent in transporting and maintaining contagious diseases. Does this need to be? Every contagious disease leaves in some organ, as a rule, a lessened resistance to be carried through life: this is especially true of measles. So-called "Children's diseases" are to be deplored and avoided. It is during school life that the children generally acquire round or stooped shoulders with the accompanying scoliosis or curvature of the spine and an elevation of one hip.

This throwing out of a normal poise the mechanical adjustment of the body not only may change the position,
shape and function of some of the internal organs, but impairs and makes more difficult the various movements of the body, thereby using up more strength. It is neither fair nor right to force children to attend school, where they may acquire conditions such as is above suggested—thereby impairing their future efficiency. It is the duty of the school to keep children in health and no amount of mental aptness can take the place of a well-balanced, vigorous body, in the happiness and usefulness of the individual.

If open air school methods show conditions vital to the child, it becomes more and more significant that teachers must recognize the fact that the average school conditions cause a deterioration in the child's physical welfare—perhaps prepare him for the need of open air school life. Preferable it would be to readjust the average school room toward a higher physical standard.

In aiming for efficiency in the children, five vital points suggest themselves. Each is a field for investigation, study and application by the teacher:
1. Ventilation of school room.
2. Cleaning of school room.
3. Personal cleanliness—especially of the mouth.
4. Posture in sitting, standing and walking.

As to Ventilation.

Much new scientific investigation is being done on the subject. Adequate ventilation requires the fulfillment of conditions for (1) a physical aspect as well as for a (2) biological or physiological and (3) chemical.

The first relates to the temperature, humidity and moving of the air. The second to the organic products exhaled and freshness, the third to the carbon dioxide, oxygen and nitrogen proportions. The discomfort and irritation caused by the effect of air on the surface of the body when not of proper humidity, temperature and movement, is a forerunner to the resulting headache, listlessness, languor and nervous attitude. The most comfortable air condition in the school room is from temperature 64 degrees F. and 60 per cent saturation to 68 degrees F. with a humidity of 40 per cent saturation, arrangements being such that the air is not stagnant but moving. We are within limits, comfortable in an increasing temperature if at the same time there is a decreasing amount of moisture. A little technical skill combined with intelligence on ventilation and a few minor changes in the rooms will be needed in each school, rural or city, to justly meet the rights of the children in this matter. It is not as difficult as it may seem—but important.

As to Cleaning the School Room.

Lint from clothing, dirt from the shoes, excreta of animals, decaying vegetables and pathological germs are brought into the school room to circulate as dust. Soap, water, oiled cloths, damp broom and a woman are necessary to cleaning a school room. Stirring up dust as dusting with a feather duster with windows closed during cleaning are reasons for contagion coming from school rooms. Scrubbing of desks is very essential.

Personal Cleanliness.

This is an individual study, but the nose and mouth being the portals of entry of infectious diseases—they are are also the source of contagion and need special study. It is suggestive here that paper handkerchiefs are called for as are paper towels. An ordinary cold, which is an infection, as is diphtheria, cannot only be spread by careless handling and placing on tables and desks of the handkerchief, but may result in something serious. An ordinary cold is far more serious in its results than is generally understood.

The Consideration of Posture.

Nervous children and fatigue in school life are subjects receiving studied attention. They are entitled to as prominent a place in the curriculum as any subject.

As a matter of fact, the physical side of the school room teaching is as
important, if not more so, than the purely intellectual. Any teacher incapable of handling this physical aspect of the child and its environment and education must receive a different rank from the one who is intelligent on the subject and uses the intelligence to practical advantage.

DR. BLANCHE EPLER.

Professional Spirit

ABOUT twenty-five years ago in a middle western state a young man who had but recently been graduated from the university, applied to the State Board of Education for a position as teacher in a newly established normal school of that state. He secured the position. He gave his best to his work. He worked early and late, and in the spirit of a true teacher, he devoted himself to the best interests of his students. He took a wholesome interest in the welfare of the school, gladly giving his services wherever they were needed. He had not been in this school long, however, until a discord and strife arose among the members of the faculty. He adopted the policy of professional silence. He devoted himself assiduously to his work, and took no part in the dissension. When the strife developed into an open quarrel and it seemed that the young professor would be drawn in, he sought the State Superintendent of Education for advice. "What shall I do?" was the question which he put to the superintendent. The superintendent's answer was characteristically unequivocal and to the point. "Keep your mouth shut and saw wood." The quarrel became worse until it involved every member of the faculty but one, and threatened to disrupt the school. One result was that every member of the faculty who had engaged in the quarrel was dismissed and a new faculty was employed. The young professor who "kept his mouth shut and sawed wood" was the only one retained. His professional spirit inspired the new faculty and helped to give character to the school which is now a prosperous and widely known institution, fitting hundreds of young men and young women each year to go out in the spirit of service and give their lives to others. He remained in that school many years, giving his best to it, until he was called to a field of wider service and a position of greater responsibility. He is now the efficient Superintendent of Public Instruction of his state.

Miss A. is principal of a ward school in a small city. She began as teacher in an obscure position in that city more than twenty years ago. Because of her efficiency and devotion to her duty she was advanced in a few years to the principalship, in which position she has served continuously ever since. Although she has served longer than any other teacher in that community, she is still young in spirit, and her devotion to the welfare of the children of her building increases as she advances in years of service. The children of the city count it a great privilege to attend school in her building and especially in her room. No other woman has so impressed her personality upon that community as has Miss A. No other woman is so generally loved by the children and young people. She is quiet, unostentatious, vivacious, forceful. No one ever hears her utter a disloyal or unkind word about her superior officers or any of her associates. The teachers of the city like to be assigned to Miss A.'s building. Her building has furnished several of the ward principals of the city. Who can measure the power of this woman in the lives of the present generation and future generations?

These are examples which illustrate what professional spirit in a teacher will do for his school and community, and incidentally for himself. There are three essential elements in the equipment of every successful teacher. They are personality, schol-
arship, and professional spirit. It is not necessary or possible to determine the proportion of each that should enter into the preparation of the ideal teacher, neither is it possible to draw a line of demarcation between any two of them. A teacher would be very inefficient, however, if she lacked any one of these qualities.

In preparation for the work of teaching the major emphasis has been placed upon scholarship. Not too much attention, however, has been given to this kind of preparation. I would have more attention given to accurate and comprehensive scholarship.

More and more stress is being put on personality, especially by the employers of teachers. They recognize the fact that an excellent personality is a great educative force in a school. That is the chief reason why many superintendents and boards of education never employ a teacher without a personal interview. The teacher's personality should, I believe, receive greater consideration than it does.

Professional spirit is, however, the element that is too frequently entirely overlooked, especially by the teacher herself. I believe that more teachers fail because of the lack of professional spirit, than because of the lack of either one or both of the other elements, while a great success in the teaching profession is always accompanied by a strong and wholesome professional spirit. By professional spirit, I mean the right attitude towards one's work; a strong and sustained and intelligent devotion to one's work. It is a spirit of vicariousness; a spirit that causes one to give his best efforts to his work, and find his greatest happiness in it. More things are done by spirit than we usually suppose. The work of the world is done by people not only because they can, but because they will—because they are willing to pay the price of success. Paul, the great preacher, said, "This one thing I do." The greatest Teacher of all time said, "It is good to be zealously affected always in a good thing."

The teacher should be so zealous to do her work well that she will observe those things that will make her more efficient and avoid all things that will in any way detract from her success.

I would have the young teacher observe that the men and women who are filling positions of great usefulness as teachers, are men and women who are devoting their lives to the service of others. They are willing to pay the price of success. They are men and women of professional spirit.

I venture to suggest a few things that I believe should be a part of every teacher's professional creed: She should remember that all the time she is working for the children or young people under her tuition, their lives and their eternity will be affected by her contact with them. They in turn will touch the lives of others, and her work will live on and on. The school exists for the child. The true teacher will welcome anything that will help her to better understand the child and better minister to the needs of the child.

Every teacher needs the support and co-operation of the parents of her pupils, her associate teachers, her principal and superintendent. She should in turn give her most hearty support and co-operation. She has no time for discord or disloyalty. They cause friction, and friction is wasteful, and in no place is friction more wasteful than in school. She must realize that she is a part of a system. She must work in harmony with the system. She must be loyal to her superior officers. She must speak loyally or maintain professional silence.

She should look to her principal and superintendent for inspiration and guidance. She should use every available opportunity to improve her efficiency in her work. She should feel free to discuss her ideas with her principal and superintendent. If he is as professionally spirited as he wants her to be he will be glad to listen to her and to give her ideas most respectful and earnest consideration; and the probability is that he will learn as much from his teachers as they learn from him. If the superintendent is
seeking the highest efficiency of his school system, he will consider his teachers as his associates and treat them as such, and not as inferiors. Officially he is their superior, humanly he is their brother, professionally he should be their guide and inspiration. Under such a condition a school system must be efficient, for it is a condition of co-operation and professional growth. Such a condition will dignify the office of the teacher.

E. E. FELL,
Superintendent of Schools, Holland, Mich.

Printing as a Seventh Grade Activity

OR several years printing has been offered incidentally in the sixth grade in connection with the work in bookbinding, but it is only this year that a definite period and an organized course have been planned for the pupils of the seventh grade.

The first question which naturally arises is, why should printing be given time in the public school? It may be answered as follows: In the first place, it is an activity within the child’s ability, which appeals to him as one found in real life. The children are frequently overheard making comparisons between the work they are doing and that done in some printing shop, which they have visited. Moreover, it affords splendid training in the application of principles learned in spelling and grammar classes such as rules for punctuation and the use of capital letters. Frequently, in the setting up of type, the question arises as to the correct division of words into syllables, and there is a better appreciation why correct syllabication is required in the spelling classes. It is, of course, in the correction of proof that the most drill along these lines is afforded. Lastly, there is no subject in the school curriculum which offers such an opportunity for social service as does the course in printing.

Since last May the children have printed a number of stories for the primary grades, record cards for the Manual Training department and for the office of the director of the Training School, letter heads for the school stationery, Christmas cards for the Art department, programs for the Arbor Day celebration and the eighth grade commencement, and most important of all, to the children, a seventh grade paper of a single sheet issued twice a term.

The fact that nearly all of the work has been done before and after school hours goes to prove that the boys and girls are keenly interested in it. They have come to consider it a privilege to be allowed to come at eight or stay, possibly, as it has happened on several occasions, until after five to work in the printing room.

It is planned next fall, when the children who enter this grade will have had no work in printing, to offer a definite course of instruction in this subject for one hour a week for one term. As the material with which we have to work is limited in quantity, it will necessitate the division of the grade into small groups of seven or eight.

The first lessons will consist in showing the child how to hold the stick, place the type in it and space correctly. The location of the letters in the case is best learned through actual handling. This mastered, the child must learn to remove his work from the stick, tie it up and put away all materials. In later lessons he will be taught to block up his material, take a proof, make corrections and run off the final copy. These last steps are best taught by first having the group carefully observe the instructor arrange the material and then by having individual members do the work while the rest of the group watch and make suggestions.

As our press is a hand press, two children work together, one putting
in the paper, the other running the press. The children have come to realize that some skill is required in putting in the paper and removing it quickly.

The printing completed, he must be able to clean the press and distribute the type. As this is the most irksome part of printing, the child is apt to be careless in returning the type to the case. However, when he realizes that he pays for it in setting up the type, he quickly becomes more painstaking.

The aim is ever in mind to instill in the child the feeling of the necessity of working so carefully that he may be trusted to work out a problem independently.

During the term it has been an aid in getting good discipline in the room, for whenever the completion of a piece of work within a given time has necessitated sending children to work during school hours, only those have been chosen who have been able to take care of themselves in their classes. Several times, after giving definite directions of what was to be done, I have sent as many as seven or eight down to the printing room in the basement and gone in later myself to find each one busily at work.

Since the school paper was started many vital problems have arisen which have furnished practical work in other classes. The correction of proof, as before suggested, is one; another arose from the question of the amount of material to be gathered by the editors. Before this can be reckoned the number of words to a line and the number of lines to a column must be found. With this data, the estimate of space required for a story of a certain length affords concrete work in arithmetic. The paper offers a splendid incentive for good written work in connection with all subjects, for all sources are drawn from. Best of all, it is a piece of work to which each child in the room has contributed something in its production.

To the teacher who is willing to devote outside time to school work I recommend printing as one of the most satisfactory activities. Satisfactory, because of the joy to the children who have completed a piece of work, whether for themselves or others, in which each has taken part. Satisfactory to the teacher, who, through working with the individuals, has come into closer touch and is thus able to obtain a better understanding of her pupils.

EMILIE TOWNSEND.

Folk-Lore Hunting

WHAT does the word folk-lore suggest to you? I believe that to many of us it brings up a picture of a chapel program of last spring. I cannot think of that interesting program without smiling. I enjoy saying to others who were in the meeting, “Do you remember the morning Dr. Jones talked about folk-lore?” and one of the girls will answer, “Yes, he had a ball bat and locked the doors.” And then someone else will speak up, “He made us solemnly promise to collect all the folk-lore we could.”

Since that morning I have begun to have at least a small appreciation of the pleasure to be found in ballad
hunting. All through the summer vacation I searched for material. The more I searched the more interesting the work grew. My inquiries led me into many interesting experiences.

I began at home. When we were little folks father often entertained us for hours at a time, with simple little rhymes and jingles. I determined to get him started on his old "lingo." One afternoon when I knew father was really wanting something to do, I asked very casually, "What is the rest of that song beginning, 'I'll give you a paper of pins if you will marry me, me, me, If you will marry me'?"

That started the subject. Before the afternoon was over I had used most of a tablet in writing our old nursery favorites. The collections included a wide variety of subjects ranging from,

"Go tell Aunt Abbie  
Her old gray goose is dead,"

to

"Come join right now the band;  
We're bound for heaven  
And the happy land.  
There'll be no sorrow there."

From that day on father and I have worked together in making a collection of rhymes. Every guest and chance caller has to hear all about our new fad. Every friend is given an opportunity to contribute.

One old gentleman was especially interested when we told him of Dr. Jones' collection of Michigan folklore. He said, "Well, I just always reckoned on writing such a book myself. I'm too old now, but maybe the Doctor can use some of the things I know." Then you ought to have heard him sing in his quavering, squeaky voice the rollicking words of an old lumberjack's song. In spite of the tremulous, old voice you could fairly see the care-free, boisterous lumbermen as they sang of their life in "Mich-i-gan-e-o."

Later in the summer, while visiting in the country, I met another interesting old man. He was a Civil War veteran. One day as we sat shelling nuts out in the yard he fell to talking of his war-time experiences. Then I discovered my third folk-lore gold mine. The old soldier had a splendid memory. When I told him that someone was trying to collect old pioneer verses, he very eagerly recalled all that he could. Patiently, line by line, he repeated them for me to write down.

After I had gone back home he remembered another song which his little granddaughter wrote down and sent to me. And so the fever spread.

Many of you will remember with much pleasure the splendid talk that Mrs. Ferry gave us one morning in chapel. You know that her hobby is "Michigan." You may be very sure that she was glad to talk about Michigan ditties. She knew many good ones, too.

The last time I was home I called on her for a few minutes. Before she even thought to offer me a chair she began in her eager, quick way, "What do you think? I have thought of every word of an old French rivermen's song. One of the girls is writing the music for us." Through Mrs. Ferry I met two other dear old ladies who were glad to recall the forgotten songs of their childhood. One of these ladies has not been able to leave her room in years. She is stiff and crippled with rheumatism. But she seemed years younger as she gaily sang an old Scottish emigrant ballad.

If any one would like a good remedy for a cheerless, dull afternoon, try folk-lore hunting. Go call on the oldest, most garrulous persons you know. Ask them to tell you about the songs they sang years ago. You will get many a happy incident and you may happen on to a real Michigan ballad.

FERN WILCOX, '14.
HERE, mother, you take this chair closer to the fire. It's colder tonight than it has been before this winter."

The cold December wind moaned and howled in the trees that stood around a small cabin, where a young man of about twenty-two, in a tattered gray uniform, bent over a little white-haired mother. Before the war they had been the owners of one of the largest and most beautiful plantations in the state, but now—war had done its work. Yet they were happy in their cabin home, for they had each other, and that meant happiness for both. As the young man drew up his chair beside his mother's; they instinctively raised their eyes to a large oil portrait hanging over the fireplace, which bore a startling resemblance to the young man.

The uniform was gray, but differed from the boy's, in that on the shoulders were fastened the epaulets, the sign of honor. The little mother looked longingly at the picture, then, turning to her son, said: "Edwin, are you too tired to tell me—?" She hesitated and looked again at the picture. Tears filled the soft brown eyes and she could not finish the sentence. There was no need, however, for he knew what she wished to say. It was an old request. Slowly he settled back in his chair and began in his low, musical voice, which fitted well the restful atmosphere of the room.

"There were only a few of us left. The most had either deserted or been killed by the Union soldiers, who were only a short distance away and nearly surrounded us. There seemed no way to get a message through their lines to the other regiment and our supplies were almost gone. I had done some spying for the General and they all had such respect for father that they sent for me and asked if I would go, that night, to the Union camp. I was to find out if there was any possible way to get through their lines. This chance delighted me. You see, they had never given me anything important to do before, thinking I was too young, I suppose.

"I left just at dusk and easily made my way through the woods and along fences to their camp. One thing that aided me was knowing the watchword which, luckily, one of the spies had overheard during the day. By knowing it, I had no trouble in passing the sentinels. It was late when I got into camp. All but the guards were asleep, so I made my investigations and would have made my escape had not one of the outposts mistaken me for one of his comrades and begun talking with me. For a while, I kept up the conversation but my answers did not please him in all cases, and finally he discovered that I was not the one whom he had supposed me to be. I dashed into the darkness and got away from him and, as he was at one of the farthest outposts, I was well on my way before they gave a general alarm.

"I did not dare take as direct a road back as I had in coming. Nearing the woods, I noticed a little cabin nearby. I was hungry and suffering for want of water, for it was dry and dusty. I knew that for my own safety I might have to keep in hiding for several days. Knowing that many of the poorer class favored our side or possibly had not yet learned of the spy, I decided to run the risk, and knocked. You can imagine my surprise when the door was opened by no other than our dear old friend, Ruth Stevenson. Their home had been burned and she had taken refuge in the cabin, hoping Jack would come back to the old place or, at least, some of the neighbors who could tell her of him. I quickly told her my predicament and she soon had something ready for me to eat. While I was eating she talked with me and remarked how much I looked like my father. Then she laughed and said that I was in much the same difficulty as father had been in the last time she saw him. I had never heard the
story, so she told me how he was captured once when he was out as a spy and, to throw his captors off the track, pretended to be crazy. As she was telling this the old clock, which she and the slaves had saved from the house, struck six. She stopped short and told me to climb out of the window and go straight into the woods, for the soldiers would soon come and would probably search the cabin.

Of course, I followed her instructions, and not a bit too soon. I had hardly reached the thicket when the soldiers rode into sight. She had been right in fearing that they would search the cabin. However, there in the underbrush I was not safe, for part of them came riding directly toward the place where I was hiding under a bush. I was afraid they would discover me there, so I climbed a big tree nearby and crawled out on a limb to a position where I was entirely concealed by the leaves. As they came up they dismounted and began searching under the bushes and behind logs. My heart beat fast. Would they discover me? They were directly under the tree where I was hiding. I don't believe I even breathed for a few moments, but at last, they went on and I climbed down and began to follow in the direction they had taken, chuckling to myself over the fact that I was pursuing my pursuers. But I chuckled too soon, for I had not gone far when I heard a sound behind me, and turning, I saw the soldiers who had been searching Ruth's cabin. They had just discovered me and one called out, 'Well, here's our man now,' then to me, 'Sir, I guess it's about time you came back and made us another visit.' I was startled and frightened at first, but soon had control of myself, and determined to bluff a little. 'Good morning, friends,' I remarked, 'could you tell me where I could get something to eat?' They were surprised by this speech, but it did not deter them from searching me and taking me back with them.

When we reached Ruth's cabin the soldiers stopped and called her. She opened the door and drew back in surprise when she saw me. Then she laughed and asked them where in the world they had found me and what they were going to do with me. They explained that they had found me a little way in the woods and were taking me back to camp, as I was a Confederate spy. Here she laughed again and when she was able to 'control' herself, told them that I was Peter Simons, a well known half-wit who lived in the village and who had disappeared at the outbreak of the war. I spoke up and told her I was hungry. The odor of coffee was coming from the cabin door and, as the Unionists were hungry, too, we all went in. I took my portion to a corner, squatted and ate ravenously, for you know my appetite is always good, even if I have just had a meal. Then I proceeded to perform, doing all the foolish and unheard of things I could think of. I talked to the furniture, tried to help clear the table, and made a fool of myself in general. My captors were in a better humor, after they had eaten, and laughed heartily at my performance. Soon they arose, and making Ruth promise not to tell of their mistake, took their leave and went on in search of 'the spy.'

"When they were well on the way, I started again, taking a short-cut which Ruth told me of. Twice I met the searchers but succeeded in evading them by climbing a tree the first time, and the second by hiding in a stump. "It was dark when I reached camp and they were beginning to worry about me. My report was quite satisfactory and the next day we broke camp and started to move to the west, where, as I heard, the enemies' lines were weak. We got through to the other regiment in two days, you know, mother, but the next day General Bragg surrendered."

As the boy ended his story, the wind moaned dismally and a little draft aroused the fire, which had died down. As it blazed up, a soft red glow lighted up the faces of the mother and son, and rising, gave a tender light to the face over the fireplace as if it, too, had heard the story.

MARY CASSIDY,
High School, '16.
The Honor of Yankee Land

OLD Uncle Sam, at the close of
    day,
Sat in his easy chair;
His carpet slippers were on his
    feet;
    His mind was free from care.

He yawned, and let his paper fall
    Unheeded in his lap.
“Things now are running smooth,” he
said,
    “So I guess I’ll take a nap.”

Then he slept and was dreaming of
    boyhood days,
Unmarred by toil or work,
When all at once, the buzzer buzzed,
And he jumped up with a jerk.

And Billy B. was ushered in,
    Anxiety upon his brow,
And he tip-toed over to Uncle Sam
And bowed his humblest bow,

And said, in his most seductive tones
    And dulcet voice, the while
There came to his broad expanse of
    face
    His most Chautauquan smile:

“I have the honor of telling you,”
    His silvery tones began,
“That our methods of shipping don’t
    conform
To mighty England’s plan.

“We have today, in a Texan port,
    A ship prepared to sail:
She is loaded down with cotton, sir,
    From the bow to the after-rail.

“She would have sailed, ere this, had
    not
Great England raised her hand
And said, ‘You must not sail that ship,
    For cotton is contraband.’

“You know that England proclaims
    herself
The mistress of the seas,

And we should not dispute her, for
    She’s overly hard to please.

“So don’t you think, for a little
    while,
We had better be content
To follow the ‘watchful waiting’ plan
    Till we get John Bull’s consent?”

Then Uncle Samuel straightened up,
    And grabbed young Billy B.
By the nape of the neck and the seat
    his pants,
    And laid him across his knee.

And taking a carpet slipper off,
    Proceeded there to lay
It across the slack of Billy’s pants
    In the good old-fashioned way.

Then stood him up on his feet again
    And angrily shouted, “No!
If that there ship is ready to sail,
    I tell you to let her go!

“She’s a Yankee craft from a Yankee
    port,
And I’m right here to stand
Behind her with every gun I’ve got
    For the honor of Yankee Land.

“This ‘watchful waiting’ wearies me,
    And I’ve had about enough
Of this English bluff and bluster,
    And I’m going to call the bluff.”

Then Samuel panted to the door,
    And Billy sneaked out,
And from out the North and from out
    the South
There echoed a mighty shout:

“Hurrah! Hurrah! We’ve had enough
    of this ‘watchful waiting’ sham.
The Lion may growl and show his
    teeth,
    But he can’t bluff Uncle Sam.”

KENNETH NEWTON,
High School, ’16.
True. We all have a liking for the person who is well-mannered and at ease wherever he goes. It troubles us a great deal to be awkward socially, and many times our social blunders bother us more than our spiritual ones.

To be well-mannered and courteous is to be adaptable and able to be "at home anywhere." The more we study what we call good manners and gracious behavior, the more we will find it true that they cannot be separated from the deeper graces of life.

It has been said that good manners and good morals are one and the same thing. We, too, have often heard that manners are best learned by frequenting the best society. Just so with high spiritual behavior. This also is to be learned in great measure by frequenting the "best society," what Wordsworth tells us is the only real society upon earth, the society of "the noble living and the noble dead." Good books, fine art, great histories, noble lives! Why do we read trash when we have such a company of great works awaiting us? Crude pictures hang on our walls when beautiful ones are to be had; we sing and listen to trashy music when there is so much worth while. We endure bad art in any line (which is in its own way, a sort of bad manners), when the best is obtainable.

Have you noted the grace in all nature? Here is high society indeed; here are the great aristocrats to teach us manners. Fling away your eti-
quette book with its formality. Go watch the clouds, the gently falling snow, and bending trees.

The noble life, like the well-mannered one, is perpetually forgetful of self. The gracious person does not measure his gifts; he asks no pay for kindness; he serves as he goes. The truly noble nature hides from you its own giving lest it be embarrassed with thanks.

These, whether in tree or human being, are good manners. And when we are troubled over trifles in what we are wont to call good breeding, remember they can be obtained by all.

MABEL PATTERSON, '12.

Sincerity. The Western State Normal School offers a wide variety of courses, leading to an equally wide variety of certificates. Each certificate, in its own sphere, designates the holder as a fit person to mould future posterity into a high and lofty type of ideal citizenship. Moral training or character formation is conceded to be one of the great, if not the greatest factor in realizing this ideal, and yet, all the ingenuity of normal school presidents has not been able to devise a course leading to a certificate of character. The diploma may license the individual as proficient in music, in art, in manual training; but never a diploma of character.

Still, should not he who is to lead the child in the narrow path of virtue and truth himself travel this road? True, virtue is a broad term, but boiled down to its essence it can be summed up in one word, sincerity. Sincerity, to speak as we think, to act as we pretend, to do what we promise, to be what we would appear to be, such sincerity is the very foundation of character.

Such sincerity is a requirement for every student leaving our school and entering upon the pedagogical field of labor. A certificate may not indicate it, but our lives should and can if we so desire. Of course, no student can lead a life of sham and hypocrisy at school and then hope to drape a beautifully woven gown of sincerity and truth over his shoulders upon entering the profession. Sincerity cannot be feigned, it is the window of the soul.

If it is true, as frequently asserted, that we are living in an age of sham and hypocrisy, it doubly behooves the teacher to be sincere in order to counteract the spirit of the times. Sincerity must be planted in the child and cultivated in the student, in order to blossom in the graduate and bear fruit in the teacher. Most of us, as a student body, are in that stage of life where sincerity should be cultivated. Indeed, student life is most excellently adapted to that process of character formation.

Sincerity should be the keynote of our relation with our fellow-students, with our instructors, and with the pupils we teach in the training school. Would you know the degree of sincerity possessed by a student listen to his opinion of his instructor as expressed outside of school (especially after examination) and compare this with the student's conversation with the instructor in question. And further, what if "those kids" in the training school could overhear your conversation about them some day? Does not this imply sincerity? Still, you expect to teach "those kids" to be sincere, do you not? "Consistency, thou art a jewel!"

Lowell says, "Sincerity is impossible unless it invade the whole being; and the pretense of it saps the very foundation of character." Indeed, is it not so? How we all despise the hypocritical flatterer parading through the halls with a beautiful smile on his face, with honeyed words on his lips for every passer-by, but whose every act shows lack of truth, whose every word indicates falsehood and sham, and whose private life would contaminate a person touching him with a fifty-foot pole. And yet, how often does not pretence enter our lives. It may be disguised as innocent pleasure, it may pass for "big talk," but it's untruthfulness and it is planting the seed for future insincerity. Merely apply your knowledge of habit formation and, "enough said."
And finally, if we would contribute our mite towards the advancement of the human race, if we would use our talents towards the betterment of this world, let us then begin by cultivating that true sincerity in our hearts which will permit us to speak as we think, to act as we pretend, to do what we promise, and to be what we appear to be.

GABRIEL J. HEYBOER, ’15.

Honesty. Honesty is a virtue that is looked for in the character of every individual, especially the teacher who has in his charge, during the best hours of the day, boys and girls whose characters are being moulded and developed for a lifetime.

It is here that the child looks upon the teacher as a helper or one who will aid him in becoming better fitted for the larger problems of life, so it behooves the teacher to not only teach honesty among the students but to search his own heart and be sure that honesty is one of the predominating factors in his life.

Probably one of the best tests to bring out the traits of character in a person is competition. This might be brought about in various ways, school work, athletic games, etc. Watch the boys and girls out on the playground and see whether or not they are inclined to be fair in their play. It is right here that a teacher can do his best work in trying to develop honesty in the characters of his pupils. Commend and encourage the pupils who demand fairness, and to the ones who would be dishonest bring forcibly to their minds the idea “does it pay?”

But, after all, that is the big question that should associate itself with every act performed and word spoken, no matter who the individual is or what comes to his mind, whether it be an incentive to cheat in school work, to lie to a friend, or to talk about someone when his back is turned. The person should be fair with himself and consider the question, “What will it pay?”

JUDSON HYAMES, ’15.

Common Sense. In a few weeks a large number of young people will go out from the Normal Schools of Michigan. The schools to which we go will not be exactly the same as those from which we came.

There are two conditions which are absolutely essential to our further progress: knowledge and common sense. Our certificates will show that we are possessed of sufficient knowledge for the work which we shall undertake, but they will say nothing as to our common sense or “sense in common things.”

In our new schools, the pupils in the grades will differ from those we knew there; the course of study will vary; the high school will have different apparatus; the buildings will be different; the community will have its own social standards which may not be the same as those to which we are accustomed. All of these must be taken into consideration when we make our adjustment. If we are to be successful teachers, we need to be sensible in our work in school and out, and this requires that we think the result of each act before it is committed.

In the light of the new education, we teach the child, not as a pupil, but as a human being; we use as the spur of education, not compulsion, but interest and sympathy; we strive not to mould the child from without, but to develop him from within; we are perceiving that the education of a person is a process of evolution, and the business of the teacher is to aid in directing this movement. To do this we need knowledge, but above all do we need common sense.

LEONARD NUICE, ’15.

AULD LANG SYNE.

(To satisfy the numerous inquiries of alumni readers as to the whereabouts of their former instructors, this opportunity has been given to ex-members of the faculty, likewise members on leave, to send greetings through the columns of the Record for “Auld Lang Syne.”—The Editor.)
"Auld Lang Syne" brings back many pleasant memories, I suspect, to all of us who are away from "The Hill." Here in Fairhope I often find my thoughts wandering back to the Western State Normal School.

Fairhope has proved a most interesting and stimulating place to live in. It is a unique place. A colony formed to work out the principle of single tax, it has drawn to it many men of many minds.

The School of Organic Education has its home here. A school which is trying to work out a more vital school life for the child. It is in this school that I have been working these past months. I count my experience here of great value.

Through the "Auld Lang Syne" page I would send greetings and best wishes to all of those who have staid "at home" and to those who have wandered away.

Edith C. Barnum,
404 W. 115th Street,
New York City, N. Y.

It is a pleasant experience for one who has taught in the summer school to return during the school year and find many students who, in former years, were in the summer review classes; and again at commencement time to meet them as members of the alumni. They entered at first for a brief review but the large classes of enthusiastic students and teachers, and the excellent school spirit were among the influences that led them to continue a regular course in the Normal.

W. E. Conkling,
Dowagiac, Michigan.

Greetings from the University of Washington! My old teaching habit was so well formed that I find myself back in my old profession. So six days a week I trudge off to the University with Mr. Culver to make an eight o'clock—he to teach the wonders of geology, and I to develop a little appreciation of the beautiful among my students. Am reminded many times of Michigan. I have two students from Ypsilanti and I also have Dr. Tashjian's sister in my classes.

Already we love Washington—the climate, the trees, the flowers, and even the everlasting rain—we like it all. With best wishes,

Mrs. Harold E. Culver,
(Helen Balch)
Washington University,
Seattle, Washington.

Could I speak with each individual student, my message to all would be much the same. The Normal stands out as a place of inspiration and worth while work. We appreciate the friends made there more and more.

As most of you know, our home is now my school room. Let no one feel that the step from school room to home is one away from the worth while things. To it we can take the best of all we have ever studied. Psychology, Physics, Chemistry, Pedagogy, Ethics, etc., can all be used in essence in our home or in our community life.

Very sincerely,
Mrs. Ralph Felton,
(Blanche Shimer)
6 Fifth Ave., S. E.,
Rosedale, N. J.

I send my kindliest greetings to you from the distant state of Washington, where I am teaching in the Rural School department of the Cheney
State Normal School. Cheney is located sixteen miles from Spokane in the center of a great agricultural region. Consequently the problems of our institution are largely connected with rural education. The rural problem takes on an aspect, new to me, in a section of the country where farming is carried on so extensively. Farms here often contain a section of land and I have been on several of more than a thousand acres. I am even more deeply interested in rural life than when I taught a country school for the first time in Michigan and I am glad of this splendid opportunity to become acquainted with a new phase of it. As our fields are big and broad so is the spirit of the West kind and generous and I wish that you may sometime visit this great Northwest.

Mary Ensfield, '06,
State Normal School,
Cheney, Washington.

I am very glad of this opportunity through Miss Spindler to have a word with you, or as the Southerner says, "you all."

My half-year has not lacked variety and has held many rich experiences. My matriculation at the University of California last August and the seven weeks of study there gave me an insight into the workings of a great Western University that will ever be valuable. Life around San Francisco Bay is not unlike life around New York harbor and with the added interest this year in a great exposition the people are keenly alive to their opportunity, especially was this noticeable in educational circles. It seemed to me that an exposition is valuable if for no other reason, than to stimulate local civic pride and progress. Every phase of life around the Bay showed this awakening.

One cannot imagine a sharper contrast than jumping from this western center of activity to Arkansas and Kentucky, where I have spent the past three months nursing my sick father back to health. Nothing develops us quite so much in life as meeting emergencies. Arkansas and Kentucky, two of our most retarded states educationally, have given much food for thought, but space will not permit my reflections.

Tomorrow I start for New York, where I hope to study the rest of the year; across the continent in six months ought to make one a bigger American.

Lucy Gage,
Teachers' College,
Columbia University,
New York City,
New York.

For the past two years I have been affiliated with the Joliet, Illinois, Township High School. This school is reputed to be the largest of its kind in the United States. We have a faculty of some eighty members and an enrollment of seventeen hundred students. We offer two years of college work which is accepted by the University of Chicago.

The more I study the school situation in this state the more I am convinced that Michigan is to be congratulated upon the unique position of the Western State Normal School. There you have a fine location and equipment, an unusually well prepared and enthusiastic faculty, and a President versatile and progressive, a builder and organizer of normal school work, an inspiration to his faculty and students and a man among men. Success to you and the Western State Normal School.

J. Howard Johnson,
103 Rowell Ave.,
Joliet, Illinois.

From the summit of our University hill, which is about three times the height of the Normal hill, I fancy I can look across to you and see the chips flying, the needles plying, and the new building casting an ever-increasing shadow over the old. My work in Pittsburgh is very interesting. We are all busy, as are you, making a name for ourselves in one way or another. Did you hear of the football record "Pitt" made this year? Look it up. I believe you, too, are to be congratulated.
"For Auld Lang Syne"—When one is asked to send greetings, I take it that he ought to send something that really lies next to his heart. If there are any two places in the world where I should rather be at this moment than in Cambridge, those places are in Kentucky—with my immediate family—or in Michigan among friends and acquaintances with whom I have shared some of the best years of my life. Among those friends I count not least the students and faculty of the Western State Normal School: to both I send greetings from within the shadow of the walls of the oldest great school in the East to the students and faculty of one of the greatest young schools in the Middle West. May your lines be always cast in as pleasant places as they are now.

Bertrand L. Jones,
45 Mt. Vernon St.,
Cambridge, Mass.

News from Kalamazoo is always most welcome. Michigan has been very much home in the past. Its people and its institutions have done much for me.

I am happy to be enjoying student life again. My one regret is that there is so much offered that one cannot take advantage of. As a fellow student, I send greetings from Cornell University to all in any way associated with the Western State Normal School.

Very sincerely yours,
Catherine E. Koch,
Graystones, Cayuga Heights,
Ithaca, New York.

It is seven years since first I saw you at Kalamazoo, and each of these years has stressed the great part that kindness—fellow feeling in human relationships—plays in life. It is one of the best solvents for prejudice and suspicion to which we pay such burdensome and unnecessary taxes.

Get Cabot's "What Men Live By" for early reading and strike a new balance between the four fundamentals he writes about: Work, Recreation, Love and Worship.

Do not let anything stand in the way of living and communicating life.

Frank A. Manny,
1614 Bolton St.,
Baltimore,
Maryland.

An opportunity to speak to you through the columns of the "Record" gives me much pleasure. My interest in you and your progress is just as keen as if I were with you.

The year here in Teachers' College and New York City is a great benefit and pleasure. But when this time expires I shall not be sorry to come back to you and Michigan, for it is in our schools that my chief interest and ambition lie.

Mary A. Moore,
1230 Amsterdam, Teachers' College,
Columbia University,
New York City,
New York.

Greetings to all my friends at Western State Normal School—the memory of the two years spent with them is a very precious one. After leaving Kalamazoo, my marriage to Oscar Shepard took place, and we came to California, where my husband is in charge of the Department of Mathematics in the Belmont Military Academy. Such a happy life as we are leading here among our beautiful surroundings! Since this is the year of the exposition, and as we are but twenty-five miles from San Francisco, we plan to visit the grounds many times. If any of my Kalamazoo friends plan to be here for the exposition, we sincerely hope they will come to Belmont and make us a visit.

Mrs. Oscar Shepard,
(Mildred Davis)
Belmont,
California.
The Normal School has greeted my vision with each rising sun since I left it for the new business of home making and home keeping. This has been a very pleasant and absorbing occupation, but not so engrossing as to shut out my appreciation for and vital interest in the work of my old-time associates, both faculty and students of the Normal. There is always with me a desire, too, to make friends with the newcomers. I watch with keenest enthusiasm each new success and predict for our Normal a future, wonderful in growth and achievement of which both old and new friends may be proud.

Mrs. H. H. Tashjian,  
(Janette Reitler)  
953 Walwood Pl., Kalamazoo, Mich.

It gives me great pleasure to recall the days I spent as a professor in the Western State Normal School. The school had just opened and it had the vigor of youth, which, I am told, it has continued. I had the pleasure of being a member of the committee that chose the normal school song, and I yet frequently run over some verses of it. The faculty was not large and the students were not too many for us all to become well acquainted; thus I found many friends whose friendship I still prize very highly. When opportunity presents itself I always inquire of the progress of the school and concerning the members of the faculty whom I knew and concerning many of my old students, and I always rejoice in the prosperity and success that attend them.

On leaving the Western State Normal School I went to the University of Missouri, where I taught sociology for three years and at the same time established a training school for social workers—the St. Louis School of Social Economy—in St. Louis and then became professor of sociology at Washington University in St. Louis and continued as director of the School of Social Economy. During that time I conducted a number of investigations and assisted in many social welfare undertakings.

In August, 1912, I became general secretary of the Brooklyn Bureau of Charities, which is now a very large organization with a $200,000 annual budget, doing work in service and relief of needy families, the nursing of the sick poor, the betterment of housing conditions, the prevention of tuberculosis, the improvement of inferior courts, the care of crippled children and the blind.

In the welfare problems of the great city of New York there is a challenge to any man with red blood in his veins, and it would be very hard for me to say which I enjoy most, the administrative work of this organization or the teaching work in a college or university.

May I, through you, send my greetings and best wishes to the old friends, the alumni in general and the present student body.

Yours sincerely,
Thos. J. Riley,  
69 Schermerhorn St., Brooklyn, N. Y.

Greetings and best wishes to the alumni of the Western State Normal School, especially to the alumni of the Rural School Department, and my classmates of 1908.

In compliance with Miss Spindler's request, may I say that my work is training teachers for rural schools in the State Normal School at Stevens Point, Wisconsin. In this section of the state there are large numbers of foreign-born people. One-half of the people of this county speak the Polish language. In every parish there is a parochial school in which the instruction is given in Polish. There is a provision in the Wisconsin law whereby a foreign language, as Polish or German, may be taught for a part of each day in rural schools. Perhaps it need not be said that the chief problem of the rural schools is to teach the children to read, write and speak English.

As a people the Poles are very loyal to their own. It was my good fortune to know intimately the editor of the "Rolnik," one of the largest Polish papers in the country. From him I
learned that in Russian Poland the Polish language is forbidden by law. Yet in spite of the severity of the Russian government, the language and history of the Polish people are taught to children by what is known as the secret circle, that is, a band of patriotic Polish men and women who meet the children in secret in the homes of loyal Poles to instruct them. If discovered, the teacher, the parents of the children and the owners of the houses in which the schools are held are all subject to fine or imprisonment. Perhaps this oppression explains the intense loyalty of the Pole to his language and ideals of life.

One of the things we are trying to do is to develop community spirit. Each year we have held a farmers' convention at the state normal school. This year we co-operated with the Retail Merchants' Association, and the University of Wisconsin, the former providing the money and the latter several speakers. We held a three-day conference with a total attendance of eleven thousand people at all meetings. On the last day one-half of the program was given in the Polish language.

John Phelan,
Stevens Point,
Wisconsin.

John Densmore Phelan, age five months, sends greetings to all the alumni who know his father and mother. If they could see the bright smiles he so freely bestows on his friends they would understand how fully he engrosses the time and attention of his mother. At present the world is the baby, and a very joyous, busy world it is.

Ida Densmore Phelan,
Stevens Point,
Wisconsin.

ASSEMBLY PROGRAMS.

The Assembly given by grade two was planned by the children. Their big aim was to give something which would entertain the other grades. The children know many of Robert Louis Stevenson's poems; some of which they have learned in school, others at home. Each child chose the poem which he wished to say and originated a short introductory remark. While reading in a second reader, an interesting story telling "How the Child's Garden of Verses Happened to be Written" was found and one little girl read this. Two "story games" were worked out in the physical training period and those who showed the most improvement in their work were chosen. One of the boys gave an explanation of the games to the audience. Three new songs were given, the basis of selection being suitability, and those which would give the most enjoyment. "The Lad Who Went to the North Wind" was dramatized. The characters were picked after much discussion after several had tried for the different parts. One of the boys explained the setting and gave the names of the characters before the story was given. The program for the bulletin board was written by a second grader, and another announced the different numbers to the audience. Everything given was simple and an outgrowth of the children's regular work, but the big aim
was to have the children feel that the program was really their own.

The physical training program held during the regular assembly period in the Training School was opened by two Rhythmic Plays given by the little ones of the first grade.

The first was "Hickory, Dickory Dock," the children singing the verse, then acting it out. The loud peal of the clock striking one could be heard as the children clapped their hands, followed by the sound of the frightened mouse scampering away. In "See Saw" the rhythmical movement of the see-saw was well interpreted as the children with hands joined with those of their partner's sway back and forth.

The third grade presented a story play which was correlated with their reading lesson, "Kit ami Kat Go To Market." The instructor is materially assisted by the children's imagination. Exercises following a day's order, stimulating the general physiological effects, are carried out. A windmill exercise was very effective—the children having studied closely the action of a toy windmill.

The "Oxen Dance" given by the boys of the fifth and sixth grades afforded much amusement to the audience. Unfortunately there are but few such dances that are enjoyed by older boys. It has its origin in Sweden, beginning in the last century, when at the college in Karlstad—the freshmen nicknamed "Oxen" were made to perform the dance before the sophomores—as a sort of initiation. It requires much co-ordination as is shown in the first step "bow bending" and a very strict sense of rhythm—this is seen in the last step of "striking the face" as the effect would be lost if the clap were not timed accurately.

A wand drill given by the Juniors of the Physical Education Department was added to the program so that the children might see types of exercises of more difficult co-ordination and accuracy in form.

"Moonlight Caprice," a simple aesthetic dance, was given by the girls of the seventh and eighth grades.

The boys of the seventh and eighth grades closed the program with a balance exercise followed by a pyramid. The pyramid was carried out with much exactness—each movement taken in counts and positions sustained. In this each boy realized the success in building a pyramid comes only through united effort of each and every boy—in other words, proves that in this type of work it is not the individual who counts but the team work.

FIRST GRADE NOTES.

The first grade is much interested in the study of the Eskimo. They have become very fond of the Eskimo twins, Menie and Monnie, whose experiences and adventures they are following with much pleasure and satisfaction.

We are much indebted to "The Eskimo Twins," by Lucy Fitch Perkins, a new book recently published by Houghton, Mifflin Co.

SECOND GRADE NOTES.

The hyacinth bulbs which the children of the second grade planted in the fall were taken from the dark closet last week and put in the window. The leaves had grown six inches out of the ground. The children were interested in watching the yellow leaves to see how quickly the green change would come. Then they sought for an explanation. One little boy thought this out for himself:

"You know, blue and yellow make green. When we took the bulbs from the closet, they were yellow, and when we put them in the window, the blue sky looked down on them and changed them to green."

The buds of the hyacinths are just about to burst open and the children have decided to use them as Valentines for the Kindergarten and first grade. Miss Spindler is to have the "very prettiest" one.

One of the second graders surprised the rest of the children one Tuesday, by bringing to school a box of home-made gingerbread men. The
story of “The Gingerbread Man” had been read a short time before this and each child was delighted to have one for his very own. We were a little fearful of their running away during school time, as did the man in the story, but we put the cover tightly on the box and went on with our work. Just before school closed, the wonderful box was passed around. Each boy played that he was the fox in the story and finished his man in short order, but the little girls saved theirs carefully to take home.

Two new boys have come to us from the city schools. The rest of the grade two boys are taking it upon themselves to initiate them properly in the school room, gymnasium, and on the playground. It is interesting to watch the newcomers make adjustments in the new situations.

THIRD GRADE NOTES.

Interest in reading is now at a high water mark in this grade. “Robin-son Crusoe” and “The Dutch Twins” are the two books in use. Much silent reading is provided the pupils and a variety of means are used to see that each pupil gets the thought. Sometimes the pupils dramatize a scene from “The Dutch Twins,” again illustrations are made with crayons, blackboard, paper-cutting or clay. Discussions, reproductions and oral reading of some paragraph to prove one’s point are other means employed. Parts of these stories are prepared and read to other grades, thus giving real motives for good oral reading.

A Dutch scene was presented by this grade in a recent assembly. Under the direction of the Physical Training Department an action play was worked out to represent a Dutch gardener and his children pulling vegetables, lading boat, watching windmills along the canal, and the unloading of boat at the market-place. This was greatly enjoyed by actors as well as by the audience.

Two books of Holland scenes are in constant use, “The People of Holland,” by Nico Jungman, and “Holland Scenes,” by Walter Van Dam, Kalamazoo, Michigan.

The cross-stitch book-bags are progressing nicely. The pupils have many original designs.

One of the most interesting co-operative problems in woodwork ever undertaken in this grade, is the one now in progress, under the direction of Mr. Sherwood. This is the making a very simple Old Mission chair. Groups of three pupils make one chair. A set of chairs will be presented to Grade I. Other furniture will be added to this set from year to year.

Upper grade boys will add screws to the nails, so that the furniture will be very durable.

FOURTH GRADE NOTES.

Each Tuesday a program is given which has been planned by a committee of children from the grade. We have had a moving picture show, which was a Christmas present of one of the boys; a Victrola program, and a story by Elizabeth Nicholson, an eighth grade pupil.

In geography we are studying the Philippine Islands and are now making posters of the products of these islands.

In connection with our Colonial history and industries we are making soap. We have dipped candles as the Colonists did.

SEVENTH GRADE NOTES.

Contests in the technical grammar classes have created much enthusiasm in that subject. After a new topic is developed one section challenges the other to an oral analysis contest, the object being to see which side makes the least number of errors. This furnishes an incentive for the daily class period where much drill is required. At present the children are working on complements with the expectation of a contest in the near future.

EIGHTH GRADE NOTES.

The reading classes found “Ivan-hoe” a difficult study until the plan was tried of taking turns presenting scenes to the group as a whole. With the aim of preparing an informal dramatization for the entertainment of the other classes, scenes were studied
with enthusiasm. The audience offered suggestions and criticisms following performances, and made the others really see the need of clean-cut enunciation, slow reading, dramatic expression and other means of good oral rendition.

WESTERN NORMAL, 34; HILLSDALE COLLEGE, 27.

On January 19 the Western Normal basketball team defeated Hillsdale College by a 34 to 27 score.

The game was fast from start to finish, both teams displaying fine defensive ability.

The pedagogues played in excellent form during the first half and led by a safe margin at the intermission. Hillsdale came back strong and put up a fine up-hill fight throughout the second period.

WESTERN NORMAL, 39; MT. PLEASANT, 28.

In one of the best games ever seen in Mt. Pleasant the Western Normals trimmed their old-time rivals for the first time in several years by a score of 39 to 28.

The game was hard-fought, but cleanly played. The Central Normals led 17 to 12 when the first half closed, but the "drive" and team play of the visitors could not be checked during the second period and the game ended 39 to 28.

Aling starred for Mt. Pleasant with four field goals, while Ellsworth kept his team in the running by his ability to "shoot fouls."

Huycke and Thomas did fine work for the Kalamazoo team, 13 field goals being the result of their combined efforts. Welden did some excellent guarding and held Ellsworth, the Mt. Pleasant star forward, to a lone basket. Dunlap's passing was of a high order.

WESTERN NORMAL, 31; ALMA COLLEGE, 29.

The boys won the second game of the northern trip when the strong Alma College team was taken into camp after a fast, well-played game. Score, 31 to 29.

The "Highlanders" worked their plays with reckless precision during the early stages of the game and led at the half-way point 21 to 12. This pace, however, proved too fast and by some fine team work and basket shooting the locals cut down the big lead to two points.

Welden and Ruehlow played some brilliant basketball for Kalamazoo. Spinney did the best work for Alma.

B. C. T. S., 27; WESTERN NORMAL, 25.

In a game devoid of any semblance of team work, the Normals went down to defeat at the hands of the Battle Creek Training School by a score of 27 to 25.

The visitors showed more ability to shoot baskets at long range and this was a deciding factor.

Theosin and Sias did some brilliant work for the Training School, while Welden and Ruehlow were the only members of the home team whose playing was up to form.
OLIVET COLLEGE, 31; WESTERN NORMAL, 30.

On Jan. 30 the Normals lost a fast game to Olivet College on the latter's floor. Score, 31 to 30.

The count stood 14 all when the first half ended and both teams were confident of being returned the victor.

The second half was practically a repetition of the first half and it was Olivet's turn to lead when the final whistle blew.

The game was cleanly fought all the way. Dunlap, Ruehlow and Welden were stellar lights for the visiting team, and Hammond and Leavenworth were the best point getters for Olivet.

ART NOTES.

The Senior class in Special Art or Art and Music number 11, the Junior class 13. Two new members, Miss Pearl Outwater and Marguerite Harter, graduates of the Kalamazoo High School, February class, have recently enrolled in Special Art.

Six large sections of Art 102 class are enthusiastically taking up the work in perspective and construction this term.

A display of their work in basketry was recently made in the corridors.

Work in clay modeling is now being finished. Many of the pieces will be sent to Chicago to be burned in the Lewis Institute kiln.

The Advanced Art class have recently enjoyed making posters for the "Trip Around the world," an entertainment to be given by the Women's League and Y. W. C. A. in the near future—Feb. 27.

These students entered the contest opened to all art students in the city by the Edwards & Chamberlin Hardware Co. to make a trade mark for them to serve as a label on two new kinds of "Roofing" they will soon put on the market.

An evening class in figure sketching has been organized under the auspices of the Kalamazoo Art Association. It meets Monday and Thurs-

day evenings in the art room in the new High School. Fifteen members, consisting of the art teachers of the Normal, several special art students, and artists of the city have greatly enjoyed the privilege of working from the costumed model.

The annual meeting of the Kalamazoo Art Association held at the Commercial Club rooms, Jan. 12, resulted in the election of the following officers:

Emelia Goldsworthy, president; Mr. J. C. Brander, first vice-president; Mr. Edward Desenberg, second vice-president; Margaret Spencer, treasurer; Eleanor Judson, secretary.

This organization is responsible for bringing the fine art exhibitions to the city of Kalamazoo.

MUSIC NOTES.

Mr. Maybee, head of the Music department, went to Muskegon Wednesday, Feb. 3rd, where he sang the solo part in the "Messiah," given there at that time. On Wednesday, Feb. 4th, he sang the solo part in Cowen's "Ruth" in Holland, where the cantata was given by the High School chorus.

The Men's Glee Club furnished the music for the Training School assembly Thursday, February 4.

Much interest is shown in the appearance of the Bostonia Sextette which will appear in the Gymnasium Thursday evening, February 18, coming under the auspices of the Kalamazoo Public Schools. The organization is under the direction of Mr. C. L. Staats, the celebrated clarinet virtuoso, its founder. A fine concert is predicted.

Work is progressing satisfactorily on "The Arminius," by Max Bruch, which will be given by the Normal Chorus, consisting of 200 voices, early in June at the Annual Music Festival. Announcement will be made soon of out of town artists who will sing solo parts. The Kalamazoo Symphony Orchestra will assist.

Miss Ardelle Russell sang two enjoyable solos preceding chorus rehearsal Tuesday evening, Feb. 2.
Y. W. C. A.

The Y. W. C. A. had charge of assembly period on Jan. 19. The organization, which has become very strong in number and in the work that it has been doing, was able on this morning, to reach all of the girls of the Normal, the student teachers having been excused at this hour. They hoped, by showing the girls what a wide interest the Y. W. C. A. permitted to be able to enlist many new members.

Miss Reinhold gave the students an idea of the various divisions of work carried on. The organization is divided into sections, in such a manner that every girl is an active member of a section or committee. Each committee has a faculty advisor and chairman. Miss Miller, the vice president, told of the aim and hopes of the association. The chairman of the different committees gave a brief survey of the work of their sections. These reports were very interesting.

Miss Reynolds of the religious committee, gave a splendid report of the work of the committee and also told of plans that they had for the future. The social committee was represented by Miss Bowen. She told of the afternoon teas which are being held on Monday, Wednesday and Thursday afternoons in the Y. W. C. A. room. These have proved a great success, but more students and faculty members will make them a greater success. This committee also visits students who are sick and hopes to be able to call on all the students of the institution during the year. It is assisting in keeping the appearance of the corridors as orderly as possible. The financial committee gave an interesting announcement. "A Trip Around the World" is to be given February 27. Miss Van Antwerp told a little about it, but urged every one to watch for posters because "you can never make such an extended trip on such reasonable fare again."

After these reports Miss Ferris asked the girls to signify on the backs of the programs, which they were to fill in, if they were members of the Y. W. C. A. or whether they wished to become such. Because the Women's League is doing work along the same lines, they were also asked what relation they bore to that organization. The results were very satisfactory. Eighty-seven girls wished to join. The membership now numbers about one hundred and sixty, and with the active interest of these students the moral tone of the entire institution will be advanced.

Why not let a cup of tea and a wafer give warmth to a friendly chat on Monday, Wednesday and Thursday afternoons? Let it stimulate your mirth. Through it express your good will. Perchance, it may even help you make up with someone after a hostile feud. Besides, do you realize that hereby, for the small price of fifteen cents the Y. W. C. A. girls give you the opportunity of meeting your superiors nine times on an equal footing? Get your tickets of any Y. W. C. A. girl.

Are you going with us on the Trip Around the World given by the Y. W. C. A. and the Women's League? We start February 27, at 8 p. m., from the gymnasium. Have you seen the posters? They are splendid! Every place worth while will be visited. We go from frozen Iceland to sunny Italy all in one evening. The fortune tellers and the Egyptian mummy alone are worth the price of admission. It will be the greatest trip ever offered for the money. All who visit the United States will have the privilege of going through the Panama Canal, the most marvellous enterprise of modern times. Save your pennies and join us. Help send some Y. W. C. A. girl to summer conference at Geneva.

Mrs. Hockenbery gave a delightful talk at the first meeting in January. Her subject was New Year Ideals. It was a source of inspiration and encouragement to all who heard it. The following two meetings were for bible study. Mrs. Goodale conducted these very ably. A great deal of benefit is being derived from these studies. En-
thusiasm and interest are evinced by all who attend them. The last meeting was given over to the girls themselves. The subject discussed was friendship. Miss Agnes Cagney and Miss Louise Honey gave very interesting talks on this subject. All girls are welcome at all meetings, whether members of the Y. W. C. A. or not. We hope many will come.

WOMEN'S LEAGUE.

The Women's League was entertained Friday afternoon, Jan. 29, 1915, in the rotunda of the Training School, by group four, whose leader is Miss Myra Kinney. Coffee and doughnuts were enjoyed as the girls grouped themselves around the grate fire. The guests were grouped according to their birthday month, and unique charades were given by each month of the year. The Virginia reel was another source of amusement. These Friday afternoon entertainments make a bright ending for the week's work.

An informal tea was given by members of group three to other members of the Women's League, Friday, Jan. 15, 1915. Mrs. O. H. Clark, president of the Michigan Equal Suffrage Association, gave a very interesting talk to the girls on the suffrage question. She spoke of the work being done in Michigan for the suffrage cause and was very optimistic in regard to the future. She pointed out various reasons as to why women should vote, and urged the girls to do all in their power to aid woman suffrage.

The Women's League of the Western State Normal School has had the opportunity, this term, of opening the rotunda of the Training School to the students on Sunday afternoons. The League is divided into eight groups and the groups in succession are hostesses. Each group decides on the refreshments served their Sunday, plan to have books, magazines, a grate fire and the chance for the guests to enjoy some music.

The object of the League is to provide a pleasant place for the students and their friends to spend Sunday afternoon. Many have enjoyed the afternoon chat with their friends, the opportunity to read a magazine by the fireside, and especially the music—the victrola, piano and singing in concert.

The large attendance and enjoyable times has proven the success of the League's effort.

AMPHICTYON SOCIETY.

The members of the Amphictyon Society are to be commended for the spirit of enthusiasm they have shown during the first half of the term. The members of the program committee and of the various special committees have shown tact and executive ability in the arrangement of the three programs presented.

January 7 the program comprised a debate: Resolved, That the United States should make a substantial increase in army and navy. Affirmative, Misses Florence Price and Florence Brown; negative, Misses Beulah Finch and Lila Reynolds. The decision was in favor of the affirmative. Miss Anna Reinhold read an original poem and the musical numbers were rendered by the Misses Dorothy Bowen and Dorothy Teller and Mr. Ralph Wallace.

On January 21 the rotunda was the scene of a highly enjoyable social evening which was participated in by about one hundred twenty Amphictyons and friends. A short program consisting of musical selections by Miss Margaret Lee and Mr. Ralph Wallace and one of Kipling's "Just So" stories charmingly told by Miss Harrington was much enjoyed, as were also the games and the dainty refreshments.

A magazine program was presented on February 4, the department being edited and given as follows: Humor, the Misses Florence Price and Leita Arehart; music, Mr. Andrew Leake assisted by the "R. R. W. S. N." orchestra; fiction, Mr. Rennie Dornbush; cartoon, Miss Rose Netzorg. In spite of the inclement weather and icy streets the attendance numbered about seventy, which would seem to
disprove the theory that you cannot induce people to attend a literary meeting without "feeding" them.

NORMAL LITERARY SOCIETY.

The members of the Normal Literary Society have felt the need of a more instructive program as well as entertaining, so the programs given this term have been worked out with this in view.

The first fifteen minutes of every meeting is devoted to a general discussion of some current topic. At the last meeting Mr. Greenwall gave a very interesting talk on his experiences in getting out of the war zone last August. Miss Crawford, who has lived many years in Syria, talked on "Life in Syria." It was made very effective by her appearing in the native costume of a Syrian woman.

THE KINDERGARTEN KLUB.

The Kindergarten Klub, composed of the junior and senior kindergarten girls, was organized late in the fall term of this school year. In order to begin our work immediately the following officers were elected: President, Miss Hazel Weage; vice president, Marian Harper; secretary-treasurer, Ruth Longhead. The purpose of the Klub is twofold. First, as a means of bringing the members into closer social relations. Second, to give an opportunity for becoming better acquainted with the conditions of the Kindergartens of this country, and discussing any questions which may arise.

The meetings of the Klub are held semi-monthly in the rotunda of the Training School or at the home of one of the members. One meeting each month is devoted entirely toward having a social time, a coasting party, a sleighride, or whatever the committee in charge decides.

A different topic will be selected for each of the other meetings, these topics to be reported on by different members of the class and then discussed.

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.

Geo. McDonald Drug Co.
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A good place to eat is

DE BOLT'S
Ice Cream, Confections, and Dainty Lunches
Prompt attention given to orders
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Complete Line of
Track and Gym. Shirts
Running Pants and Basket Ball Trousers

Sam Folz
BIG CORNER
Main at Portage St.
The Outdoor Season is Fast Approaching

Old Jack Frost is being pushed into the background—soon the bright sunny spring days will be here when you will want:

Walking and Athletic Skirts, Gym. Bloomers, Swimming Suits, Tennis and Gymnasium Shoes

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You'll want Soft Shirts, Lighter Underwear, Thinner Sox and many other things we supply

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This store has grown to its present large dimensions because we have always insisted upon the best qualities and assured values.

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Ladies Shoe Clearance

$2.45

for broken lots of Womens' $3.00, $3.50 and some $4.00 Shoes

$2.95

for broken sizes $3.50, $4.00, $4.50 and some $5.00 Shoes

The Bell Shoe House

124 E. Main St.

LOUIS ISENBERG, Proprietor
All of the girls in the kindergarten department are very enthusiastic about the Klub, and expect to be greatly benefited by the meetings.

THE KINDERGARTEN KLUB AIDS BELGIANS.

The Kindergarten Klub recently organized has already proved itself an enthusiastic organization.

Its members felt they would like to do some real charity work as well as to have a good time among themselves. After some lively discussion it was finally decided that they would earn money to pay for oatmeal and milk to be sent to the suffering babies in Belgium. The next day after this decision, on January 15, the girls held a candy sale in the hall of the main building of the Normal. A large amount of candy and popcorn was contributed and in a short time all was sold and the girls had taken in sixteen dollars. Another sale was held on the night of the basketball game with Hillsdale, January 19th. A little over six dollars was added to the fund. With this they were able to purchase one barrel of oat meal and six cases of milk which have been forwarded to Belgium.

Through the kindly co-operation and help of a citizen of Kalamazoo, the willing consent of the authorities of the school and willing patronage of those outside, the Klub was able to accomplish what they set out to do. The fund was not large compared to that raised by many other organizations, but "as every little bit helps" the girls are glad they made the effort. They hope to do more work of this nature in the future in the city.

A COASTING PARTY.

The second meeting of the Kindergarten Klub was held on Monday evening, January 25th. The members met at the home of Miss Irma Archbald and from there went to North street hill to coast. The sliding was great fun, but, oh! those return trips!
The wish was often expressed that the Normal hill cars were there to assist. After an hour of "ups" and "downs" all returned to Miss Archbald's, where a light luncheon was served and a few Kindergarten games were played. The party was chaperoned by Mrs. Buckingham and Miss Harrington.

TENTATIVE PROGRAM.


10:00 A. M.—Agencies of Industrial Progress—Chairman, Mrs. Dora Stockman, Lecturer State Grange.
Purpose of Conference—President D. B. Waldo, Western State Normal School.

TOPICS.
1. Growth of County Farm Bureau in Michigan—Dr. Eben Mumford, Agricultural College.
Discussion.

2. Local Short Courses in Agriculture—R. J. Baldwin, Lansing.
Discussion.

3. Local Short Courses in Home Economics—Jennie Buell, Ann Arbor.
Discussion.

Discussion.

5. The School Farm—Zebulon V. Judd Raleigh, North Carolina.
Discussion.

6. A Word from Mrs. Marie T. Harvey, Kirksville, Mo.

12:30 P. M.—Picnic dinner in the Lunch Room of Training School. (Check wraps and baskets in Room 13, second floor, main building.) Kalamazoo Pomona Grange, host.
(Coffee provided.)


2:00 P. M.—Community Welfare—Chairman, John C. Ketcham, Master State Grange.
Introductory remarks by Chairman.

TOPICS.


2. Local Group Activities—Hon. Grant Slocum, Editor Gleaner, Detroit.

3. Revitalizing Community Life—Mrs. Marie T. Harvey, Teacher Porter District School, Adair County, Mo.
Note.—Musical selections will be introduced in the program.

4:00 P. M.—Informal reception in the rotunda of the Training School, given by the students of the Department of Rural Schools and the faculty of the Normal in honor of the guests of the day.
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7:45 P. M.—Ninth Annual Rural Progress Lecture.
Musical Selections.
Lecture—Rural Progress in the South—Mr. Zebulon Judd, Raleigh, North Carolina.

NEWS NOTES.

Group V of the Women’s League entertained the members of the League at a delightful Valentine party, February 12.

March 10 in the assembly room, under the direction of Miss Upjohn, the High School Dramatic Club No. 2 will present the “Rising of the Moon,” by Lady Gregory and “The Neighbor’s,” by Zona Gale.

Mr. Waldo spent the first week of February in institute work at Fort and Cheboygan.

One of the most entertaining programs ever presented by the Amphic-tyon Society was enjoyed Thursday evening, February 4, when a “Ladies’ Home Journal” program was given. One of the especially humorous features of the evening was a talk on the evolution of women’s dress by Miss Netzorg of the faculty, whose blackboard illustrations brought forth much applause. The “funny band” by the Men’s Glee Club and clever papers by members of the society made an evening of amusement for a large number of students.

Dr. Burnham conducted institutes at Cadillac, Reed City and Zeeland the first week of February.

Mr. Hickey took part in an institute at Coldwater Feb. 5. He also recently spoke before the teachers of Grand Rapids and at an institute in Hastings, where he was guest of honor at a luncheon given by the Western Normal graduates teaching in that city.

Senator O’Dell of the Western Normal committee visited the school Friday, Feb. 5. An official visit of the
entire committee is expected this month.

Dr. McCracken addressed the Business Men’s Club at Paw Paw Friday evening, February 5.

Two excellent medical addresses have been made in assembly recently, the first by Dr. Bernstein, Jan. 26, on the ear, and the second by Dr. Perkins, Feb. 2, on communicable diseases.

M. J. Sherwood of the faculty visited the Gary, Indiana, schools the last week in January and spent a few days in Chicago for the purpose of investigating stage properties with a view to installing some equipment in the Normal for use in dramatics.

The students in the high school department enjoyed a social evening Friday, Jan. 29, when each one was given the privilege of inviting one guest. The gymnasium was made attractive with Japanese decorations and Fischer furnished the music for the occasion. Refreshments were served during the evening.

Commissioner T. M. Sattler of Jackson county, who recently managed the two weeks’ series of local farmers’ and school institutes in which Professor John Fox participated for four days, writes of the splendid attendance. In the two weeks 2,000 people attended, including about 50 per cent of the teachers, many school officers and over 50 per cent of the boys and girls in the seventh and eighth grades of the Normal schools of the county.

Professors Hickey, Harvey and Reinhold have spoken in the Rural Sociology Seminar in the meetings thus far this term. Professor W. H. French of the State Agricultural College and Dr. N. W. Cameron are scheduled for talks later. Student activities in the programs of the Seminar have included debates on teaching Nature Study, Agriculture and methods of extension teaching; and papers and talks on the following topics: “Materials for Nature Study,” “Best Books and References for Nature Study,” “Requirements of the State Course of Study in Agriculture,” “Adapting Instruction in Agriculture to Local Needs,” “The Farmers’ Institute,” and “The Local Short Course.”

President Waldo is chairman of the Normal School program for the N. E. A. at Cincinnati in February and Oakland in August. The program for the Cincinnati meeting is practically completed and the following topics will be discussed:

1. Place and Scope of Sociology in Normal Schools.
2. Reorganization of the Training School Curriculum.
3. Federal Aid to State Normal Schools.

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KALAMAZOO

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1. 55 scholarly, efficient instructors trained in 30 colleges, universities, and technical schools.

2. Library of 12,000 volumes, all selected in recent years. 160 standard periodicals, 34 standard periodicals in complete sets.

3. Splendid new three-story Science Building 147 1-2 feet long and 79 1-2 feet wide, one of the best planned structures of its kind in the United States.

4. The Training School building is one of the best equipped in the country. It is regarded by educational authorities as a model.

5. The largest Normal School gymnasium in the "Old Northwest" Territory. The floor measures 119 feet by 68 feet. Running track, swimming pool, shower baths, lockers.

6. Fine new athletic field of over 13 acres. Will include two football grid-irons, two baseball diamonds, running track, hockey field, tennis courts.

7. Graduates in demand. Now teaching in 33 states and in every section of Michigan. Eighty cities and villages engaged members of the last senior class for 1914-15. Nine members of this class went to Detroit, five to Iron Mountain, five to Battle Creek, six to Grand Rapids, nine to Holland and five to Flint.

8. Young men who have completed the life certificate course receive from $700 to $1000 the first year (one member of present senior class has been engaged at $1200). 65 graduates of the Western Normal are now holding important administrative positions in Michigan, including superintendencies, principalships, county normal directorships, and county commissionerships.

9. Manual Training. The Western Normal is the only Normal School in Michigan granting a special manual training certificate. Graduates of this department are teaching in twenty-two cities in Michigan and in fourteen states outside of Michigan.

10. Graduates of the Normal School complete the A. B. course at Ann Arbor in two years. Twenty-five former Western Normal students are now in residence at the University. Three Western Normal graduates of recent years who have completed the A. B. course at Ann Arbor are receiving an average salary of more than $2000 this year.

Summer term begins June 28, 1915.

Spring term begins April 5, 1915.

For catalog address Secretary,

WESTERN STATE NORMAL SCHOOL,
Kalamazoo, Mich.