Holiday Greetings
W S D S
Kalamazoo
Michigan.
Vol. 6
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THE WOMEN’S LEAGUE.

Under the auspices of the Women’s League, the rotunda of the Training School was open Thanksgiving afternoon from two until five o’clock for the students, members of the Faculty, and friends who remained in the city. Music furnished the principal entertainment. Every effort was made by the girls to have the guests enjoy themselves and feel at home.

During the past month the group leaders for the year were elected. They are Arloa Burkle, Alice Cranston, Maurine Foote, Mae La Monte, Helen McGinnis, and Esther Shaffmaster.

Y. W. C. A.

List of Y. W. C. A. meetings for December, 1915, and January, 1916:
Dec. 6—Meeting to dress dolls for poor children, in charge of Miss Ballou.
Dec. 13—The missionary problem on the Pacific—Mr. S. Katsuizumi (a Japanese student at the University of Michigan).
Jan. 10—Psychology of Resolutions—Mr. Reinhold.
Jan. 17—“Is Your Book Dusty?”—Miss Hetmansperger. (The first of a series of Bible studies.)
Jan. 24—Poetry and religion—Dr. Jones.

BOOKS RECEIVED.

In the Library since March 1, 1915.
(Continued from October Record.)

Geography.
Dunbar, History of travel in America.
Kolb, Through the Grand canyon.
McFarlane, Economic geography.
Mort, British Isles.
Nansen, Through Siberia.
Newbigen, British empire beyond the seas.
Page, Trade morals.
Powell, End of the trail.
Reynolds, Three southern continents.
Wood, Tourist’s California.

History—Ancient.
Laneiani, Ancient Rome in the light of recent discoveries.
Pelham, Outlines of Roman history.
Sayce, Babylonians and Assyrians.

History—General.
Abbott, Notable women in history.
Bourne, Revolutionary period in Europe.
A Few Christmas Suggestions
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Hannay, Navy and sea power.
Holland, Historic girlhoods.
Johnson, Age of the enlightened despots.
Mott, Present world situation.
Norman, All the Russians.
Phillips, Confederation of Europe.
Ploetz, Manual of universal history, new ed.
Putnam, Alsace and Lorraine.
Townsend, Asia in Europe.
Stephens, Hildebrand and his times.
Wakeman, Europe, 1598-1715.

History—England.
Baker, Political thought in England.
Bates & Coman, English history told by English poets.
Begbie, Kitchener.
Bolton, Famous English statesmen of Queen Victoria's reign.
Chisholm, Sir John French.
Cramb, Origins and destiny of imperial Britain.
Dennis, Cecil family.
Elias, In Georgian times.
Esher, Training of a sovereign.
Fitchett, The great duke.
Forrest, Life of Lord Roberts.
Gardiner, Life of Lord Roberts.
Gardiner, Pillars of society.
Harris, From naval cadet to admiral.
Hayes, British social politics.
Hoffman, Heroes and heroines of English history.
Hurd, People you know.
Jerrold, Earl Kitchener of Khartoum.
Jerrold, Field-marshai Earl Roberts.
Lang, Story of Lord Clive.
Lowe, Our greatest living soldiers.
Munsey, Life of Benjamin Disraeli.
Munby, Elizabeth and Mary Stuart.
Nepean, On the left of the throne.
Parnell, Charles Stewart Parnell.
Rae, General French and Admiral Jellicoe.
Rait, Five Stuart princesses.
Rhys, comp., British historical and political orations.
Salzmann, Life of Henry II.
Sandars, Princess and queen of England.
Shelley, Tragedy of Mary Stuart.
Tooley, Life of Florence Nightingale.

History—Germany.
Gauss, German emperor shown in his public utterances.
Priest, Germany since 1740.

History—France.
Davis, Charlemagne.
Forbes, Life of Napoleon III.
Hopkins, Man in the iron mask.
Lang, Maid of France.
Lowell, Governments of France, Italy and Germany.
Simpson, Life of Louis Napoleon.

History—Other European Countries.
Cartwright, Isabella d'Este.
Ensor, Belgium.
Hargrove, Progressive Portugal.
van Loon, Rise of the Dutch kingdom.
Ross, Lives of the early Medici.
Art-Literature Readers

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Sukloff, Life story of a Russian exile.
Venosta, Memories of youth.
Walizewski, Romance of an empress.

History—U. S.
Bassett, Short history of the U. S.
Becker, Beginnings of the American people.
Bradford, Confederate portraits.
Clark, Report on the re-survey of the Maryland-Pennsylvania boundary.
Craig, Lineage, life, and labors of Jose Rizal.
DeWitt, Progressive movement.
Dodd, Expansion and conflict.
Finlay, French in the heart of America.
Ford, Scotch-Irish in America.
Hart, Epoch maps illustrating American history.
Johnson, Union and democracy.
McCall, Life of Thomas B. Reed.
McElroy, Winning of the far West.
Parson, New nation.
Washington, Epistles, 1796.
Webster, Writings and speeches, 18 v.
Williams, Life of Rutherford B. Hayes.

History—South America.
Moses, Spanish dependencies in South America.
Ross, South of Panama.
Verril, South and Central American trade conditions of today.
Walle, Bolivia.

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ALUMNI NOTES.

MARRIAGES.

Announcements have been received at the Normal of the marriage Friday, November 26, at River Falls, Wisconsin, of Miss Alice Edith Clark to Mr. F. Theodore Steuck. Mrs. Steuck was instructor in domestic art in the Normal last year and made many friends during her residence in Kalamazoo. They will reside in Orange, N. J.

The marriage of Miss Rheta Taylor of Paw Paw, who attended Normal last year and part of the fall term, to Mr. Harry Nash, occurred at Thanksgiving time. Mr. and Mrs. Nash are residing in Paw Paw.

Miss Veda Abbott, of the class of 1915, was married late in November to Mr. L. Kinney of Lawton, where they are now at home to their friends.

Albert Gorham, who completed the Manual Training course at the Normal with the class of 1915, was mar-
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ried in the fall to Miss Grace Latta of Kalamazoo. Mr. Gorham is now connected with the Harvey Candy Co., but plans to take up farming in the spring.

**DEATHS.**
A shock to many of the Normal alumni will be word of the sudden death, November 24, of Mrs. Minnie Harmon Fuller, a member of the domestic science class of 1909 and a beloved student through her two years’ course in the school. Besides a husband she leaves a little daughter two years old, and her mother and father, Mr. and Mrs. O. E. Harmon, 1129 Newell Place

H. I. Galvin, Manual Training, 1914, is director of manual training at Amasa, Michigan, this year.

Miss Clarissa Richardson is teaching at Sturgeon Bay, Wisconsin.

Mrs. Mabel Randall Austin, a graduate of the Normal in the Kindergarten department, is residing in Albion.

Miss Rowena Smith, 1914, physical training, has returned to Tulsa, Oklahoma, this year and resides at 924 South Guthrie Avenue.

An alumnus as a subject of verse seems well worth reporting: Bert Ford, of the class of 1913, appears in the Amygdaloid of the Houghton High School.

"The School Band."
'Twas on a rainy Saturday,
When the High School band was about to play,
And Mister Ford, the leader brave,
Sood up so straight and sure did rave. For him, the weather did not suit,
'Cause all the rain ran down the flute,
And then the flute was very hoarse,
Which made a funny noise, of course.
—Burt Froney, ’17.
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Howard Bush and J. Irving DeLong, former popular students in the Normal, are teaching in the Dort school, Flint. Both attended the state teachers' meeting in Saginaw.

Joseph L. Walsh, 1915, registered at Normal headquarters in Saginaw and attended the Normal banquet. He is superintendent at Beaverton this year and enjoying his work.

Miss Bertha Scott is teaching in Flint.

Mark Doty of the 1915 class is teaching at Britton this year.

Miss Lora Knevels, '07, is teaching in the Grand Ledge high school. Since her graduation from Western Normal she has attended the University.

The Misses Anna Deegan, Caroline Mackenson and Mary Lyon of Bay City, who have attended Normal summer schools, registered at Normal headquarters in Saginaw.

Miss Jessie Megarach, a graduate of the Normal, is teaching in the Bay City schools.

M. L. Bosier and Arthur R. Mason, graduates of the manual training department, are in Jackson public schools again this year.

Miss Greta Edger, 1915, is at Almont.

Miss Millie Whalen, 1915, is teaching in Midland.

Carleton Ehle, who is employed by the World Book Company, resides in Ann Arbor, Cutting apartments.

Miss Anna Bailey, '07, is not teaching this year. She is assistant treasurer of Montcalm county.

Frank L. Madden, 1915, is superintendent at Mackinac City this year.

The marriage of Miss Helen Leighton, 1914, to Dr. F. C. Bandy took place at Newberry, October 19.
W. Clyde Huff, 1915, is principal at Richmond and renewed acquaintances at Saginaw in October.

Miss Cora Nicolls, 1913, is teaching in Lansing and was a recent visitor at the Normal.

Carl G. Card, 1914, is at Barryton this year.

Arthur Martin has returned to Cheboygan, where he is ward principal.

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Magazines and Newspapers in the Elementary Schools

At the risk of appearing bombastic we shall start with the platitude, "It is one of the aims of education to inculcate high ideals." Do you recall, gentle reader, in the days of your childhood, dreary Sunday morning hours during which you listened to the dear, old meeting-house preacher admonishing you to "Be good?" Did you sit there like another Emmy Lou, interested but unsophisticated and mentally add, "Meaning just what?"

One of the puzzled ones heard another village preacher, shades happier and more inspired, say, "If the Old Testament is not a prophet to you, let the New Testament be. If the New Testament is not, let some other great book be. Let some Quo Vadis, or Les Miserables bring a message to you. If books do not appeal, try great personalities. If the prophets of old seem shadowy and unreal, look to some modern hero whose triumphs are not beyond the pale of your emulation, but whose life is filled with the inspiration of noble achievement. Yea, scorn not to pattern after the fineness of any life, be it even as humble as that of the corner groceryman who is the personification of 'good cheer' and 'value received.'"

The materials of modern education must be many-tongued. They must speak to the children with many voices. So, while there is to be no neglect of the Franklins and Washingtons, we shall try to add to these an Edison, a Goethals, a Robert Owen. Perhaps, unconsciously, we have dwelt too exclusively upon the heroes of fairy-tale and romance, where might quite often made right, and where the fairy godmother was a bit too fortuitous in dispensing her rewards. We may have been doing very full justice in our Elementary Courses to the glories of wars and the strife of kings. Possibly we have lacked the courage to omit some of the fullness of detail in the recital of our own glorious wars.

Should we not all seriously consider finding a place for some of the great who are living in our own times among modern conditions like unto those which our fresh-from-school citizens are going to face? May a captain of industry be admired for his conquest of the stubborn forces of nature, and for his splendid organizing
power? Is a wizard of the world of science, a Tesla, or a Marconi any less of a wizard than those in the Blue Fairy Book? Women like Frances Willard and Florence Nightingale are the modern saints and heroines. Some of the great of our future history books are going to be the diplomats and treaty negotiators who knew how to bide time and find a greater power than might. Such a man as Robert Owen, the great factory organizer, and one of the first students of such modern social problems as grew out of the factory system, are handling the very problems our own boys and girls are going out to meet.

A necessary preparation for the understanding, at least, of modern problems, would seem to be a study of the lives of some of the solvers.

Where can material be found for studies of the men and women of today, and how is time to be found for this work? As to the latter, we'll take time, of course, if it's important! Curricula are as expansible as gases, and as commodious as the old stage coach in which there was "always room for one more." We may spend many a worthwhile period upon biography stories of today,—time formerly devoted to writing dreary compositions entitled, "An Original Story," "Honesty is the Best Policy," and "A Description of Our Schoolroom."

As to the former question, we shall use the school library. If this contains no current periodicals, we shall use the town library, and failing these, the magazines taken in the homes. As a last resort, we shall ask the School Board to buy the school a subscription to Scribner's, the Outlook, and the World's Work, or such other magazines as our needs dictate. The bound volumes of the good periodicals are mines of material in the one matter alone of modern biography. In using the indexes available, as Poole's or the Reader's Guide, an excellent beginning may be made by the young student in reference work. He has an important contribution to give to the entire class, for which he is individually responsible.

When a teacher has once begun to browse in this pleasant field of magazine literature, further vistas of possibilities open up for the use of magazines in the school. There are first published in magazines tales of travelers useful for a delightful and indispensable phase of geography teaching. They form real "source" material, and are vastly more interesting than the boiled-down paragraphs of the text-book. Such are the accounts of Huntington's and Sven Hedin's travels in Asia, and Roosevelt's accounts of his African trip. The National Geographic Magazine is worth its weight in gold for its illustrations alone. They are numerous, accurate and beautiful.

A happy "Friday afternoon" hour may be spent in unbinding old magazines brought from home, and classifying and filing articles and pictures for future reference.

A good and continued speaking acquaintance with Current Events should be a part of every teacher's equipment. No teacher should be willing to teach without it. And, given this equipment, the live teacher is bound to find a weekly half-hour, or a daily ten-minute period for Current Events reports and discussions. Current Events clubs are often successful. The members may all subscribe to the weekly sheet, "Current Events," or the "World's Chronicle."

Fortunate is the school that has secured a subscription to one of the great, clean daily newspapers, such as the "Christian Science Monitor" or the "Chicago Tribune." Father and mother read the daily paper, and though father specializes on the pink page, and mother on the Women's Column, it is a great solace. Let us teach son and daughter to be readers of newspapers also, but, better readers.

Every grammar grade and high-school class should have easy access to one of the good weeklies, as the "Outlook" or the "Literary Digest," and a good monthly as well, such as "Current Opinion," "Review of Reviews," or the "World's Work." Such magazines as these have a way of collecting the best cartoons from many
newspapers. A study of these adds great interest to the perusal of current happenings. What more swift and cogent way can be conceived of conveying an idea than a cartoon! And the point is driven home with a shaft of wit. "Living Cartoons" makes a good theme for an assembly program and greatly deepens the interest in the subject.

In attempting to rescue the spirit of the arithmetic work from the dusty atmosphere of an outworn text-book page, a principal suggested that the teacher "make the work real; take it from life instead of the book." This sounded dangerously like another pedagogic platitude. "Life" was pronounced by the faithful text-book servant to be a thing intangible and inaccessible. But presently a wonderful mirror of life was discovered in the daily newspaper (Chicago Tribune), life in many phases, number relations figuring prominently.

From the newspapers, teacher and pupil cut many advertisements containing the per cent sign, showing the business man's daily use of percentage in its many applications, from "marked-down" sales, through insurance and banking, to stocks, bonds, market reports and the like.

Let us get our School Boards or libraries to give us a supply of newspapers and magazines.

EDITH SEEKELL.

A List of Historical Novels

The Library staff remembers with pleasure, as one of the real encouragements in library work, the students, who, in the ten years of the Library's existence, have looked longingly at the books they could not find time to read. It is a sort of Tantalus feast that is spread for them—an abundance of books at the time when assigned work must be done—but if the hunger lasts, the tantalizing of the appetite will have been worth while.

We have made the following list of historical novels, hoping that a little of the longed-for leisure has come to our alumni, and that these imaginative portrayals of historical characters and periods may stand out against the exact and scholarly background which the history teaching gave, and make it vivid again.

One may have his own opinion as to the value of historical fiction, but there are some of us to whom Waterloo will always be more real because of Vanity Fair, Caesar a living person when seen by Phra the Phoenician, and the Sir Francis Drake of Westward, Ho! almost near enough to be England's help again.

We have tried to exclude from this list the machine-made historical novel, and to include only those which are works of real literary art. We have not been entirely successful, for two reasons, which are too obvious to mention, but we hope this hurriedly made list, which may be indefinitely increased by going to Nield, A guide to the best historical novels and tales, N.Y., Putnam, 1911, will be suggestive and may fill some leisure hours with the vividness of the real moving picture show of history.

LIST OF HISTORICAL NOVELS

Pre-Christian Era.

Egypt under Rameses II—Ebers, George Uarda; Appleton.
Persia-Darius I—Crawford, F. M., Zoroaster; Macmillan.
Greece-Thermopylae—Davis, W. S., Victor of Salamis; Macmillan.
Romano-Britain—Arnold, E. L., Phra the Phoenician; Burt.

First Century.

Romano-Nero—Sienkiewicz, Henryk, Quo vadis; Little Brown.
Romano-Vespasian—Lytton, Last Days of Pompeii; Little Brown.
Romano-Britain—Arnold, E. L., Phra the Phoenician; Burt.

Second Century.

Romano-Hadrian—Ebers, George, The Emperor; Appleton.
Romano-Marcus Aurelius—Marius, the Epicurean; Macmillan.
Third Century.
Nimes—Baring-Gould, Perpetua; Dutton.

Fourth Century.
Athens, 361—Rydelberg, V., The last Athenian; Peterson.

Fifth Century.
Alexandria—Kingsley, Charles, Hypatia; Macmillan.
Roman-Britain—Church, A. J. & Ruth Putnam, The count of the Saxon shore; Putnam.

Sixth Century.
Italy—Gissing, George, Veranilda; Constable.
Vandal Kingdom—Dhah, Felix, The scarlet banner; McClurg.

Ninth Century.
Athens, 361—Bydberg, V., The last Athenian; Peterson.

Eleventh Century.
Canute—Liljencrantz, O. A., The Ward of King Canute; McClurg.
Norman Conquest—Kingsley, Charles, Hereward the Wake; Macmillan.
Norman conquest—Lyttle, Harold; Little.

Twelfth Century.
England-Henry II—Scott, Walter, The be trothed; Estes.
England—Richard I—Scott, Walter, Ivanhoe; Estes.
Crusades—Haggard, H. R., the brethren; McClurg.
Second crusade—Crawford, F. M., Via crucis; Macmillan.
Waldenses—Hale, E. E., In His Name; Little.

Thirteenth Century.
France—James, G. P. R., Philip Augustus; Warne.
Italy—Hamilton, E. Lee, The lord of the dark red star; Scott.
Italy—Dante—McCarthy, J. H., The god of love; Harper.
Hungary-Tartar invasion—Josika, Nicolas, 'Neath the hoof of the Tartar; Jarroll.

Fourteenth Century.
Wales—Edward I—Rhys, E., The whistling maid; Hutchinson.

Period of Edward III—Doyle, Conan, Sir Nigel; McClure.
England-­Peasants' Revolt—Morris, William, A dream of John Ball; Longmans.
French Knights in Greece—McCarthy, J. H., The Dryad; Methuen.
Italy-St. Catherine of Siena—Seudder, V. A., The disciple of a saint; Dent.
Constantinople, 1376—Crawford, F. M., Arethusa; Macmillan.

Fifteenth Century.
Perthshire, 1402—Scott, Walter, Fair maid of Perth; Estes.
Scotland—Crockett, S. P., Black Douglas; Doubleday.
Scotland—Crockett, S. P., Maid Margaret; Dodd.
Wars of the Roses—Stevenson, R. L., Black arrow; Scribner.
Wars of the Roses—Frederick, Harold, The deserter and other stories; Lothrop.
Wars of the Roses—Lyttle, Last of the barons; Little.
France and Flunders, 1468—Scott, Walter, Quentin Durward; Estes.
The Bold—Scott, Walter, Anne of Geierstein; Estes.
Maximilian, 1472—Yonge, C. M., The dove in the eagle's nest; Macmillan.
Joan of Arc—Lang, Andrew, Monk of Fife; Longmans.
Florence—Eliot, George, Romola; Crowell.
Paris—Hugo, Victor; Notre Dame; Little.
Eve of the Reformation—Reade, Charles, The cloister and the hearth; Dodd.

Sixteenth Century.
Henry VIII—Ainsworth, Harrison, Windsor castle; Lippincott.
Katherine Howard—Hueffer, F. M., The fifth queen; Rivers.
Edward VI—Clemens, S. L., The prince and the pauper; Harper.
Mary—Scott, Walter, The abbot; Estes.
Elizabeth—Scott, Walter, Kentworth; Estes.
The Armada—Kingsley, Charles, Westward Ho! Macmillan.
Shakespeare—Bennett, John, Master Shakespeare; Century.
France—St. Bartholomew's Eve—Dumas, Alex., Marguerite de Valois; Longmans.
Henry III, 1545—Dumas, Alex., The forty-five; Little.
Russia—Ivan IV—Tolstoi, The terrible czar; Low.

Seventeenth Century.
James I, 1603—Scott, Walter, Fortunes of Nigel; Estes.
Stratford—Black, William, Judith Shakespeare; Harper.
Charles II—Hope, Anthony, Simon Dale; Stokes.
Charles II—Scott, Walter, Peveril of the Peak; Estes.

Bothwell Bridge—Scott, Walter, Old Mortality; Estes.


Monmouth Rebellion, 1685—Blackmore, R. D., Lorna Doone; Putnam.

Monmouth rebellion—Doyle, Conan, Micah Clarke; Longmans.

France-Richelieu—Dumas, Alex., The three musketeers; Little.

France-Richelieu—Weyman, Stanley, Under the red robe; Longmans.

France-Mazarin—Dumas, Alex., Twenty years after; Little.

Low Countries—Dumas, Alex., The black tulip; Little.

Low Countries—Macalren, Ian, Graham of Claverhouse; Macmillan.

Russia and Poland—Sienkiewicz, H., With fire and sword; Little.

Russia and Poland—Sienkiewicz, H., The deluge; Little.

Boston and Poland—Sienkiewicz, H., Pan Michael; Little.

North America.

French in Canada—Parker, Gilbert, The trail of the sword; Appleton.

French in Canada—Catherwood, M. H., Romance of Dollard; Century.

French in Canada—Catherwood, M. H., Story of Tenty; McClurg.

French in Canada—Catherwood, M. H., Lady of Fort St. John; Houghton.

New York and Maryland—Bennett, John, Barnaby Lee; Century.

Virginia—Johnston, Mary, Prisoners of Hope; Houghton.

Eighteenth Century.

England—William and Anne—Thackeray, W. M., Henry Esmond; Estes.

The Old Pretender—Mason A. E. W., Clementina; Stokes.

Jacobites—Scott, Walter, Rob Roy; Estes.

Jacobites—Scott, Walter, Waverley; Estes.

Jacobites—Stevenson, R. L., Master of Balantrae; Scribner.

Jacobites—Stevenson, R. L., Kidnapped; Scribner.

Jacobites—Stevenson, R. L., Catriona; Scribner.

George I—Mason, A. E. W., and Andrew Lang, Parson Kelly; Longmans.

The Wedleys—Quiller-Couch, Hetty Wedley; Harper.


George III—Scott, Walter, Red gauntlet; Estes.

Gordon riots—Dickens, Charles, Barnaby Rudge; Crowell.

Art-Reynolds—Thackeray, Anne, Miss Angel; Harper.

Amerien and England—Thackeray, W. M., The Virginians; Estes.

American revolution—Frederic, Harold, In the valley; Scribner.

American revolution—Cooper, Pennimore, The spy; Houghton.


American revolution—Mitchell, S. W., Hugh Wynne; Century.

American revolution—Ford, P. L., Janice Meredith; Dodd.

American revolution—Alex. Hamilton—Aitherton, Gertrude, The conqueror; Macmillan.

Philadelphia, 1792—Mitchell, S. W., The red city; Century.

French revolution—Erekman—Chartrain Story of a peasant; Ward.

French revolution—Gras, Felix, Reds of the Midi; Appleton.

French evolution—Dickens, Charles, Tale of two cities; Crowell.


United States, 1870—Churchill, Winston, Coniston; Macmillan.

United States—Glasgow, Ellen, The battle ground; Doubleday.

United States—Fox, John, The little shepherd of Kingdom Come; Scribner.

United States, North—Frederic, Harold, The copperhead; Scribner.

United States, Miss.—Cable, George, The cavalier; Scribner.

United States, Miss.—Cable, George, Kincaid's battery; Scribner.

United States, Chancellorsville—Crane, Stephen, The red badge of courage; Appleton.

Napoleon and his time—Erekman—Chartrain, The cónspect; Scribner.

Napoleon and his time—Doyle, Conan, Uncle Bernae; Appleton.

Napoleon and his time—Ollivant, Alfred, The gentleman; Macmillan.

Napoleon and his time—Hardy Thomas, The trumpet major; Macmillan.

Napoleon and his time—Stevenson, R. L., St. Ives; Scribner.

Napolean and his time—Thackeray, W. M., Vanity Fair; Estes.


Italy—Fogazzaro, Antonio, The patriot; Hodder.

Italy—Meredith, George, Vittoria; Scribner.

Austerlitz—Tolstoi, War and peace; Scribner.

Crimean war—Tolstoi, Sevastopol; Crowell.

Siege of Delhi—Steel, F. A., On the face of the waters; Macmillan.

Wars 1864-1870—Suttner, Bertha von, Lay down your arms; McClurg.
Library Instruction in Normal Schools

THE place of the library in school work in all departments is one of increasing importance. The amount of required work beyond the covers of the text-books is growing rapidly, not only in literature and history courses, but in science as well. And with this increase in the use of books and libraries has grown up the necessity for some means of training students in the use of these tools, for without such training it is impossible to do efficient library work. The vast majority of students are ignorant of the simplest aids to reference work—magazine indexes, card catalogues, to say nothing of the mysteries of the index of the individual book, and it seems reasonable, that they should be introduced to these time-saving helps early in their first year.

The United States Bureau of Education considered the subject of enough importance to devote a bulletin (No. 34, 1914,) to the reports of the investigations of such library instruction in normal schools, colleges and universities. Of 166 normal schools reporting, 93 were offering instruction in library methods. Wisconsin and Idaho require such instruction in all normal schools, and Wisconsin includes it in material for state teachers' examinations, with the exception of the lowest grade of certificate. In Michigan the pioneer work in this field was done by Miss G. M. Walton of the Ypsilanti Normal College Library, who for many years has trained large classes of student assistants in the use of the library. These assistants give an hour a day in the library and one class period a week for the privilege of access to the stacks. Since 1906, the State Board of Library Commissioners has offered library courses in the various summer schools, and by their appointment, Miss Helen L. Price is now giving such instruction in the county normal schools of the state. Beginning with the fall of 1914, there has been a required course for juniors in the Western State Normal School.

These courses can include only the simplest library science. The demand for teachers who can take charge of school libraries, doing simple cataloguing and classification, calls for more extensive courses, which are being offered in many normal schools. Still another field is suggested by the following editorial from a recent number of the "Library Journal:

"The successful teacher of the future must be fully informed in the choice of books and thoroughly trained in the best methods in the children's library. Practice work with children is becoming a prominent feature of all good normal school training and the teacher who is to succeed must be prepared to take full advantage of the children's room in the public library in the place where he or she is to teach. If the local library has no such department, it should be the aim of the teacher to stimulate its development, which can often best be done through the women's clubs."

The following report was made by a committee appointed by the Library Department of the National Educational Association and was submitted at the meeting of this department in Oakland last August:

Standard Courses in Library Training for Students in Normal Schools.

1. A course in the use of the library for the personal assistance of all normal school students, both while they are in school and afterward. Minimum time, ten class periods.

2. A course in directing the reading of children, including the use of libraries so far as this is possible by them. Minimum time, fifty class periods.

3. A class in library organization and administration for teacher librarians. This should prepare a few students in each normal school each year to take charge of the libraries in elementary and rural schools and to be of general assistance to supervising officers in building up and administering
libraries. Minimum time, one hundred class periods. Elective.

To comment upon each of these courses, the first should include at least the following topics: importance of training in the use of books—the possibilities of the library classification; arrangement in the library; the catalog; reference books; periodicals; indexes; public documents; the investigation of subjects; how to read for various purposes; book selection. All these topics should be presented in concrete fashion by means of actual problems and demonstration. This course should be given in the library itself by the librarian.

The second course should include at least the following topics: the importance and possibilities of children's reading; the problem of directing it; kinds of children's books and value of each; standards of choice; adaptation from the sources; story-telling; dramatization; graphic illustration; the use of pictures, maps, etc.; how to get books in the library of the school and in the public library; library rules and regulations; the care of books; what books to buy for one's self. This course should usually be given by a member of the English department with the co-operation of the librarian, and it should involve practice in conducting lessons in general reading and in the "library hour" as well as in the handling and care of books and lists.

The third course, which should be elective, should be open to high-school graduates who take all the regular work in English and history and who wish to elect the library course in order to add this to the usual equipment. (It is assumed that normal schools which undertake to train librarians as such will look elsewhere for assistance in making out their courses.) The topics taken up should be of strictly practical nature and should keep steadily in view the actual opportunities which will lie before the graded and rural school teacher. In addition to the topics included in courses one and two, the following should be covered: selecting and ordering of books; accessioning; labeling; cataloguing; arrangement on the shelves; issuing; mending; binding; attracting and directing readers; cooperation with public libraries; helpful library agencies; community service. All these topics should be taught in the library and should be enforced by apprentice work.

The above outline is submitted as representing the minimum standard.

Christmas Day in the Navy

(By Edwin H. Wood, Ex-Yeoman, 2nd Class, U. S. Navy.)

Now, to every question relative to the navy one may make this reply: "Well, it varies." Civilians should remember that there is nothing "constant," so to speak, in any military organization. Where the "exigen-
cies of the service" require the con-
stant change of one's quarters, his
commanding officers, and, in fact, of
the whole tenor of his life, no descrip-
tion that will cover all can be given.
And so it is in regard to holiday cele-
brations. However, so far as possible,
Uncle Sam tries to have Christmas
and some other holidays fittingly cel-
ebrated; and so I shall describe a typ-
ical navy Christmas—Christmas of
1910—when I was serving on board
the United States gunboat Princeton,
a small craft of a trifle over a thou-
sand tons, named after my home town,
Princeton, N. J. At that time we were
stationed at Corinto, Nicaragua, hav-
ing been assigned to duty in connec-
tion with those never-ending Central
American troubles; and we were part
of a group of ships, consisting of the
Albany, Buffalo, Vicksburg, York-
town and ourselves, that labored un-
der the impressive title of the "Nicar-
aguan Expeditionary Squadron."

Christmas morning arrived bright
and clear, as Christmas and so many
other mornings do in that vicinity. All
hands turned out at "reveille," for
holiday or no holiday, "two bells" (5
o'clock) is the regulation hour for cur-
tailing one's slumbers. So we all
turned out, lashed up our hammocks,
stowed them in the hammock nettings,
partook of some water flavored with
cocoa, and "turned to." This latter,
being interpreted, means "got busy."
Having furnished the motive power
for deck scrubbers, squilgees, holy-
stones, etc., we cleaned up, donned our
clean, white uniforms and prepared
for a day's fun. First of all the much-
talked-of race, between our gig and
that of the Yorktown, was to come off.
They were the champions of the Pa-
cific fleet, and had felt so cocky that
they had mounted their trophy—a sil-
er rooster—on the bow of their race-
boat, had manned her, and had tossed
their oars while crossing our bow. Of
course, every old salt knows what that
means. It meant that they challenged
us to row for the title and the rooster,
to which proposition we were nothing
loath. And so for weeks we had been
preparing for the big race, and inci-
dentally, had been letting our money
"ride" on the books, until such time
as we should like to cover any of the
coin of the realm that the cohorts of
our rival, the Yorktown, had to place
on their favorites. Twenty-five thou-
sand dollars were placed in one big
pool—this amount from each ship. The
race-boat crew—six men and a cox-
swain—were to receive ten per cent of
the winnings.

On this morning our crew were all
on edge for the four-mile grind. They
had been fed, trained and coached to
the limit. The boat itself, a whale-
boat, the captain's gig, had been
planed, scraped, sandpapered and even
greased like a swimmer. And to make
sure that no crooked work could go
on, watches were set over it night and
day. That boat race spirit was in the
air, just as that football spirit pervades
our school about the time Ypsilanti is
due.

At last the time arrived, and our
crew—as fine and manly a set of men
as one would care to see—manned her
and were towed to the starting boat.
Now, we could not see the starting
point; in fact, from the ship we could
see only about the last third of the
course. When, finally, we did catch
sight of a boat it was not ours; it was
the Yorktown's gig far in the lead.
And what was that stroke they were
using? It was the Marco Polo stroke,
so-called because the race-boat crew
of the Italian cruiser of that name has
always used that method, much to the
chagrin of our best crews, whom they
have defeated time and time again.
This stroke is similar to that of a gon-
dolier, the men having one foot in a
sort of stirrup, rising and falling back
on the thwarts or seats. Now that
was what the Yorktown had up their
sleeves, and that accounted for the
fact that they always had practiced in
secret. I afterwards found out that
not a man on the ship besides their
crew and coxswain had known of their
plan. And so they were a good quar-
ter of a mile ahead. We were sticking
to the good old reliable stroke. But
the strain was too much for them. The
stroke is terrific while it lasts, but the
pace was too much, and gradually we
crept up and by a mighty spurt won
out in the last furlong. You can imagine the cheering. Our bluejackets are no tame sports, either with their money or with their demonstrations, and the Princeton's crew was no exception. Every man of the race-boat crew was cheered, including, much to my own personal pride, a second-class yeoman; and the skipper himself, Commander Charles H. Hays, joined in as loudly as any of his men. Later the men of all the ships of the squadron went ashore and engaged in athletic events. In these we were well represented and took no small share of the honors. On board the Yorktown a special entertainment was held, in which a number of "white hopes" belted each other all over the quarter-deck and in which others tried to climb greased poles and climb the rigging in record time. After this, as guests of the Yorktown, all took part in a feed that would compare favorably to any dinner in the land—a meal in which roast turkey, with the inevitable cranberry sauce, formed the center of attraction, and in which the Yorktown's commissary steward endeared himself to all our hearts, especially as heretofore we had partaken of such fare as would give a mad dog the heartburn. Nor were the swimmers forgotten, for the useful and practical branches of athletics are not sacrificed for the more spectacular sports, a policy that many of our civil institutions might well imitate.

In the evening the Albany invited all the men of the squadron to a smoker, at which all the dramatic talent contributed to the evening's entertainment, and the Albany's band furnished the music for a stag dance. At 10:30 boatswains' mates summoned the visitors to "stand by" to leave the ship and shortly all the guests had departed to their own vessels. Soon all were safely asleep in their hammocks and a very merry Christmas had been happily ended.
Hopes. The Library staff could hardly be expected to give first place on the editorial page to anything but their own Great Expectations—the new Library.

The Legislature gave generously and wisely the sum of $100,000 for the building and equipment of a Library to house the 14,000 volumes we already have, to furnish adequate stack room for the thousands that are needed, and, equally important, to give to the students a place for work, unhindered by the drawbacks that have been so apparent in the present quarters. The Library will be built on the hill just north of the Gymnasium, probably facing the south, so that the approach from east and west will be equally attractive.

The President expects that the work will be begun in the summer of 1916, and that the fall term of 1917 will see us moved and settled and ready for the house-warming. We hope it will be the real living room of the school, where the students may find the incentive to scholarly and honest work, a mutually helpful spirit, well-chosen books, which are both the tools of their profession and the most lasting friends, and an atmosphere of peace in which to make good use of them.

Regrets. Dr. Henry W. Gelston, for fifteen years the pastor of the First Presbyterian church of Kalamazoo, ended his pastorate on November 28. The Western State Normal School, as an institution, has had no more loyal supporter, and the Faculty and students no more loyal friend. He felt that the Normal School made contributions to the life of the city which the city could ill afford to miss, so that any announcement he was asked to give from his pulpit was made doubly effective by
the emphasis of his own interest and good will. Though he was especially interested in science, the work of the School in drama and music always had his hearty appreciation; and on Commencement morning, if he had no share in the exercises, one could be sure of seeing him in the audience, often standing, so that no relative or friend of a graduate should be deprived of a seat.

His sympathy with young people in their difficulties, spiritual, mental and physical, made his sermons and his talks at the School the truest sort of inspiration to courageous living for those who have the independence of mind to welcome rational thinking and absolute sincerity in religion.

His modesty is so sincere, his estimate of the results of his faithful work so far below the real value, that the Normal School wishes it could make him hear the grateful thanks of its hundreds of alumni to whom he has been the bearer of good tidings of courage and hope and clear and brave thinking in the "great adventure of living in the eternity which is now."

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The Room. You Normal people! May I say a few words to you about the reading-room? Not one of you but uses it occasionally, and I see some of you in there several times during the day. How do you use it? Carelessly and thoughtlessly? If so, I have a bone to pick with you.

That the reading-room is a great convenience, you will have to admit. Without it, what would you do when you had to read several pages of Somebody's History, or consult Thing-um-bob's Philosophy of Reason, or confer with Webster on the shades of meaning in two or three words? It is a long way to the Public Library.

The only way to show that you appreciate the convenience is to use it properly; and the first consideration is the use of the book: to mark them with ink or pencil is unforgivable. Would you scribble on a book that you had borrowed from a friend? A leaky fountain pen is an abomination, and the farther it is kept from the library book the better. Even a non-leaky one may turn traitor any minute and spatter ugly drops on the book's fair page. A pencil left between the pages of a book cripples it for life by breaking its back. What a sad fate for anything so useful!

Then the ink table. It is just the place to copy an outline or write a theme. A nice, flat, blotter-covered surface with pens and ink laid out handily, it has all the characteristics of a writing desk, but none, so far as I could see, of a waste-paper basket. Yet students will persist in leaving scrap-paper on it, which only takes up room and doesn't improve its appearance at all. As for the table blotters, don't, if you have any regard for their feelings and self-respect, tear off their corners. It makes them feel all ragged and untidy.

Stop and think. Do you enter the reading-room between classes with all the noise and speed of a hurricane? Do you come in whispering and giggling noisily? No wonder the students who are trying to read look up with a frown and hold their ears in desperation! You know how it is when you are trying to do a half-hour's reading in ten minutes. Also you probably know the Golden Rule, so I shall not quote it.

Have you ever reserved a book? Then you know what it is to stand in line for five or ten minutes, one eye on the clock and the other on the line ahead of you which seems so long. It does try one's patience, but fussing and fuming doesn't shorten the line at all. Besides, the noise and confusion are very disturbing to those who are trying to study. It is an excellent chance to laugh and chatter, because the librarians are all busy in the stacks! but it is a still more excellent chance to practice self-government, which would probably be a very interesting and novel experiment. Try it and see. Above all, remember the saying, "First come, first served," and when you come in take your place at the end of the line instead of crowding ahead of those who get there first.
You will say that I missed my voca-
tion, and should have been a
preacher. If I am any judge at all,
I need this little lecture more than
any of you, so do not be hard on me,
please.

L. L.

Growing Up to Great Books.
Let us not worry if
goals, which the world
calls great appear to us, with all our
efforts to understand them, a bit dull.
Taste and judgment in books cannot
be hurried. They grow as our minds
develop and our characters deepen.
Let us be content to go slowly, so
only that we are sure we are progress-
ing and not deteriorating in our judg-
ment of books. The great thing is to
keep on reading the great books until
you do like them.

Progress can be hastened by reading
the opinions of those who are
wiser judges of books than ourselves.
To hear men of gifts and culture discuss books is one of the best means of
forming sound opinions of our own.
Wherever you see an essay on a great
book and written by a well-known
writer, read it. It will help to form
and clear your own opinion. But even
in reading the writings of great men
and trained book lovers, read always
with the hope and resolve that some
day you, too, shall more freely judge
for yourself and shall be a good judge
of books, and that you, too, shall have
a key of your own with which, at
pleasure, you may unlock for yourself
the treasure houses of the world.

Oratoricals. Every student interested
in the Annual Oratoricals
which will occur April 20, spring term,
should begin to prepare for the occa-
sion. Dr. Jones, of the English De-
partment, has already addressed the
Amphictyon and the Normal Literary
Societies on important matters rela-
tive to the contest. There is no one
affair of the year which offers both the
individual student and the general stu-
dent body a better outlet for an expres-
sion of the best spirit that the school
possesses in things social and intel-
lectual. The institution, through its
Faculty, offers a prize of $25.00 in
gold to the winner of first place. Be-
sides this, each society offers a prize of
$5.00 to the winner of first place in
the society preliminaries. Candidates
should interview Dr. Jones, Mrs. Bis-
comb, and Dr. Burnham for further
particulars.

For Your Consideration.
Reader, are you a pos-
tive force in your
school room and in
your community? Have your ideas
power to mold the thoughts and ac-
tions of others? That is your special
function in life and to meet it de-
mands a conscious effort to promote
your culture and knowledge.

To have studied the classics in lit-
erature and art is good, but it is only
the foundation. Our future classics
are now in the making. Scientific in-
ventions and discoveries are in pro-
gress. Government is not a finished
product and is your immediate con-
cern. Everything is in process of ev-
olution and you must progress with
your changing environment.

One of the sources of growth and
efficiency is to be found in a thought-
ful and discriminating reading of the
best periodicals. You will find gen-
eral magazines to sway your emotions
and regenerate your spirit with Sara
Teasdale's delightful lyrics and ac-
quaint you with the hard, cold facts
regarding our proposed candidates for
the next Presidential chair. Then
there are magazines which are de-
voted to special fields, such as educa-
tion, playgrounds, social problems, art,
and music to meet your particular
needs.

Choose your periodicals critically
and carefully. You cannot exercise
too much caution, for our market has
much of cheap, trashy material to of-fer. The library will be glad to offer
assistance to those who may wish it
in making their selections.
KINDERGARTEN.

The kindergarten luncheon, which was mentioned in the October Record, has become a daily event. Come in any morning about ten o'clock and watch the busy little people trotting to and fro laying the tables with white cloths and most attractive mugs and dishes. Then stay and see how the children enjoy their luncheon of graham crackers and milk. This is a time for relaxation and for conversation in small groups; a time for observing some of the courtesies which are a part of every social phase of life. An effort has been made to have the luncheon simple and healthful and yet artistically served.

After the luncheon is over do not hurry away, but stay and watch the little housekeepers do their work, for they wash, wipe and put away their own dishes, thus experiencing every aspect of what the luncheon really means.

This new feature of the Kindergarten has the hearty endorsement of Dr. Ransom, who feels that all children at this age should have a mid-morning luncheon.

This additional activity extends the Kindergarten session a quarter of an hour, the children thus leaving with the first and second grade, which is a distinct advantage.

KINDERGARTEN MOTHERS' MEETING.

The third monthly meeting of the mothers whose children attend the Kindergarten will be held Monday afternoon, December 13th, at the Training School. Miss Braley will talk on a subject close to the hearts of all book and child lovers at this season, "Books for Children."

A unique and interesting exhibition of books will be held in this connection, each mother bringing the book which has proved itself of greatest interest, thus far, to her child.

The response of the mothers to the invitation of the kindergartners to attend these meetings has proved that they are filling a real need, and bringing about a closer co-operation between the home and the school.

GRADE ONE.

A work bench has been added to our equipment, increasing our facilities for construction work. At any time between bells can be heard the hammers and saws as the children work out their ideas.

Nature Study has been one of the most interesting periods in the day's program, owing to the excursions the children have taken these beautiful fall days. The grasshoppers and caterpillars have been observed; the visit the box turtle made us was enjoyed; the homes of the squirrels and toads were found especially interesting.

These observations were carried over to the language period and interesting stories have been arranged concerning these outdoor friends. The 7th grade are printing these stories for us so that we shall soon have a Nature Reader edited and illustrated by ourselves.

GRADE TWO.

In the construction work for this month, Christmas presents are the center of interest. Horse reins, crocheted of heavy roving of different colors and decorated with tiny bells,
are ready for a baby brother or sister. Candy boxes of green cover-paper and decorated with red, are in the process of construction for the Christmas tree. A game board on which "Tit-tat-toe," or "Five in a row," may be played, will be the next problem taken up.

Before school work begins, in the morning and at noon, the children have been busy cutting pictures which are now being pasted into scrap-books for the Civic League.

GRADE FIVE.

In grade five interest in "Care of the Teeth" has been stimulated by samples of dental cream and educational pamphlets from Colgate & Co. The children wrote a letter of thanks for this material.

In connection with the study of Greek life, grade five has written a play, "Alexander's Visit to Diogenes." In response to an invitation from grade four, they told the story as a preparation for the dramatization which was given the week of December 6.

GRADE SEVEN.

Printing is undoubtedly the activity most enjoyed by the children. Each child has learned the various steps from the setting up of type to the running off of the final copy.

A committee of three boys has been chosen to collect material and arrange it for the first number of our paper. The committee has found a number of practical problems in arithmetic in working out the number of lines each story will occupy and planning its placing on the paper.

The entire room is now at work setting the type with the expectation that the "Normal Pulse" will appear shortly.

ASSEMBLIES.

Kindergarten Program.

November 18. On this occasion the kindergarten children gave much pleasure to the pupils of the Training School and a large number of parents. The little ones themselves carried through the following program, doing the same with joy and freedom.

1. "Good Mornings," including surprise greetings by individual children.
2. Volunteer Mother Goose rhymes.
3. Running game, showing organization of simple running rhythms.
4. Story of Cream of Wheat as cooked by the children.
5. Story of our jelly making. Sample glasses of jelly shown.
6. Our grocery store. Dramatization showing arrangement and use.
7. Mother Goose songs on Victrola.

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Thanksgiving Program.

November 24. For the Thanksgiving program this year the assembly committee had decided to depart from the oft-used themes of harvest festivals, Pilgrims' Thanksgiving and like celebrations of other climes and times. The eighth grade were given charge, and they chose for their subject "Scenes from Michigan History," leaving to the future audience the burden of discovering its connection with the festal day at hand.

The subject proved a fruitful one. There were found so many interesting stories of Michigan's early days that we soon narrowed the field to the years that preceded statehood; and that, too, without including very interesting pictures of pioneer life. We had one helpful clue that guided our selection of scenes. We wanted to present the big typical figures in our early history—the explorer, the missionary, the fur-trader, the white man of the early fort, and, in connection, the Indian in the phase of character in which he reacted to each.

All available books were secured from the libraries, and used for oral story telling in composition and history periods. Written composition and criticism followed. Crude dramatization helped reveal the possibilities in the stories and guided the final selection. In a week or two, the following program was evolved:

Map talk on explorations.
Introduction—
Scene I. The Explorers Seek the Way.

Scene II. The French Take Possession of the Northwest.

Scene III. Marquette and Joliet Visit the Illinois Indians.

Scene IV. Pontiac Checkmated at Detroit.

and Lansing's Story of the Great Lakes has in it wonderful possibilities for outdoor pageantry on a large scale. The chapter heading is "The Pageant of St. Lusson." At the Falls of the Ste. Mary there gather together three thousand Chippewa Indians, and all the missionaries, fur traders, coureurs-du-bois, and other Frenchmen who

Scene V. Governor Cass' Meeting with the Indians at Mackinaw.

A brief synopsis will make these clear. In Scene I, Champlain at Montreal, obtains vague information of the Indians. He sends Etienne Brule to live among them for a year. Brule returns with glowing accounts of the Huron Indians and of the great Mer Douce or Sweet Waters of Lake Huron. LaSalle and Father Hennepin were shown with a stage representation of the Griffon, the first ship that sailed the Great Lakes. Baldwin's Discovery of the Old Northwest was a helpful reference for this scene.

Scene II, as described in Channing could be present, while St. Lusson takes possession of the great Northwest in behalf of Louis XIV. The ceremonies of blessing and raising the cross and arms of France, together with the impressive speeches of St. Lusson and Father Allouez, are calculated to fill the Indian's breast with awe. We adapted this scene to the size of our troop and our stage.

For Scene III we found very suggestive material in Indian sketches by Cornelia Hulst. This shows a bright picture in our early history, the sincere and exalted purpose of the early Jesuit fathers in their friendly mission to the Indians, combined with the
childlike faith of the then uncheated Redskin.

In Scene IV the era has changed to the period of British occupation. Pontiac, a really great and patriotic Indian organizer, feels the wrongs of the whites against his race. A glimpse of his conspiracy against the forts is represented. Four American Indians, by Whitney and Perry, was freely consulted.

In Scene V American occupation supersedes the British. A piece of Governor Cass' most valuable work for Michigan and the pioneers appears in his skilful settlement of the border-warfare troubles between the two races. He wins the respect and allegiance of the Indians by his intrepid boldness. Reference: Campbell, Outlines of the Political History of Michigan.

Not the least valuable feature of the preparation of this work was the study of pictures for costumes and scenery, and the making of same. In the art period panoramic scenery was made with several working as a group. In manual training hours, the boys made Indian weapons, a canoe, the Griffon, a cross, the arms of France and other necessary properties. We thus planned that the little people might be pleased with spectacular features. It was the part of one pupil to step in front of the curtain before each scene and give a brief explanation of what was to follow. Every pupil in the room had an active part in the exercises.

Christmas Program.

December 16. The seventh grade have finished reading Dickens' Christmas Carol and are now busy working on a dramatization of it which will be given at the last assembly this term. The children have selected those
scenes which they think portrayed Scrooge’s character and the changes which took place in him.

The following scenes have been chosen:

Scene I. The nephew visits Scrooge in his counting office.

Scene II. Scrooge is visited by Marley’s ghost.

Scene III. The Spirit of Christmas conducts Scrooge to the Fezziwig ball.

Scene IV: Scrooge, with the spirit of Christmas Present, watches the Christmas celebration of the Cratchit family.

Scene V. Scrooge awakens, a changed man.

TRAINING SCHOOL.

MANUAL TRAINING NOTES.

The manual training shop was very busy manufacturing tomahawks, wig-wams, canoes, knives, etc., just before the presentation of “Scenes from Michigan History” by the eighth grade.

All shop classes will join in repairing broken toys as well as manufacturing new ones for the annual Christmas Giving. Substantial doll beds will be the leading item of the new toys to be made.

THE CULVER GAME.

In the first game ever played with Culver Military Academy on the home field, on Nov. 13, the Normals won from the Hoosiers by an 83 to 14 score. It was the worst trimming ever administered to a Culver eleven. The Cadets, although completely outclassed in every phase of the game, put up a real fight and won the admiration of the 2,000 spectators present for their gameness and good spirit. The soldiers, showing about the best offense that the “Highlanders” have met this year, were at all times dangerous. Brown, their star quarterback, was always in the game and made many good gains. He was usually at the right place at the right time and once intercepted a forward pass and ran eighty yards for a touchdown. On another occasion he shot a long forward pass to Smith, left end, for a score. McNeil, the Culver “strong man,” was a tower of strength on defense, stopping many of the off-tackle smashes sent in his direction.

The Normals scored in about four minutes and after the first period the game was “over” with 27 points to the good. The whole line charged with “reckless precision” and East and Possi were always in the game. McKay played the same high quality of football that has characterized his work during the whole season. He put a lot of “pep” into his team and when called back always responded with a good gain. “Young” Yeakey and Thomas did fine work at ends and the latter pulled some passes out of the air that seemed almost impossible. Olsen was “everywhere,” following the ball on all occasions, and was one of the brightest stars of the game. Allen and Cross did good consistent work, the former doing some “big league” blocking of the secondary defense. King did some great tackling and Nyland showed that he knows how to play tackle. Leonard got into the game and made an excellent showing.

Welden used his head, as he always does, and ran the team in fine style. He and Jacks did some spectacular
Dunlap, Moffat, McKay, Hyames, R. Yeakey, Thomas, Jacks, L. Yeakey, Corbat, Possi, Weldon, Mitchem, Mullen, Cross, Bek, Nyland, Campbell, Olsen, Lyon, Allen, Castleman, Borradaile, East, Crosby, Read, Spaulding

WESTERN NORMAL FOOTBALL SQUAD, 1915
open field running, the latter once catching a Culver punt and running through the whole team for a touchdown. Bek was a star in blocking and made some “regular” tackles. There was no chance to get around his end. Yeakey was a team in himself in carrying the ball. He is a pastmaster at using the straight arm and made many long runs by virtue of his ability to dodge and smash hard when tackled. Yeakey’s work during the past season has shown that he could make any team. He is a wonder at advancing the ball and is a deadly tackler as well.

This was the last game of the season and shows that the team gained in speed and power as the season advanced. Culver is reckoned as one of the best secondary elevens in the Hoosier state, and since meeting the Normal here has trimmed Lake Forest Academy 33 to 21, (their big game) and Rose Polytechnic, 5 to 3.

Western Normal first met Culver in 1910, at Culver, and the Cadets won 22 to 5. In 1911 they also trimmed us, the score being 27 to 3. The Normals won the last three games played. In 1912 the score was 19 to 13 and the game was the fiercest ever fought between the two elevens. Glenn Mayer, at fullback, and Louis McGuire, at quarter, were the stars in this game, and Edgar Roper, at end, did some great work. In 1914 the score was 13 to 6 for the Normals. Tomlinson, at left tackle, and Billy McIntosh, were the “bad” men in this game, and Tallmadge King did some great tackling.

1915 FOOTBALL SQUAD.

Following is the list of the first team squad:

*Allen, Warren, Dowagiac, r. t... 163
*Bek, John, Grand Rapids, l. h... 152
*Burke, Scott, Richmond, r. h... 164
*Campbell, Walter, Alpena, guard... 158
*Corbat, Louis, Richmond, f. b... 159
*Cross, Fred, Dowagiac, center... 164
*Dunlap, Samuel, Benton Harbor, r. h... 177
*East, Clarence, Plainwell, l. g... 166
*Jacks, Fred, Muskegon, f. b... 166
*King, Tallmadge, Delton, f. b... 163
*Leonard, Lawrence, Genesee, g.-t... 178
*Lyon, Maurice, Dowagiac, quarter 138
*Mitchem, Oscar, Benton Harbor, end... 148
*McKay, Robert, G’d Haven, l. t... 188
*Nyland, Neal, Grand Haven, r. t... 167
*Olsen, Walter, Bay City, l. e... 158
*Ovitt, Kenneth, Muskegon, guard... 160
*Possi, John, Norway, r. g... 167
*Thomas, Roy, Bay City, r. e... 167
*Welden, Charles, Wheaton, Ill., quarter... 140
*Yeakey, Leon, White Pigeon, l. h... 162
*Yeakey, Roy, White Pigeon, l. e... 154

The fourteen men whose names are starred played in the game against Ypsilanti.

THREE YEARS OF WESTERN NORMAL FOOTBALL.

1913.

| W. S. N. S. | 20 | Albion College | 3 |
| W. S. N. S. | 13 | Culver | 6 |
| W. S. N. S. | 14 | Hope College | 0 |
| W. S. N. S. | 12 | Normal, Ypsilanti | 6 |
| **Total** | **59** | **Total** | **15** |

1914.

| W. S. N. S. | 36 | B. C. Training | 0 |
| W. S. N. S. | 3 | Olivet College | 0 |
| W. S. N. S. | 43 | Albion College | 0 |
| W. S. N. S. | 28 | Hillsdale College | 7 |
| W. S. N. S. | 67 | Ferris Institute | 0 |
| W. S. N. S. | 10 | Normal, Ypsilanti | 0 |
| **Total** | **187** | **Total** | **7** |

1915.

| W. S. N. S. | 16 | Hillsdale College | 20 |
| W. S. N. S. | 54 | Albion College | 7 |
| W. S. N. S. | 79 | Alma College | 0 |
| W. S. N. S. | 40 | Olivet College | 0 |
| W. S. N. S. | 19 | Normal, Ypsilanti | 0 |
| W. S. N. S. | 83 | Culver | 14 |
| **Total** | **291** | **Total** | **41** |

BASKETBALL.

Basketball has just started and the following men have reported for practice: Old men: Thomas, center; Bek, guard, and Slocum, forward. Capt. Welden has been unable to report thus far on account of a sprained ankle received in the Culver game. New men: Jacks, guard; Olsen, forward; Bippes,
forward; Leonard, center; Noble, forward; Allen, guard; Lyon, guard; Cross, guard; Campbell, guard; Grey, center; Stryker, guard; Mullen, forward; Burke, guard; McKay, guard; R. Yeakey, guard; L. Yeakey, guard; Possi, guard.

Thomas is showing up better than ever at center and Leonard looks like a fine addition to the team. Bippes is going to make a great forward and will be heard from before the season is over. Olsen is one of the best of the new men and looks as good in basketball as he did last fall in the football games. Noble is a good passer and has some experience before entering the Normal. Jacks is a heady guard and will help the team a lot when he gets down to his regular weight. He made the all-state guard when at Muskegon high school. Johnny Bek is a fast, aggressive guard, but will have to cut out guarding so much from behind since the changes in the rules do not allow this sort of defense.

The basketball schedule is incomplete as yet, though the following games have been arranged:

January 8, Grand Rapids Y. M. C. A., at Kalamazoo.
January 12, M. A. C. at East Lansing.
January 14, Mt. Pleasant at Kalamazoo.
January 26, Notre Dame University at Notre Dame, Ind.
January 28, Flint Y. M. C. A. at Flint.
January 29, Olivet College at Olivet.
February 12, Wabash College at Kalamazoo.
February 24, Grand Rapids Y. M. C. A. at Grand Rapids.

MEN’S ANNUAL DINNER.

The men’s annual dinner was served in the Training School on November seventeen. As an annual affair, in which the men of the institution alone are concerned, we are building no better tradition than this. Each year sees a larger number of men assembled and a growing spirit of fraternity and good fellowship. The present year’s dinner was no exception. From the time the two hundred twenty-six men sat down, to the last syllable of the last toast, there was not a moment’s lull in the merriment of feasting, toasting, and singing. Every man there from the youngest of the high school group to the most matured of the Faculty, will long carry in memory the good spirit of the evening.

The principal guests were: The Kalamazoo High School team and coach, the Normal Reserves, and the Western State Normal School first team. Other guests included Mr. Van Dis, State Y. M. C. A. boy’s work director, and Mr. Howard Hall, sporting page editor of the Gazette. The Men’s Glee Club, under the direction of Professor H. C. Maybee, kept the boards merry with old-fashioned songs or newly improvised medleys.

The decorations, including attractive place cards, were carried out in the school colors and prepared under the direction of Miss Hootman and Miss Spencer.

Miss Moore and a capable group of young women of the domestic science department saw that there was no lack of good things well served.

The following is the program of the evening:

MENU.

Roast Turkey
Cranberry Jelly
Squash
Mashed Potatoes
Dressing
Ice Cream
Rolls
Cake
Coffee

Toastmaster, Ernest Burnham.

From the Bleachers.... Wm. McCracken
From “Buck”.......... Herbert W. Read
From the Gridiron....... Robert McKay
From the Campus....... Merle Brake
From the Sidelines... William Spaulling
From the Megaphone... Harrison Beach
Athletics and the

Future.............. Dwight B. Waldo

Special music by the Men’s Glee Club.
NEWS ITEMS

GENERAL SCHOOL NEWS.

Mr. E. D. Huntington, who comes in January as a new instructor in the Department of Biology, is at present time on the faculty of the School of Education of the University of Chicago, teaching in the Department of Natural History. Mr. Huntington has had an extensive preparation—he is a graduate of the University of Chicago, and will shortly take his Master of Science degree from that University—and will be a valuable addition to the faculty. He will take up the work in Physiology and Nature Study.

Principal M. B. Baker, of the Arthur Hill High School, Saginaw, W. S., was a visitor at Western Normal November 29.

Dr. Ernest Burnham spoke on “Rural Education and Community Welfare” at the Thanksgiving banquet of the Alaska School, Kent County, Saturday evening, November 28. C. W. Carman, a prominent business man of Grand Rapids, acted as toastmaster on this occasion, and Supt. W. A. Greeson, of the Grand Rapids schools, was one of the speakers. Joseph Mahotka, a graduate of the University of Wisconsin, is teacher in this two-room rural school and is accomplishing much in the way of community welfare.

Dr. Burnham will conduct the Cass County Teachers’ Institute January 24 and will speak before the Institutes at St. Johns and Charlotte January 17 and 27.

Professor John Everett of the mathematics department attended the meeting of the North Central Association of science and mathematics teachers in Chicago at Thanksgiving time.

Mrs. John Everett was chairman of the committee for the faculty dinner Friday evening, December 10th.

ART.

The posters for Thanksgiving and Christmas, made by the Special Art class, were the most successful ever attempted. They will appear in the Kalamazoo stores during the holidays. Orders for posters have been filled for the “Cabaret,” given by the Alliance Francaise, Dec. 4, at the Park-American hotel, and for the “Good Fellow” movement undertaken by the Civic League for the holiday season.

In the contest for the making of a souvenir Christmas card for the school, Raymond Elliott and Jennie Rising tied for first place.

The calendars for blackboard work which appeared in the Moderator Topics this fall were the work of the following Special Art students: September, by Pearl Outwater; October, by Louise Thurston; November, by Katherine McCracken; December, by Jennie Rising. A contest is held monthly. This affords an excellent opportunity for the students to prepare work for reproduction.

The Manual Training Art classes enjoyed greatly a visit to the home of Dr. and Mrs. Tashjian, in their study of architecture and home furnishing, Mrs. Tashjian (formerly Miss Janette Reitler of the Art faculty) has a beautiful home on Normal Hill.

The class in Construction has recently finished some excellent examples in basketry, trays and pottery.

An exhibition of art work from all classes will be on display Wednesday and Thursday, December 15-16, to which you are all most cordially invited.
The “Holiday Greetings,” which serves as a frontispiece, is the work of Raymond Elliott, a Junior Art student from Three Rivers. The page can be cut out, tinted with water colors in flat decorative effect and mounted on colored paper to be used as a wall text. A calendar can be pasted below the greetings.

MANUAL TRAINING NEWS.

Plans for the new Manual Arts building are nearly completed, and building operations will start March 1, 1916. It is hoped that the shop will be ready for the summer term and the entire building be finished by September 27, 1916. It has been planned in accordance with the best and most modern ideas of school and shop design and the plans have been approved by Professor F. D. Crawshaw of the University of Wisconsin, one of the foremost men in the field of manual, industrial, and vocational education of this country. With a building appropriation of $75,000 and equipment appropriation of $15,000, together with $10,000 of equipment now in use, it will be one of the best arranged and equipped Manual Arts buildings in the Middle West.

The general plan embodies a two-story front, 46x168 feet, which houses the administration offices, lecture rooms, print shop, class rooms and cloak rooms on the first floor, and the drawing rooms, with dark room, blue print room, etc., on the second floor. In the rear is a series of one-story shops with saw-tooth roofs, arranged systematically on each side of a large central corridor running through from the front to the rear.

The shops comprise a machine shop, 40x70 feet; forge shop, 40x70 feet; foundry, 30x70 feet, and a locker room on one side of the hall; a turning and pattern shop, 40x70 feet; bench shop, 40x70 feet; wood machine room, 35x55 feet; a large dust-proof finishing room, and a millwright shop, 40x70 feet, on the other side of the hall. Ample tool and stock rooms are conveniently arranged to all the shops. Large metal sash with ribbed glass are used in wall lighting and north skylights in the roof. Approximately 80 per cent of the walls and 28 per cent of the roofs are glass.

The shops occupy an area of 150x161 feet, and with the two-story front, the building covers an area of 196x168 feet. A large basement extends under all shops and houses the heating, plumbing, etc., and a large, specially designed lumber room with a capacity of 15,000 feet of lumber.

One of the most instructive courses offered to the Manual Training men is Millwrighting. The course is everything that the name implies. This course was offered for the first time in the winter term of 1914, and again in the spring term of 1915, when the students had the opportunity of installing complete the turning and pattern shop in the Science Building. Instruction and practice is offered in shop mathematics, study of machine tools, simple wiring and connecting motors, and the installation of machines and equipment, and trips to various local industries and to nearby towns are frequently taken.

WHERE ARE THE 1915 MEN?

Will Anderson, Battle Creek.
Lee Barnett, wholesale grocery business, in Rock Island and Moline, Ill.
Vernon Chamberlain, Manual Training, Jackson.
George Corell, Manual Training, Galesburg.
Lionel Dunlap, Manual Training, Ionia.
Floyd Eggleston, Milton, Iowa.
Ralph Fisher, Pittsburgh, Pa.
Albert Gorham, Harvey Candy Co., Kalamazoo.
Oscar Hallberg, Duluth, Minn.
Steadman Humphrey, Geneseo, Ill.
Francis Lake, Paw Paw.
Francis Lemon, Kalamazoo.
Elliott Mahoney, draftsman, Parke-Davis Co., Detroit.
Will McIntosh, Norway.
George Parsons, Logansport, Ind.
Leslie Phillips, Munising.
Ben Setterberg, Mt. Pleasant.
Herman Schumaker, Duluth, Minn.
Lawrence Tanis, Royal Oak.
Omar Fisher, Wyandotte.
Alphonso Thorsberg, farming, Midland.
Ross Tuttle, Columbia City, Ind.
Clarence Windoft, Marquette.

MUSIC.

Mr. Arthur Bryce, violinist, and Mrs. Harper C. Maybee, soprano, gave a recital in the Assembly room Tuesday evening, November 16, as the second program of the year of the Normal Music Club. This was largely attended by the members of the club and their friends who were invited on this occasion. Following the program a social time was enjoyed in the music rooms. The following program was given and met with the approval of the large audience present:

(a) Air (on G string) Bach
(b) Gavotte in E Bach
Aria, Cavatina (from "Les Huguenots) Meyerbeer
Polonaise de Concert Wieniawski

Songs—
"A June Morning" Willeby
"A Memory" Fairchild
"An Open Secret" Woodman
(a) "L'Abeille" (The Bee) Schubert
(b) "Schon Rosmarin" Kreisler
"Spanish Dance" (Zapateado) Sarasate

The accompaniments were played by Mrs. Arthur Bryce and Mr. H. G. Henderson.

On Tuesday, November 23, was given the second music assembly of the term. This was the first appearance of the musical organizations this year before the entire student body. Following is the program:

"Apple Blossoms" Roberts
"Minuet" Paderewski
Normal School Orchestra.
"My Comrade" Koemmenich
"The Tinker's Song" (from Robin Hood) De Koven
Men's Glee Club.
"Humoresque" Dvorak
Normal School Orchestra.
"Somewhere a Voice is Calling" Tate
Mr. Morris Lyons.

The second term the student begins where he left off at the close of his first term, so that in reality the above applies to two terms of work called Woodwork 101 and Woodwork 102.

ELEMENTARY SHOP COURSES.

It may be of interest to the readers of this section of the Record to know of the present-day standards and revised content of our Elementary Shop Courses. The junior who first comes to us is now given only a two-weeks' course in the antiquated and time-worn relic called "knife work" or "chip carving." It seems necessary to equip the student with a suggested course of study and notes on knife work, because there are many schools which still teach this questionable kind of manual training, and some of our graduates will meet with this when they first go out to teach. But the material content of the course is so very simple that two weeks is sufficient to give the student the fundamentals of knife work.

The third week of the term is the beginning of bench work with the common carpenter's tools. The course of study is a flexible one, allowing considerable opportunity for the ingenuity and individuality of the student to assert itself, and at the same time keeping in mind the idea of progression from the simple to the more complex. First comes concentrated tool work on practice pieces to familiarize the student with the common bench tools. Then simple, usable objects are made in progressive order, leading up to original designs and problems of the individual. The following list is presented only as a type of our course, it being subject to change at any time:

Key rack, line winder, cutting board, broom holder, hat rack, book rack, pan lid rack, sleeve board, kitchen stool, towel roller, wren house, fern stand, taboret, pedestal, wall sconce, book stand, tray, foot rest, originals.

The second term the student begins.
The Men's Glee Club gave its first concert of the season at Comstock Nov. 19, before an enthusiastic audience which well filled the assembly room of the high school, where it was given. The program follows:

"Winter Song" — Bullard
"Banjo Song" — Homer
"De Coppah Moon" — Shelley
Piano Solo (selected) — Mr. H. G. Henderson.
"Until" — Sanderson
"My Comrade" — Koemmenich
"Bedouin Love Song" — Pinsuti
"When You and I Were Young, Maggie" — Butterfield
"Gypsy Trail" — Galloway
"College Medley" — Robinson
"Somewhere a Voice is Calling" — Tate
College Songs and Community Singing.

Under the direction of Mr. H. Glenn Henderson, organist and director of the First Presbyterian church choir, a cantata, "The Light Everlasting" (Gillette), was given at the church Sunday evening, November 20. The quartette was assisted by a chorus.

The Normal Music Club gave its third program at the home of Mrs. Bertha S. Davis on Douglas Ave., Monday evening, December 6. A miscellaneous program was furnished.

The Dowagiac band, an organization of high school boys, gave a generous program before the students at assembly, November 29th. The program was greatly enjoyed and much appreciation of the organization was shown by the students.

Handel's "Messiah" was given Sunday afternoon, Dec. 12, by the Normal School Chorus numbering over 200 voices, under the direction of Mr. H. C. Maybee, assisted by the Normal School Orchestra. Solo parts were taken by Miss Gertrude Smith, Mrs. H. C. Maybee, Mrs. Bertha S. Davis, Miss Letitia Tubbs, Miss Della Sprague, Mrs. G. B. Rogers, Mr. T. S. Perry, Mr. Cecil Ross, Mr. Clarence Hoekstra, Mr. Harold Vogel, and Mr. Tallmadge King.

THE GYM PARTY.

In the gym of the Western Normal School
We gave a circus grand.
Every stunt you have ever seen
Was right there on hand.
The band played toottee-tumpty-tee
On instruments strange and new.
While the major-domo strutted ahead
And told them what to do.
The Hottentot dance was certainly fine.
The audience clapped with glee.
And the cinnamon bears, so jolly and round,
Were wonderful things to see.
Of tight-rope walkers we had a score,
And they tripped with such lissome grace,
They turned and they skipped and they jumped and they ran—
Yes, they ran at a terrible pace!
Our equestrienne fair, in her pinky-pink dress,
With her fiery wooden steed,
Quite brought down the house with her marvelous skill—
She really was fine indeed.
The backward gymnasts were certainly great.
Their antics were droll as could be.
The juggling man, with his balls and his clubs
Was welcomed hilariously.
The faculty gave us a treat—
They sung us the Tetrazzini's tale
In accents piercing and sweet.
The story-teller told us a tale—
The "once-on-a-time" kind—we liked it.
And then, to partake of crullers—what joy—
And cider, we all were invited.
After that there was dancing for one and for all,
And races—more kinds than you'd guess.
Relays, three-legged, a steel-case race,
I've forgotten the rest, I confess.
But one thing I haven't forgotten at all—
I couldn't forget it, you know:
And that is the fun that we all of us had
And how we all hated to go.
So here's to the gym. party, over and past.
'Twas a circus in every way.
The gym is a very nice place for work,
But isn't it fine for play!
"The Store of a Million Gifts"

This great store is prepared as never before to supply the gift you want to buy. The department of Books, the Handkerchiefs, the Furs, the Jewelry, the Leather counter, the Toys, the Men's Furnishings, Umbrellas, Gloves, Hosiery, everywhere throughout the store sections are full to overflowing of the right qualities and the newest things for Christmas gifts at very reasonable prices.

Take or send a gift from Gilmore's and you are sure of pleasing the recipient. Buy it soon.

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3rd Floor, Gilmore's

RURAL SCHOOL DEPARTMENT.

Della Vander Kolk, who completes Rural Course II this term, will be at her home in Allegan county for the remainder of the school year.

Dr. Burnham spoke before the Parent-Teachers' Association in Dowagiac on December 6. He will be the toastmaster at the annual alumni banquet of the Galesburg High School, December 29.

Mr. Allen Petrie was one of the lecturers at the annual Farmers' Institute in Galesburg recently.

During the summer vacation the building of the Rural Demonstration School at Oakwood was thoroughly modernized. The district officers and taxpayers worked together without a dissenting voice, and used about $1,800 in better adapting the school house to its purposes. The session room was enlarged, indoor cloak rooms and toilets were installed, a basement furnace with excellent ventilation scheme was provided, and a well with motor-pump together with pressure tank water supply for drinking fountain, etc., were added. There is a library and work room opening with double glass doors from the session room, and splendid day lighting together with electric lights for the late afternoons. On the evening of December 10 open house for the taxpayers and all patrons of the school was planned by the director, N. P. Paulson, and Miss Ellett, the teacher. Talks were made by Assistant State Superintendent G. N. Otwell, President Waldo and others. Light refreshments were served. Mr. Otwell presented a plate signifying that the school is a state standard school.

HIGH SCHOOL NOTES.

Donald Brownell, one of the most popular students in the High School department of the Western State Normal, was chosen president of the Junior class at the election held on Tuesday morning, Nov. 23. Lawrence
Westerberg was elected vice-president; F. Lorenzo Jacobson, secretary, and Helen Doll, treasurer.

In the Senior class election, Neva Drummond of Kalamazoo was chosen president after a spirited campaign; Edwin Brown of Oshtemo was elected vice-president; Kathryn McLaughlin of Kalamazoo, secretary; and Donald Sooy, also of Kalamazoo, was chosen treasurer.

Debating clubs have been organized in the Junior and Senior English classes. The class period on alternate Fridays is used for debate, when timely questions are discussed. Officers of the Junior club are: President, Donald Brownell; vice-president, Anna Wagner; secretary, Helen Doll; treasurer, Grace Garrison. The committee to consider questions for debate consists of Lucille Sanders, Lawrence Westerberg, Lorenzo Jacobson and Leone Stanley.

A merry party occupied the gymnasium on the evening of Friday, December 3, when the Senior reception, the first High School function of the year, was held. Fischer’s orchestra rendered a program of delightful selections. Color notes of green and red were observed in the effective decorations, which were suggestive of Christmas. The affair proved most enjoyable and the next party will be eagerly awaited.

THE AMPHICTYON SOCIETY.

A joint meeting of the Normal Literary Society and the Amphictyon Society was held on Tuesday evening, November 23. An interesting Thanksgiving program was provided, which showed a great deal of work on the part of the participants.

The program comprised the following numbers:
An English Harvest Festival—L. J. F. Edmunds.
Reading—Blanche M. Glass.
Vocal Solo—Helen Pearson.
A Thanksgiving Story—Angeline Case.

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JEWELERS
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Kalamazoo
Vocal Solo—Letitia Tubbs.
A Thanksgiving Story—Roxane Wisner.
Whistling Solo—Maurine V. Foote.
Longiellow, Miles Standish: dramatization of first three parts:
Priscilla ———Helen McGinnis
John Alden ————Rex Dopp
Miles Standish ———Roy Thomas

After the program a social time was spent in dancing. Refreshments of cider and doughnuts were served. All those present seemed to enjoy both program and social time.

FLORENCE PRICE.

NORMAL LITERARY SOCIETY.

The Normal Literary Society has taken for its aim “the general improvement of its members, especially in literature and parliamentary drill.” Any member of the student body or faculty after signing the application for membership, and after payment of dues, may become a member of the society, if elected by a majority of its members. Faculty members are considered as associate members. The officers of the society are a president, vice-president, secretary, treasurer, and chairman of a program committee, elected each term. The regular meetings of the society are held at seven-thirty o’clock every other Thursday evening. Membership dues are fifty cents per year. The membership of the society now numbers approximately one hundred. The society has held six meetings this term—one reception and five regular literary meetings. A large percentage of the members have taken some part in the work this term.

RURAL SOCIOLOGY SEMINAR.

The officers for the winter term in Section I of the Rural Seminar are: W. F. Martin, president; Eva Smith, vice-president; and Lucile Stevens, secretary and treasurer. The officers for Section II are: Lucile Sanders, president; George Klingenberg, vice-president; and Marion Putnam, secretary and treasurer.
The fifth meeting of Section I of the Rural Seminar was held December 2. Besides voluntary participation by several students, there were two talks: Kathryne Fenton spoke on “Aesthetic Influences in the School,” and Mildred Hall presented a good discussion of compulsory education. This section held its last meeting of the term jointly with Section II on December 9.

The second section of the Rural Seminar was host to the first section on December 9. The program consisted of interesting talks by Professor Reinhold and Miss Spindler.

THE CLASSICAL CLUB.

The Classical Club held its first meeting of the year in the rotunda of the Training School Building on Wednesday evening, November 10, at 7:30 o’clock. Plans for the future activity of the club were outlined by Dr. Ballou, the new instructor in charge of the Latin Department; officers were elected and committees appointed, Miss Celeste Londeen acting as temporary chairman. For this school year Miss Margaret Burrell was made president; Miss Londeen, vice-president; Miss Hazel Decker, secretary, and Mr. Bruce Shepherd, treasurer.

The rest of the evening was spent with photographs and illustrated books, representing Greek and Italian scenery and art; and cider and doughnuts were served.

The club will meet regularly on the second Wednesday evening of each month in the Library of the Training School, and the program will present each time some one of the various phases of interest connected with Greek and Roman life. At the meeting of December 8, Dr. Ballou gave an informal talk, illustrated with stereopticon views of Rome. All members of the School who have any interest in the ancient classics will be welcomed as members, and it hoped that the members of the classes in ancient history will join with the students of the Latin Department in making the club a success.
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KINDERGARTEN CLUB.
The third monthly meeting of the
Kindergarten Club was held Monday
afternoon, November 28, from four to
seven.
Over fifty girls met to dress Schoen-
heit dolls to give the kindergartens of
the city as Christmas presents. Among
the girls in the class we discovered we
had several clever designers as well as
seamstresses, and they showed their
ability and ingenuity by drafting their
own patterns.
At six o'clock we were called to the
lunch room for dinner, which six or
eight of the girls had previously
planned and arranged during the after-
noon. The tables were prettily ar-
ranged and all of the food was deli-
cious, showing that they can be cooks
as well as teachers. At the close of
the meal we showed our appreciation
by giving several yells and all helping
with the dishes. Miss Gage and Miss
Kern were so well pleased with our
effort that they said they "would rec-
ommend us as housekeepers above all
else."

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It is the aim of the club to continue
these dinner parties for the girls to
get better acquainted and to encour-
age them to take a more active interest
in the work of the club.

GEOGRAPHY CLUB.
Would you listen to facts geographi-
cal, travel in distant lands without
cost? The Geography Club provides
the opportunity in the lecture room of
the department on alternate Mondays
from four to five o'clock. If you are
a member of any class in geography,
you are invited to attend. Occasion-
ally a preliminary cup of coffee will
banish the day's weariness.
Thus far this year we have jour-
neyed with Mr. Greenwall among the
Danes, Norwegians and Swedes, have
learned from Dr. Burnham how to
make a trip to the West a potent fac-
tor in socializing ourselves, and have
been rescued by Mr. Petrie from any
prospective investment in western ag-
icultural lands while enthused by
him with the desire to visit them our-
selves.
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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 $1,000 the first year. 65 graduates of Western Normal are 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.


Spring term begins April 3, 1916.

For catalog address Secretary,

WESTERN STATE NORMAL SCHOOL,
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