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GYMNASIUM PARTY.
"The Play's the Thing," Act. I.
Dancing during scene shifting.
Time, February 3, 1916.
Place, W. S. N. S.
Scene, Gymnasium.
Characters, heterogeneous mass of large and small, all costumed in the latest and most fashionable gym suits.
Predominating colors, blue and white.
Scene I.
Mob scene—no further description necessary.
Scene II.
Novelty—a clear space on the floor.
Enter R.—Six stalwart, strutting, sports. (Hst! The faculty basketball team.)
Enter L.—Six shivering, shaking, students. The "Never Conquered's."
Tumbling about.
Two black eyes.
(To be continued.)
Scene III.
A modest home.
Enter Faculty's Frivolous Favorites, presenting a comedy that draws many laughs from the otherwise breathless audience.
Scene IV.
Dixie.
Enter Four Dusky Damsels Dolled out in Desperate Duds.
The touching melodies they rendered drew tears from beyond the footlights. (That's a good distance.)
The quartette on the weird instruments is good, but rather "loud." Polished "execution" of violin selections.
Scene V.
Finish of Scene II.
More tumbling—sad interlude.
Score 12-9, favor of faculty.
Scene VI.
Actors form two lines. Wild races for innocent ties, impersonations of frogs and chariots. Some races.
Scene VII.
Another mob scene.
More action and more concentrated action. Common tendency seems to be to "punch."
Scene VIII.
"A Happy Home."
We will draw a misty veil o'er this scene in which the physical ed's considered it their duty to teach a moral
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to the student body by means of a problem play. It is not for you—oh my children!

Music gradually dies away!

Exeunt!

Curtain!

Edith Haskell.

HIGH SCHOOL ITEMS.

Basketball.

The high school basketball team has been performing in excellent shape since its organization, three games having been played with the preps as victors each time.

Wednesday, Jan. 19, the Comstock team was defeated by a score of 33 to 11, and Jan. 28, the Allegan High School team lost to the preps to the tune of 56 to 11. The crucial test came when the locals lined up against Sturgis high, the game being a regular one from start to finish. At the end of the first half the score stood 15 to 15, but in the last period the preps came back strong and were victorious with a 38 to 19 score, just doubling the points of their opponents.

An excellent schedule has been arranged by Mr. Blair and Coach Hy-ames, who, encouraged by the Sturgis game, decided to play some strong teams. The complete schedule follows:

Feb. 19, Benton Harbor at Kalamazoo.

Feb. 23, Three Rivers at Kalamazoo.

Feb. 28, Paw Paw at Kalamazoo.

March 1, Sturgis at Sturgis.

March 10, Benton Harbor at Benton Harbor.

The return date with Three Rivers has not yet been definitely decided upon.

The senior high school literary class is indebted to Miss Goldswothy of the Art Department for an instructive talk on the making of half-tones and zinc etchings from photograph and drawings for newspapers. The sketches made by the Normal students in the art classes for the “Brown and Gold” and the cuts made by the Crescent En-graving Company served to illustrate the processes.
Art-Literature Readers

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STUDENTS VISIT GAZETTE.

After devoting six weeks to the study of newspapers the senior high school class visited the Gazette plant Tuesday, February 8. Starting at 10 o'clock in the editorial room their tour was not completed until 2:30 a.m., when they watched the papers come, printed, cut and folded from the huge press. Much interest was manifest while the observations were being made and the students all feel that they were greatly benefited by the inspection tour. They were accompanied by their instructors, Mrs. Biscomb, and Miss Jackson.

Under the direction of the Woman's League and the Y. W. C. A., a "tea of the Nations" will be given in the gymnasium the afternoon of Saturday, March 4. This will be one of the most interesting affairs of the kind given this term, and all students are invited to attend.

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The Juniors gave a "fancy dress" party Monday evening, Feb. 21, in the gymnasium, to which Juniors alone were invited. About two hundred students were present, and many of the costumes were both striking and clever. The decorations were simple and were suggestive of Washington's birthday. A program which included musical numbers and readings was carried out the fore part of the evening, while the latter part was spent with dancing. Fischer's second orchestra rendered an enticing program. Acting as patron and patronesses were Dr. and Mrs. B. L. Jones, Miss Wakeman, Miss Goldsworthy and Miss Spencer.

The Senior English class made an interesting trip to the Stewart Typesetting Company, where the working of the Linotype was explained in detail by Mr. Stewart, to whom the class is indebted for a most pleasant evening.
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Prof: Not prepared?  
Junior: No, sir.  
Prof.: You need a course in military training.

Prof.: What is marginal waiting?  
Listless Senior: The time between the engagement and the marriage.
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- We have just placed this line on sale—
  - **GYM SHIRTS** - - - - - $0.50
  - **GYM RUNNING PANTS** - - - - $0.50
  - **ATHLETIC SUPPORTERS** - - - - $0.50
  - **GYM PANTS**, long - - - - $1.50
- We also carry a good line of Sweaters, etc., and we will also be pleased to take particular pains with any special orders you might care to give.

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Flannigan: Oi hear that Dr. Jones gave a foine lecture on Shakespeare.
Harrigan (puzzled): A lecture on whut?
Flannigan (with superior air): Shakespeare.
Harrigan: O sure. (Pause.) Say, Moike, didn't he shake that spear well?

Jones: Did you say your son is preparing for manual training?
Father: I should say so. Been captain of the football team for two years.

Miss Murphy (English lit.): State your opinion of the works of Ingersoll.
Mr. Dobberteen (doubtfully): I don't know very much about the works, but its a good watch for the money.

He: Have you noticed how that junior has been boning away this term?
She: Yes, indeed! He is getting to be a regular bonehead.

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A. E. PORTER
In my experience in teaching and in observing the teaching of English grammar, I find that among all the fundamentals of the technical side of that subject, the forms in -ing and their construction have given the most difficulty to both teacher and pupil. Unless he has a teacher who understands some of the important facts in the history of the English language, the beginning student of English is apt to regard as participles all words ending in -ing. This is especially true of those words in -ing which are derived from verbs—the so-called verbals in -ing. Even when the pupil's attention is called to the terms designating the different constructions to which the forms in -ing may belong, then it is not always easy for him to distinguish one construction from another. Hence in the analysis of sentences and in the understanding of the logical meaning of a given sentence, the student is often handicapped.

The chief reason why students have difficulty with these forms in -ing is that they do not distinguish between the function and the form of the word in -ing. The part of speech to which a word in -ing belongs cannot be determined if we consider it apart from its use with other words in a sentence. So while the form of these words in -ing must be considered in dealing with their history, yet the functions which they perform in present-day English constructions is the important consideration.

The purpose of this paper is to discuss the past history of the modern English verbal forms in -ing with a view to helping students of first-year English in high school to understand the proper functions of each form and to be able to distinguish between them. In order to be of the most service to this class of students I have tried to make the explanations as simple and elementary as possible.

In Modern English we have a large number of words formed by adding the suffix -ing to the verb. In fact, such a form may be derived from nearly all verbs. Depending for their construction entirely upon their function in a sentence, these forms in -ing may be looked upon as having at least seven uses in English. They may be used as:

A pure noun—
“It faded on the crowing of the cock.”—Shakespeare.
“A setting of a great hope is like the setting of the sun.”—Longfellow.

A pure adjective—
“Old men, and babes, and loving
friends."—Coleridge.

"Better to stem with heart and hand
The roaring tide of life * * *"
—Whittier.

A preposition—
"‘Good sir,’ or so, or ‘friend,’ or ‘gentleman,’

According to the phrase or the addition
Of man and country."—Shakespeare.

A "latent" verbal noun—
"Simon Peter said unto them, ‘I go
a-fishing.’"—Bible

"In the days of Noah, while the ark
was a-preparing."—Bible.

A participle—
"She trimmed the lamp and made it
bright,
And left it swinging to and fro."
—Coleridge.

"Toiling, rejoicing, sorrowing,
Onward through life he goes."
—Longfellow.

"And children coming home from
school,
Look in at the open door."—Ibid.

A gerund—
Good reading aloud is a rare accomplishment.

"Let us beware of losing our enthusiastic.
—Brooks.

A finite verb—
"If he steal aught the whilst this play
is playing,"—Shakespeare.

"* * * Two men there are not living
* * * "—Ibid.

In old English there are but two forms in -ing. One form is found in such words as aethling (=aethel, a noble, + ing) and cyning (=cyn, a king, +ing). In these words the suffix -ing meant "a son of" and this class of words in -ing is called patronymics. In modern English -ing has no such meaning.

The other form in -ing in old English are verbal nouns and are formed exactly as our modern verbals are formed—by adding -ing to the verb. Even in old English the number of words thus formed is small and we find a large number of the verbal nouns ending in -ung. The suffix -ing (-yng) was usually confined to verbal nouns formed from verbs that had the infinitive ending -jan in some of their older forms as found in Indo-Germanic.

These verbal nouns in -ing, -ung were usually considered as feminine and were highly inflected. Hence they are found in some of the following forms, -ung, -unge, -unga, -ungum, -ing, (-yng) -inge, -inga, -ingum. For example:

"* * * and sythan up cymth deofles
costung—"—Mark iv.17
(and afterwards cometh up the devil’s temptation.) The word costung is taken from costian, "to tempt."

"* * * and plegian with hine for his
hearpunga."
(and play with him for his harping.) Orpheus and Eurydice. This word hearpunga is taken from hearpian, "to harp."

Other more common words are,
acsung, from acsian, to ask.
learning, from leornian, to learn.
claessung, from claenan, to cleanse.
aedning, from aedan, to read.

The present participle in old English usually ends in -ende. These forms were also inflected and are found in the form of -endes, -endum, -endne, -endra, -endu, -endo. Like adjectives they have different declensions for the three genders and were either strong or weak. Hence in old English the participle has the same functions as it has in modern English, that is, of being formed from a verb by the addition of a suffix and partaking of the nature of both the verb and the adjective.

This form of the present participle is not the same in all of the three dialects in old English. -ende is the form usually found in the midland dialect, but in the northern dialect the form is sometimes -ande, and in the southern dialect -inde. To illustrate, the present participle of the old English verb singan, to sing, would, in the midland dialect, be sing-ende, in the northern, sing-ande, and in the southern, sing-inde. Other examples are,
gongende, present participle of gongan, to go.
lociende, present participle of locian, to look.
aedende, present participle of laedan, to lead.
seonde, present participle of seon, to see.
ahebbende, present participle of habban, to have.
libbende, present participle of libbann, to live.

About the time of the Norman conquest the ending -ung of the verbal noun died out and -ing took its place.

About this time in the southern dialect the ending -inde of the present participle began to be confused with the ending -ing of the verbal noun. We are not surprised at this confusion when we know that the inflected form of the verbal nouns in the genitive, dative, accusative, and instrumental singular and the nominative and accusative plural was sometimes -inge.

Soon the nasal combination nd was absorbed into the more common nasal combination ng and the verbal noun and the present participle had the same form. From the southern dialect this blending of the two forms passed into the other dialects and at the present time both end in -ing.

Out of this confusion between the present participle and the verbal noun came our modern gerund. The only gerund in old English is what is called in its present construction, the gerundial infinitive. This old English gerund was also formed from the verb and had the endings -anne, -enne, onne. It was nothing more than the dative case of the old infinitive and it was invariably preceded by the preposition to. It signified purpose, intention, or the ground, cause, or condition of an action. We find it in the old English:

Ut eode se saedere his saed to sawenne.—Mark iv: 3.
(The sower went out to sow his seed.)

Some historians of the English language are inclined to believe that our modern English gerund is descended from this form. Mr. Lounsbury in his History of the English Language traces more logically the history of this form as well as the modern English infinitive with the preposition to. It is not within the scope of this paper to go into a full discussion of the modern infinitive, but in its connection with the old English gerund in -enne, -anne, -enne Mr. Lounsbury's explanation may well be noticed. In brief, he says that the gerund in -enne speedily passed after the Conquest to the form -ene. At last dropping its final e entirely its form became somewhat like that of the old infinitive in -an, -en. This led to the merging of the old gerund and the old infinitive, an effect of which is seen in the modern English infinitive taking the sign to which originally belonged to the gerund. Later on the n of these two forms dropped off and as the final e was not then sounded it was omitted in spelling and the infinitive became the bare verb.

The "Oxford Dictionary" says that our modern gerund construction was first used about 1340 and resulted from separating the adverb in such constructions as downfalling, ingoing, downcoming, and placing it after the verbal noun,—falling down, going in, coming down. This explanation is probable but will not account for the extended use of the modern gerund as compared with the old English gerund. Neshield in his "English Grammar" explains the development of the modern gerund from the verbal noun by analogy with the present participle. This came about when the ending -ende, -inde of the present participle became confused with and finally took the same form as that of the verbal noun. Both present participle and verbal noun having the same form and as the present participle could be followed by the accusative, the verbal noun seemed ("through a confusion of ideas in men's minds") to demand the accusative also, and this led by degrees to the omission of the preposition of. "Hence in middle English we find two constructions:

(a) Wyse in bying of vitalle.—Chaucer.

(b) Schavinge our beardes.

In (b) the omission of of seemed to make cure beards in the accusative, and this seemed to make shavinge a gerund, that is, part of the verb shave." The omission of the preposition of is rather an interesting development to observe. This is also true of the omission of the article before the verbal noun. In distinguishing between the gerund and the verbal noun "The Oxford Dictionary" says that the verbal noun has the (or its equivalent) be-
fore it and of, or its equivalent) after it; the gerund has neither. But according to Mr. Abbott in "Shakespearean Grammar" this was not always true in Elizabethan English. He gives these constructions:

"... about relieving of the sentinels."—Shakespeare.
"To plague you for thy foul misleading me."—Ibid.
"To dissuade the people from making of league."—North.

As an example in current English of this development of the gerund from the verbal noun by dropping the article and the preposition we find the following taken from "The Chicago Herald:

"The energies of the association will be directed to securing a constitutional convention."
"Refusal of the British government to extend the time for submitting proofs of American purchases of German goods."
"To keep the party from making reasonable national defense a party issue."

This development of the gerund finally resulted in our modern conception of the gerund,—a verbal in -ing used as a substantive. This use is illustrated by the sentence given above, "Good reading aloud is a rare accomplishment."

But grammarians are not agreed as to the term that should be applied to the word reading. Some call it "the infinitive in -ing," others call it a verbal noun, while still others call it a participle.

The term we apply to this word reading is not important. But if we remember the history of the old infinitive we cannot say that the form in -ing comes from the old infinitive in -an, -en. We have already seen how, according to Mr. Lounsbury, it dropped its old ending altogether rather than changed this ending to -ing. So we cannot logically call reading an "infinitive in -ing" for the reason that it is a later form of the old infinitive. Moreover, the word reading is not always equivalent to the infinitive to write. In this connection "The King's English," (p. 108) says that the infinitive phrase (to read) when used for the form in -ing under discussion (reading) is "obligatory instead of it in some connections, better in some, worse in some, and impossible in others."

The term participle might be used for the word reading. But we must remember that the old English participle was essentially an adjective having adjectival functions and adjectival inflections. It was never used as a substantive. Nouns of agency ending in -ond, -end, were derived from present participles, but the participles themselves kept their adjectival relations. Again to designate noun verbs as well as adjective verbs by the term participle would lead to confusion. It is almost as essential that we have distinctive terms for these two classes as to have distinctive terms for adjectival and noun. Noun functions and adjectival functions are distinctly separate and as these verbs take the functions respectively, of the noun and the adjective, it is necessary that we have a name to apply to the noun verbal to distinguish it from the adjectival verbal.

Another form is worthy of mention in the history of verbals in -ing and that is the so-called "latent verbal noun" often disguised as part of the progressive form of the finite verb. It is the word fishing in the sentence given above,

"Simon Peter said unto them, 'I go a-fishing.'" Fishing is the old verbal noun object of the preposition, a the remains of the old English preposition on or in. In middle English these prepositions precede the verbal noun both of transitive and intransitive verbs.

"The church was in byldinge." 
"... he found the church of Saynte Peter a makynge."

As the preposition preceding the verbal noun of intransitive verbs was quite superfluous, it was dropped and accordingly he is in hunting became he is hunting. False analogy extended the omission of the preposition also to the verbal nouns from transitive verbs and the house is in building became the house is building. In our
modern English idiom even the a is omitted and these verbal nouns are sometimes mistaken for the continuous form of finite verbs, sometimes for participles, and sometimes for gerunds. We have the following:

"Enter Clorin the goddess (a) sorting of it."—Shakespeare.
"Come, come in wooing sorrow, let's be brief,
Since wedding it there is such length in grief."—Ibid.
"Nannie has been busy ironing this morning."—George Eliot.

Having now traced the essential facts in the history of the verbals in -ing we are now ready to discuss their function in modern English. It may easily be seen that four constructions of the verbals in -ing must be examined as to their functions,—the verbal noun, gerund, participle, and participle adjective. When we examine the adjective, the verb, and the noun for their peculiar characteristics and apply these tests to the given word in -ing our task is somewhat simplified. We find the properties of these three parts of speech as follows:

Adjective,—limits or defines a substantive.
Noun—may take an adjective adjunct and is used as a substantive.
Verb,—may take an adverb adjunct and governs the objective case.

Expressing the relations between the construction in question mathematically we have,

- o+adjective=participle adjective
- verb+adjective=participle
- verb+noun =gerund
- o+noun =verbal noun

We may apply these tests to some sentences for illustration. If we take the sentence given above,

"Better to stem with heart and hand,
The roaring tide of life,..." we find that roaring is a pure adjective. It is an adjective because it qualifies the noun tide. It is not a verb, and therefore not a participle, because it has not, nor in its present construction can it admit an adverb adjunct or an object.

Coming in the construction “and children coming home from school,” is a participle. It is an adjective because it modifies the noun children, and it is a verb because it takes the noun home as an adverbal adjunct.

Reading in “Good reading aloud is a rare accomplishment” is modified by the adjective good and hence has the properties of a noun; it takes the adverb adjunct aloud and hence has the properties of a verb. It is therefore a gerund.

Crowing is a verbal noun in “the crowing of the cock.” It is modified by adjective adjuncts and is not a verb because it will not take adverb modifiers nor govern a word in the objective case. It is a pure noun.

To sum up this discussion, in a few words, we find that the modern forms in -ing are descended from the old verbal noun in -ing, -ung; that the participle which in old English ended in -ende, -ande, -inde and the verbal noun in -ing, -ung melted into one form; that the old infinitive in -an, -en dropped its infinitive ending and is now the bare verb preceded by the sign to; and that the gerund, which ended in -anne, -onne, -enne in Old English, has changed both its form and its function and is now looked upon in a different conception from its old English use.


ERNEST H. CHAPPELLE.
Some Impressions of the Connecticut Valley

We have been in Amherst, Mass., but six months, and therefore apologies should preface any comments upon the locality. However, there are certain phases of the physical environment which have made a strong impression upon us and I venture to write about them.

It is impossible adequately to describe the great natural beauty of this wonderful Connecticut Valley, shut in by ranges of hills behind which the sun sets with a wonderful copper-colored glow I have never seen elsewhere. The Holyoke range stands out prominently to the south, with Mt. Tom and Mt. Holyoke rising in rugged contour above the rest of the range. The trolley, a constant source of pleasure as well as a useful means of travel, connects all these New England towns. We have made trolley trips to Northampton, Holyoke, and Springfield to the south, and to Sunderland and Deerfield on the north.

We have been much interested in the New England farm as we have seen it from the cars. The farms are small and irregular in shape and lie so close together that sometimes it is hard to know where town and country join. The crops are so different from those of Michigan and Wisconsin that I had to be told when I was passing a farm. I have seen no wheat nor any large field of corn. The staple crops in this valley are onions and tobacco. We were here for the onion harvest last fall,—fields brown with great piles of onions ready for the sack, and then wagon after wagon load of these sacks passing by. I had never dreamed there could be so many onions in the whole world. The onion crop is usually a very profitable one. Under intelligent management an acre will produce from 500 to 800 bushels of onions. The cost of production ranges from $100 to $150 per acre, so that if sold even at forty or fifty cents a bushel the net proceeds of the crop are very satisfactory. A man who holds ten acres of good onion land is counted well-to-do. The hillsides in this valley produce wonderful fruit,—apples, grapes, and peaches. The flavor is unexcelled and the keeping qualities are excellent. Fruit-growing is receiving more attention each year.

Another very noticeable fact is that on the cars we see more foreigners than we saw in Wisconsin and the familiar gutterals of the Polish language greet our ears as we stand waiting for the car. The Polish farmer is moving into the Connecticut Valley.

Amherst is distinctly a college town, as both Amherst College and "Aggie" (Massachusetts Agricultural College) are located here at opposite ends of the town. Between lies "the center" with its small group of stores facing the common. On the most conspicuous corner stands the imposing town hall, the central feature of every New England village. In New England the town as a unit of government includes not only the village but all the enviroring country within what in Michigan would be called the township. The great stress which is laid
upon the town government is indicated by the list of officers, which includes in this town seventy elected and forty-eight appointed officers. We are looking forward to the town meeting, at which all measures affecting the interests of the town are open for discussion.

Mrs. Phelan was formerly director of the training school and now resides in Amherst.

What it Costs to Attend Normal

WITH many of us, the all-important question when considering whether or not we could continue our education and which school to choose was, “What will it cost?” Can I, without too great a sacrifice of myself or parents, live when at school as the majority do on the amount I will have to spend?”

Year-books and catalogues were our only source of information, and they seemed peculiarly foreign and dead.

Last term, in order to get a definite idea of what students actually spend in a year at the Western State Normal School, a series of questions was given eighteen students to answer. The questions were of this sort: How much do you pay for board a year? How much for room rent? What do you spend for clothing? Miscellaneous articles? Are you working your way through school? If not, what per cent of your year’s expenses do you earn? State what you receive from home. To answer these questions meant to sum up the year’s expenses.

The total cost ranged from $150 to $552, the average being $318. One interesting observation on these figures was that the two which had totals above five hundred dollars, were from men, and the items which swelled their totals were clothes and miscellaneous articles. Of these eighteen students, four were living at home, so no estimate of their room rent or board could be given. One of these was obliged to buy gasoline for automobile transportation, which helped to raise her average.

The majority of the students paid $54 for their room. Board ranged from $65 to $162, the average being around $135. The amount spent for clothing varied from $45 to $300 a year. One hundred seven dollars was the average. The miscellaneous item is one which we are apt to think insignificant when anticipating expenses, but which amounts to a considerable sum in a year’s time. This item included cost of tuition, dues, laundry, and spending money, and this also showed quite a variety. It ran from $18 to $172.

This group of eighteen people represents the typical student. Few, if any, were working their way through, although with but one exception, the men had earned the money which is putting them through school.

These statistics give no idea of the numerous opportunities which are offered in the town and at the school to help one’s self. There are always chances to work for one’s board. For those who do not need to earn all their money but desire to help some, the lunch room and various other work around the school offer solutions. The ways to economize indulged in by students will always remain a mystery until one is initiated into their secrets. These figures should not be taken as exhaustive and should not discourage one who is obliged to come on less.

HELEN R. LEVAN.
Have You Thought About It?

June, 1916, will see about two hundred fifty young men and women graduated from this institution. After commencement they will be widely scattered. Many of them will go out to teach in the schools of this state and other states. Some will leave to continue their educations in other schools. But no matter where they go or what they do, they will have joined the body of alumni of the Western State Normal School. A school is judged by its alumni.

Consider this, you Seniors who go out from these halls and class-rooms in June. Have you thought that your responsibility to your school will end when you receive your diploma? If you have, you have not thought carefully, for with your graduation from it, your responsibility to Western State Normal has but scarcely begun. It may so happen that you will be the only Western State Normal alumnus in the community to which you go. That community will weigh you, measure you, and take note of your every move. The people will know in a very short time your physical, mental, and moral make-up. And in that community this school will be judged by you. It is inevitable that you, as a product of this school, shall be looked upon as typical of it. Have you thought of that tremendous responsibility? An institution which more than fifteen hundred students see fit to attend each year; an institution whose faculty of seventy-five widely experienced men and women is drawn from the leading schools and universities of the country; an institution whose physical valuation will soon reach the million dollar mark; all to be weighed and judged and measured through you. Can you face this responsibility calmly?

If your preparation through school has been toward the assumption of such responsibility; if you have taken advantage of the means offered you here to fit yourself mentally, physically, and morally to fill properly your position after graduation, you need not fear that the reputation of the Western State Normal School will suffer through you. But if you have not prepared yourself; if you had no notion of a further duty to your school than those imposed during attendance, it is high time you bestirred yourself. It is not too late to change your ideas, and to set out along a new line of action which will prepare you for a place in the ranks of worthy alumni of a worthy school.

We have heard a great to-do about school spirit of late. We believe heartily that we should display our loyalty by enthusiastic cheering at games and contests. But if we all aim to live and do in every way to worthily represent our school, not only while we walk the halls here, but when we go out to many places, we shall have attained the highest type of school spirit. For remember, Seniors, a school is judged by its alumni. Let us determine that the Western State Normal School shall be no loser by the world's judgment of us.
Miss Spindler, Dean of Women. After three years as director of the Normal Training School, Miss Lavina Spindler assumed her duties as Dean of Women of the Normal, Tuesday, February 1. Miss Spindler has been most sympathetic and helpful in her position as director, and has proved an instructor of real value to those students with whom she has come in contact. It is with the full confidence and sincere wishes of the women of the school that she assumes her new position in which she may expect their loyal and sympathetic co-operation. Miss Spindler is the first dean of the Normal, the office being established in keeping with the growth of the institution and the increasingly large number of girls added to the enrollment each year.

Where Are Those Student Contributions? Is the Normal Record as representative of the student body as it might be. Glancing through its pages, such a question would instantly leap into one’s mind. Linger a moment over the page of contents. Whose names are listed there? Faculty? Many. Students? A few. Yet at the top of this same page is this statement: The Kalamazoo Normal Record, published by the faculty and students of the Western State Normal School. Is this fact generally understood by the student body? If so, why is there such a lack of student contributors? Is it the fault of the faculty? Do they fail to make known that they want student contributions, or is there a general indifference on the part of the students?

Every college, be it ever so small, has a school publication which it loy-
ally strives to make a winner. Could one say as much of the Record? And yet there are nearly a thousand students here who, by making a little effort, could easily bring it into the front rank of school publications. A little of the pep and snap of student life mixed with student opinion is the necessary touch to awaken it from its peaceful sleep. Do the students and faculty wish to effect this awakening, or are they content to allow it to continue its quiet slumber?

Why should a student consider himself especially honored if he is asked by a member of the faculty for a contribution? It is not a privilege; rather it is his duty to contribute without being requested, whatever he knows would add a little spice to the Record. It surely is not that the students are devoid of opinion, humor, etc. Can it be that that thing so essential to the success of any school undertaking, namely, school spirit, is lacking?

Wake up, faculty and students! Who has a bit of opinion or a joke for next month's number?

Why Not Appropos of the talk Have Some given to the men in Uniformity? a talk in which Mr. Hickey pointed out the importance of school traditions—might we not do well to systematize our athletic letter awards and the use of our school colors in general?

Our colors are brown and gold; yet with the exception of our year-book, gymnasium decoration and perhaps a few other cases, we disregard our chosen colors. The season before last our football men were awarded a yellow "N" on a red sweater; this season we have disregarded both the significance of the letter and the colors—we award a yellow "W" on a blue sweater. Last year our basketball men wore a red and white striped jersey; this year we are wearing a blue and white combination. Now the question is, When are we going to systematize matters of this kind; when shall certain uniform rules be laid down? We need not copy any particular system; but do let us have some system. Brown and gold—brown and yellow so far as garments are concerned—do not appear well, either a brown letter on a yellow sweater or vice versa. To avoid this we could put a yellow or brown field on any color garment and the letter on this field. In fact, there are any number of systems we could use. The point is, use some system. Either change our colors or make use of the present ones.

The Brown Seniors! The 1916 issue and Gold. of the "Brown and Gold" is in the process of making. Do you know it? Do you know, too, that it is up to the Seniors to get it out? There has been chosen from the class an editorial staff to do the work, and it is up to you to back it. The task is not a small one, and the finished product will depend in no small degree upon your co-operation. We want the 1916 number to be the best ever put out by the Seniors of the W. S. N. S., and the staff can make it so with your help. How can you cooperate? By responding when you are called upon to boost for it; by handing in your photographs and snapshots at once; by signing the coupons; in other words, giving your promise to buy a copy of the annual. Everyone in school should have a copy of this year's "Brown and Gold," so get busy and save your pennies, and boost!

Ouch! Those In keeping with the Toques! spirit of progress always manifest in all phases of school life at Western State, the Juniors have added much to the scenic effect of the neighborhood by appearing bedecked in what they are pleased to call "Our Junior toques. How do you like 'em?"

We are certainly pleased that the younger class has adopted a distinguishing mark. Oft times we have been embarrassed by lavishing conversation intended for Senior ears, stuff which none save a Senior could appreciate, upon someone whom we regarded as our equal at the time, only to find that we had made an unfortunate error. From such further calam-
ity the new headgear may spare us.

But, friends, could you not have adopted a color combination which would have said in a quiet, refined manner, “I am a member of the class of ’17,” instead of these things which assail our sensibilities, shrieking, “Listen! Look! HEY! I’m a Junior, I’m a Junior. Noise. Noise. I’m a Junior!” We are grieved, friends, more grieved than we can say. We are also disappointed. We had expected more from you, and this is what we receive. We could have borne patiently a mauve and old rose combination, or one of baby blue with pink rosettes, but your startling, clamoring, orange and white atrocity is more than even our fortitude can withstand.

However, you have them, and having them, we suppose you must wear them. But there is yet one thing: We have asked nothing, demanded nothing, received nothing in regard to your noisy headpieces. We have been awakened from psychological slumber, aroused from algebraic apathy, disturbed in our Latin lethargy, and stirred from English inaction long enough. So, Juniors, we suggest, request, demand that you remove your lovely toques before you enter the buildings, and allow the routine of our class-rooms to go on uninterrupted once more.

GRADE TWO.

In connection with the work on “Shepherd Life,” the children are working on interesting projects. Small dashers for Mason jars have been completed and will be used in the domestic science period for the making of butter. Looms for small rugs are in the process of construction. A special study of milk is being made, and the children are bringing pictures from home for a “cow product” chart. A trip to the creamery will soon be made. This always proves a source of much pleasure, as well as a means of much interesting information.

A two-minute inspection each morning of finger-nails, hands, and desks is doing much toward establishing habits of neatness and order.

GRADE THREE.

The pupils of grade three entertained the fourth grade pupils with a Valentine party February 14th. As a motive for self-realization this occasion ranks next to the Christmas festival, although more simple. It provides vital work in several lines of activity, both before and after the party. The following may be suggestive to teachers who are desirous of finding motives which are easily realized by young children.

The construction of Valentines may be made under the supervision of the Art Department. The opportunity for original designs and construction should be provided. The arithmetic classes can care for the envelopes and thus do some good measuring in con-
conection with a concrete problem. This means the envelope must fit the Valentine the child has already made and is not a wholly dictated product.

The language period is next utilized for composition of a suitable rhyme for the waiting Valentine. In penmanship these are copied upon the child's own treasure. The address is also properly written and placed on the envelope.

A feature of the party is the decorating and setting of tables. Here the Domestic Science Department may have a share. Valentine songs are also a part of the program. The Music Department may well use this audience as a motive for preparation.

After the day is past an impetus in reading may come from allowing the children to read their favorite verses which they have received.

The child who participates in these activities works with his whole energy directed to a concrete problem. He experiences the healthy satisfaction which follows work well done and which is one's own.

**Girl's Gymnastic Meet.**

One period of physical training has been devoted fully to apparatus work each week during the winter term. The tests, showing coordination, courage, and form in exercise, will be shown in competition. A team chosen from the fifth and sixth grades will compete against a team composed of girls from the seventh and eighth grades.

Exercises have been chosen on the following apparatus:
- Horizontal ladder (chest height),
- Ropes,
- Balance beams,
- Jump standards.

The meet will be held March 23rd at 3:45 and will be in charge of the Senior girls of the Physical Education Department.

**Indoor Athletic Meet.**

Last fall records were established by the boys of the fifth, sixth, seventh, and eighth grades in an outdoor track meet on the Normal Field.

On March 21 the boys of the seventh and eighth grades will have the opportunity of establishing indoor records. The events will be:
- Standing broad jump,
- Running high jump,
- Chinning.

The meet will be conducted by the Senior girls of the Physical Education Department.

**“HILL” FLOOR BLOCKS.**

Recently there has been added to the equipment of the Kindergarten these enlarged materials known as the “Hill” Floor Blocks.

One need only to step into the Kindergarten and get a glimpse of the children fetching and carrying, constructing and outlining with these new blocks to sense the value of the material, not only from excellent play use made of it, but also the increased opportunity for physical activity along with the building.

The size of the material makes the problem a very real one to the children. Several houses have been made, large enough to accommodate the entire group which constructed them and one can easily appreciate how readily play may move over into work with some very real difficulties requiring reflection and reasoning.

When one traces the development of building blocks in the Kindergarten, from the small one-inch cubes to the next improvement, two-inch cubes or so-called enlarged gifts, then compare these blocks, the unit of which is $6 \times 3 \times 1\frac{1}{8}$, one can appreciate what a long way we have come and how much more nearly these boards satisfy the child's love of building.

Instead of being confined to a small space at a crowded table the child has the freedom of movement so necessary at this period of physical co-ordination, giving the larger, more fundamental muscles of the legs and arms and trunk free play.

These blocks by no means displace the smaller materials, for with these larger materials to make houses, the smaller materials are more accommodating for furniture, etc.
One set of these blocks consists of 680 pieces, varying in dimensions, based upon the unit block, 6x3x1\(\frac{1}{2}\), the largest being 36x3x1\(\frac{1}{2}\), the smallest, 3x3x1\(\frac{1}{2}\). There are 200 pieces of the 6x3x1\(\frac{1}{2}\).

Miss Patty Smith Hill, of Teachers’ College, New York, planned the material in the light of criticism from physicians, biologists, and psychologists who felt the smaller materials were too taxing upon eye and hand and general health of the child.

It would seem that this type of material would fill a much-felt want in the early grades as well as the Kindergarten, for they permit of problems of increasing complexity that call for motor control and clear thinking.

Note.—Made by A. Schoenhut Co., Philadelphia. Price, $35.00.

The best game played on a Kalamazoo floor this year was staged between Wabash and the Normal team on the evening of February 12. The “Highlanders” were in good shape and the game started off with lightning pep but was slowed a trifle by fouls. Charlie was at all points of the floor at the same time. Jacks was back in the game for the first time in several weeks and was given a hearty welcome by the Normal rooters. The game ran at top speed until the whistle called the half, and the score stood 24 to 14 for Wabash.

The second half opened with the same lineup for both teams. Bek and Jacks covered their basket in fine style and short shots were rendered impossible. Thomas looked good against big Stonebreaker. Many fouls were called on the Normal and of the thirteen called on Wabash, Charlie succeeded in ringing up nine. The final score read, 39 to 25 for Wabash. Not so bad, considering that Wabash has beaten Illinois, Indiana, Notre Dame, and Purdue.

Summary.

<table>
<thead>
<tr>
<th>Wabash</th>
<th>Normal</th>
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<tr>
<td>De Vol</td>
<td>r.f.</td>
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<tr>
<td>Coffing-Clements</td>
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<td>Stonebreaker</td>
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<td>Cought</td>
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<tr>
<td>Bacon</td>
<td>r.g.</td>
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<tr>
<td>Cauldwell</td>
<td>l.g.</td>
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The Normal was defeated February 15 by Hope College with a 27 to 24 score. The game started out slowly, but shortly before the end of the first half Weldon and Bek started something, and when the timekeeper blew for the half, the game began to take on the appearance of a real one. The half ended 20 to 10 for Hope.

In the second period the boys came back in better style and the game began to move. During this half the defense stiffened and Hope succeeded in pulling down but seven points to our 14. Summary:

Hope Normal
Hope l.f Welden
Van Putten r.f Olsen
Van Tougeren c Thomas
Prins l.g Bek
Gebhard.
Veenker r.g Jacks

The basketball squad went to Notre Dame January 16, where they met the speedy Catholic aggregation. The game was played on Notre Dame's dirt floor, which, owing to its slippery condition, was a great hindrance to the home boys. The opponents led off in snappy shape and dropped the ball through four times before our boys became at home on the clay. At this point Oli began to put a little pep into the game, and the period ended 20 to 6 for Notre Dame. The locals came back strong in the second half, and during this period Jacks showed what was in him. The final score stood 33 to 24.

Hillsdale came to Kalamazoo January 22 and met the Normal in what is perhaps the slowest game of the season. It was broken up with many fouls. The first half was fairly close, but the boys came back in the second half with an onslaught which Hillsdale could not meet. They were completely snowed under, and the final score was 43 to 17 for the Normal.

February 24, Coach Spaulding took the team to South Haven to meet the squad which beat the Normal's time last year. The game was rough and fast, passing by the Normal being one of the features of the game. The half ended 15 to 6 for the locals. During the second half, Bek and Flannery came in strong and short shots were impossible. When the whistle blew the Normal had corralled 25 points to the opponent's 11.

The team met the Flint Vehicle club five in that city January 29 on the Y. M. C. A. floor. The game started out fast, and as the teams were evenly matched no score was made until the end of five minute's play. Captain Weldon dropped one through the ring for the Normals. The play slowed a bit, and the first half ended with a 13 to 13 score. The second half was much rougher, and during this period the game swung slowly around for the Normals, the score at the close being 30 to 23 with the locals in the lead. Weldon was easily star, with 20 points to his credit. Bek and Flannery were air-tight guards, none of the Flint points being made from near the basket. Following is the lineup:

Vehicles Normal
Runkel r.f Weldon, C.
Menosky C l.f Olsen
Brokreide c Thomas
Knapp r.g Bek
Schaffer l.g Flannery

The Grand Rapids Olympics were defeated by the Hilltoppers February 28, by a 51 to 15 score. The visitors were outclassed in nearly every point. Bek built fences around his basket and short shots were not allowed. Olsen netted nine field baskets while Weldon tossed in seven.

Gymnasium Normal
Powers l.f Welden
Miller
Dayton r.f Olsen
Funger c Thomas
Hooker l.g Bek
Larsen r.g Flannery

Gymnasium work this year is characterized by an interest never before evidenced in the school. The work is under the supervision of Mr. Hyames,
who has divided each class into four teams which compete in indoor baseball, basketball, running and jumping. The standing of the teams to date is as follows:

Monday and Thursday section.

<table>
<thead>
<tr>
<th>Team</th>
<th>Captain</th>
<th>Points</th>
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<tbody>
<tr>
<td>B</td>
<td>Jacks</td>
<td>3451</td>
</tr>
<tr>
<td>D</td>
<td>Crosby</td>
<td>3104</td>
</tr>
<tr>
<td>C</td>
<td>Beach</td>
<td>2862</td>
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<tr>
<td>A</td>
<td>McKay</td>
<td>2616</td>
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Wednesday and Friday section.

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<th>Points</th>
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<tbody>
<tr>
<td>B</td>
<td>Slocum</td>
<td>4464</td>
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<tr>
<td>A</td>
<td>Smith</td>
<td>3246</td>
</tr>
<tr>
<td>D</td>
<td>Lackey</td>
<td>2132</td>
</tr>
<tr>
<td>C</td>
<td>Hoke</td>
<td>2110</td>
</tr>
</tbody>
</table>

Inter-Class.

A most interesting game was staged between a team picked from the Manual Training Department and a team picked from the rest of the school. Corbat starred for the Manual Training aggregation, while Olsen's brilliant floor work was the feature of the opponent's game. The score stood 14 to 13 in favor of the Manual Trainers.

SWIMMING NOTES.

Swimming is now a recognized Normal sport. The school has a regularly organized team, on which students of the Normal proper and of the preparatory department may compete.

The team made its initial public appearance on New Year's day. This event has already been described. Next they staged an exhibition on the evening of January 26, and this affair clearly showed the results of the brief training the men have received.

Early in April the swimmers from Grand Rapids Central High School meet us here. In this meet some of the best talent in Michigan will compete, including the state 200-yard champion, the state 400-yard champion, the runner-up in the 400-yard championship, and the winner of third place in the state 200-yard championship. The program will be complete; all styles and distances will be negotiated, and the performers probably the best that could be gathered inside the state.

PHYSICAL EDUCATION FOR WOMEN.

The Physical Education Department will give a demonstration of practical work Friday evening, March 3, at 8 o'clock, when the following program will be given:

1. (a) Competitive floor work.
   (b) Competitive dancing.
   Seniors vs. Juniors.

2. (a) Wand exercises.
   (b) Relay races.
   Class 102.

3. Competitive vaulting.
   (a) Buck (straddle vault).
   (b) Horse (high flank vault.)
   Seniors vs. Juniors.

4. (a) Free exercises.
   (b) Folk dancing.
   Class 102.

5. (a) Dumbell exercises.
   (b) Side kicle (an organized game).
   Boys of the fifth and sixth grades.

6. The villagers—Dutch couple dance Class 104.

7. Interpretative dancing.
   (a) Spring—Ruth Kakabaker
   (b) Summer—Dorothy Peck
   (c) Autumn—Edith Haskell

8. Athletic exercises.
   High School Girls.

9. Lezginka—Russian character dance
   Physical education seniors.

BASKETBALL.

Each year the enthusiasm for interclass basketball for girls increases. Practice is held every Saturday morning at 10:30 with an average attendance of 30 girls. Captains have been selected: Cecelia Engle, senior; Elsie Lancaster, junior, and with their help teams are being organized. The team winning three games out of five has the right to the championship. Games will be called promptly at 10:45. The following schedule has been arranged:

February 12, 19, 26; March 11, 18.

Interest in girl's basketball should not be limited to the players. Class spirit always helps.
SWIMMING.

The swimming pool is open for girls the first three days of the week at 10, 11, 2 and 4 o'clock. Though there has been no swimming meet up to date, all of the classes have been well attended, and much interest shown.

The annual spring meet is a great incentive and all of the girls are working hard preparatory to entering. A chart has been posted containing a list of dives and strokes, and as soon as a girl executes a strike or dive in good form a check to her credit is placed on the chart. In this way there is constant competition. The following is the list of dives and strokes on the chart:

Strokes: Crawl, backward crawl, side under arm, side over arm, breast, sculling, trudgeon and back.

Floating, life-saving.

Dives: Tall, spring, left and right side, dive from surface, running trout, dolphin, back, sitting, neck and somersault.

Walter Damrosch, though only fifty-two years old, has been for years the dean of American conductors, and he has brilliantly continued the work begun by his father. He has given to New York the first Beethoven festival and the first performances of many of the symphonic works of Brahms, Tschaikowsky, Sibelius and Elgar.

Nearly all the famous foreign artists who came to this country during the last thirty years have made their first American orchestral concert appearance with the Symphony Society, among them Lilli Lehmann, Ignace Paderewski, Fritz Kreisler, Sarasate, d' Albert, Bloomfield-Zeisler, Von Buelow, Rosenthal, Alvary, Marianne Brandt, Etelka Gerster, Saint Saens, Tschaikowsky, and many others.

The members of the orchestra are the foremost players of their respective instruments, and as most of them have been under their conductor's baton for years, the finest details of technique and nuance are obtained. The understanding between Mr. Damrosch and his players is complete, and often at rehearsals, a single word, a movement of the hand, or a glance of the eye is all that is necessary to make his meaning clear or to bring out the emotional significance of a phrase. His rule is strict, but his manner gentle and he has the affection as well as the deep respect of his men.

Mr. Josef Hofmann, the pianist, is touring this season with the New York Symphony Orchestra, conducted by Walter Damrosch, and the extent of the tour combined with the fame of the travelling artist, is naturally the cause of much stir in the musical world. Mr. Hofmann is a genius of the most exalted rank and in reviewing a recent concert in which he played with the Damrosch orchestra in New York, Mr. W. J. Henderson had the following to say in the New York Sun:

"It is always a joy to hear this great master play the music of his teacher (Hofmann played the Rubinstein concerto in G major), for he cherishes a genuine affection and respect for it.
Furthermore, he had a sincere feeling for Rubinstein the man, and when he plays his music he plays it with a personal love.

"The concerto has certainly never been better played in this town than it was yesterday when Mr. Hofmann sounded the deepest of its moods, and every secret of its melodic phrases. Tenderness, brilliancy, power, repose, tumultuous aggressiveness and above all musicianship, were found in his interpretation. Whatever of poetry exists in the composition was fully published and splendidly exhibited in the technical mastery of his performance."

Mr. Henderson’s fine criticism of the most celebrated pianist finds its counterpart in the press comments that have been the deserved heritage of Mr. Hofmann, in all parts of the world. It can be seriously doubted if there is a more serious player before the public, nor an artist who has won greater admiration.

The Normal has secured the Chicago Symphony Orchestra for its second annual May Festival, May 20 and 22. The orchestra conducted by Frederick Stock will have as soloists at that time Florence Hinkle, soprano; Reinald Werrenrath, baritone; and Morgan Kingston, tenor. Three concerts will be given, the first Saturday evening, May 20, when Miss Hinkle and the children’s chorus will furnish the program. On Monday afternoon, May 22, the orchestra will give a concert, assisted by the artists, while the festival will close with the production of "The Elijah" by the Normal chorus under the direction of Mr. Maybee, assisted by the orchestra and artists.

The first week-end trip of the Men’s Glee Club was made Jan. 20, 21, to Niles, Buchanan and Dowagiac. The following program was rendered:

- "Winter Song" —— Bullard Glee Club.
- Solo, "Until" —— Sanderson Andrew Leak.
- "De Connah Moon" —— Shelley Glee Club.
- Solo, "Bedouin Love Song" —— Pinsuti Neal Nyland.

Piano solo —— Selected Mr. Henderson.
- "My Comrade" —— Koemenick Glee Club.
- Solo, "Rest Thee, Sad Heart" —— Del Riego Mr. Maybee.
- "Doan’ Yo’ Cry, My Honey" —— De Koven Glee Club.
- Solo, "Armourer’s Song" —— De Koven Harold Vogel.
- "Excelsior" —— Balfe-Smith Glee Club.
- Solo, "Invictus" —— Huhn-Buck Maurice Lyons.
- College Songs and jokes —— Glee Club.

Thursday evening we appeared in the Methodist church at Niles and, owing to the weather, were greeted by a small crowd. However, they made us feel at home and I dare say we enjoyed the concert as much or more than they did. We remained at Niles as guests of members of the Methodist church until Friday morning, all of us boasting of the kind treatment we received. In fact, one of our number was treated so well that he bought a box of candy as an appreciation gift for his hostess. However, it is rumored that she did not receive the candy, as an empty box was found in his room next morning.

The Buchanan schools proved to be the center of interest Friday morning and we made ourselves at home in the manual training and cooking departments. Mr. Maybee, who had taken part in a musical production at Holland on Thursday, joined us in Buchanan and we could see Mr. Henderson give a sigh of relief as he again gave Mr. Maybee the responsibility of keeping track of us.

We appeared in the Presbyterian church at 3 o’clock in the afternoon before a well-filled house.

At Dowagiac we were greeted at the station and escorted to the Methodist church, where a large crowd waited to greet “Stub” Lyons and the rest of us. Wilbur Castleman made such a hit dressed as a girl that it is said several young high school lads were waiting at the door with flowers and taxi-
cabs to escort the prima donna to her train. Not a dull moment was recorded during the trip, which we owe to our comedian, Charles Newman, for his ever-ready humor. We look forward to several week-end trips in the near future, to neighboring towns, and also to several Indiana, Illinois and Ohio cities.

Tuesday, February 8, the assembly was in charge of the music department, when the following program was given:

A Winter Song             Bullard
Copph Moon              Shelley
               Men's Glee Club.
Birds Are Singing        Thomas
The Little Dog Barked    Brown
               Junior Girls' Glee Club.
Ah! 'Tis a Dream          Hawley
Come Little Leaves       Tosti
               Lettie Tubbs.
Excelsior               Balfe-Smith
Tinkers' Song           DeKoven
               Men's Glee Club.
Armourer's Song          DeKoven
Phosphorescence         Loewe
               Harold Vogel.
Butterflies             Cadman
Elephant and the Chimpanzee Seinis
               Senior Girls' Glee Club.

The program closed with the singing of:
The Watch on the Rhine.
Tipperary.
Star Spangled Banner.
by the whole school, led by the three glee clubs.

Following the chorus rehearsal on Tuesday evening, February 15, 1916, Miss Gertrude I. Smith, soprano, assisted by Miss Ruth Desenberg, pianist, gave a recital in the assembly room of the Normal school. The following program was given:

Scene and aria from "Der Freischiitz" Von Weber
Concerto in C minor (first movement) Beethoven
(a) Sybelin Sinding
(b) Like the Rosebud LaForge
(c) Blossom Time Salter
(a) Weil ich wie einstmal allein    Tschaikowsky
(b) Floods of Spring Rachmaninoff
Nocturne Greig
(a) Ich fluchte mich LaForge
(b) A Maiden Loves a Boy Clough-Leighter
(c) The World Is Full of April Clough-Leighter

At the Kalamazoo County Teachers' Institute, held in the Vine street school January 27 and 28, the music furnished was under the direction of Mrs. Davis.

A quartet composed of Mrs. Harper C. Maybee, Mrs. Bertha S. Davis, Mrs. Rogers and Miss Tubbs sang a group of flower songs by Mrs. H. A. Beach, at assembly, February 1.

ART NOTES.

A fine exhibition of art work by the students of Pratt Institute, Brooklyn, was greatly enjoyed by the Normal during the first week of February. It consisted of some excellent studies in still life, illustration work for magazines, and decorative work in book covers, posters, etc. The design work was unusually strong. The exhibit was secured through the courtesy of the Atkinson Mentzer Company of Chicago.

The art classes are enjoying many special occasions in which their art work is serving to make the February holidays Lincoln and Washington anniversaries and Valentine Day attractive.

The February calendar in Moderator Topics was designed by Elizabeth Raynor, special art student from Grand Rapids, in the art department.

A study club has been organized by the art and manual training teachers. They will take up the study of period furniture.

Miss Goldsworthy entertained her class in "History of Art" with a Valentine party at her home Monday.
Attractive posters for the coming play, "The Admirable Crichton," are being prepared by special art students.

Miss Judson's class in manual training art is doing interesting work in designing objects which they will later make in wood turning.

Miss Spencer's class in construction made a display of pottery and basketry in the hall the second week of the month.

Alumni Notes

Mrs. J. C. Kenning, formerly Miss Mae Brown, music graduate 1912, visited the Normal February 14. Mrs. Kenning resides in Grand Rapids and is doing extensive voice work.

Miss May L. Hewitt, 1914, is teaching in Grand Rapids. Her address is 351 Lafayette avenue, S. E.

Donald Richardson writes from Wayland, where he is teaching, and states that he plans to enter the University next year.

Miss Rosina Waters, a graduate of the Normal, is teaching in Wyanet, Ill., and is planning to go to Arizona next year.

Jacob Klaassen, a former manual training student in the Normal, now teaching in Bay City, visited the school in December.

Miss Vesta Shimel, 1914, is teaching at her home in Grand Rapids, and resides at 1117 Sigsbee street.

O. A. Fleming, a graduate of the Normal, is superintendent of Wolcottville, Ind.

H. I. Galvin, 1914, manual training, is teaching at Amasa, Mich.

William A. Hutchinson, for several years a student in the Normal, recently visited the school. He is employed in Detroit.

Several Normal alumni are teaching in the Flint public schools. In the list are Mildred Bonebright, Elizabeth Gezon, Neva Saunders, Mabel Warner Vroman, Rika Rouaan, Anna Taze-


Glenn Flannery, 1915, is connected with the Northway Motor Company, Detroit. His residence number is 301 South street.

Anthony LeFevre, manual training, is in charge of this work at Pontiac and resides at 153 Johnson avenue.

Mrs. Andrew J. Bone, formerly Miss Ida Wright, writes from Birmingham, Mich.

Lee Barnett, manual training, 1915, visited Kalamazoo and the Normal several days in February.

Miss Mary J. Longhead, 1914, teaching art in St. Joseph, was a recent guest at the Normal.

Miss Eleanor Schall, one of the early Normal graduates, is teaching in Marcellus, and visited Kalamazoo during the holidays.

Mrs. George Doxey, formerly Miss Clara Ellis, 1913 graduate, has moved to Kalamazoo and resides on Jasper street.

Miss Anna Voorhees, 1913, of Niles, recently came to the Normal for a brief visit.

Miss Besse Hannen, 1913, class, is teaching music in Grand Rapids.

Miss Ruth Snow, an active and popular member of the class of 1913, was married in the fall to R. J. Kern, and resides in Venice, Cal.
A recent announcement of interest is the engagement of Miss Frances Dewey, 1910, to Dr. Dan Eaton, a Kalamazoo physician.

Ray Triestram, Alphonso Thorsberg and George Snellink, all graduates in the class of 1915 of the Normal, have recently accepted manual training positions in the Pittsburg public schools.

Mrs. Dora I. Buckingham, 1910, is in Madison, Wis., taking work in the University.

Miss Florence McIntyre, music, 1912, has been engaged to teach in the music department of the Detroit public schools.

President Waldo spoke before the Normal school presidents of the North Central Association in Chicago, Friday, February 18, on the general subject of the "Normal School Survey."

Dr. Ernest Burnham has been invited to address the biennial meeting of the Association of American Agricultural Colleges in July at Amherst, Mass., on "The Place and Function of Leadership in the Work of Rural Organizations."

On February 7 representatives from Michigan State Normal College and Central Normal visited the Normal School and an informal luncheon was given in their honor by the domestic science department. The out-of-town guests were Dr. C. O. Hoyt, Professor Webster Pierce and Secretary-Registrar C. P. Steimle of Ypsilanti, and Professor C. S. Larzalere of Mt. Pleasant.

Dr. Ernest Burnham appeared on the program of the N. E. A. at Detroit Thursday, February 24. Several members of the faculty attended the meeting of the association, the list including President Waldo, Dr. Burnham, Dr. Harvey, Dr. McCracken, Mr. Maybee, Mr. Reinhold, Mr. Sherwood, Mr. Ellsworth, Dr. Cameron, Miss Mulry and Miss Netzorg.

Miss Fern Holden is teaching in the public schools of Tacoma, Wash.

President Waldo spoke before the Rotary Club of Kalamazoo Tuesday, February 15, on the general subject of "What Does the Normal School do for Kalamazoo?"

The Rev. W. H. Phelps of Lansing delivered a splendid address before the Normal students in assembly February 1. He made a defense of the country and small town, and closed a fine talk with a statement of the influence of a teacher in a community.

Judge Samuel B. VanHorn addressed the student body Tuesday morning, February 15, on the juvenile court. It was a very interesting and enlightening address, making clear many points in regard to this court of betterment, "not of criminal jurisdiction" as the speaker emphasized.

Mr. Waldo took part in the county institute at Flint the last week in January, and while there had the pleasure of meeting several of the Normal alumni at an informal banquet. The guests included, besides the president, Superintendent A. N. Cody, President Guy Potter Benton of the University of Vermont, W. J. Puffer of Flint, the Misses Mildred Bonebright, Neva Saunders, Elizabeth Gezon, Mabel L. Vroman, Rika Rouaan, Anna Tazelaar, Bertha E. Scott, Florence Leonard and Irving DeLong.

ORATORICAL CONTEST.

The preliminary oratorical contests of the Normal Literary Society will be held February 29 and March 1. Following are those who will take part and the orations which they will give: "The Greater Democracy," Netta J. Ross; "What Is Worth While." Edna Collins.
“Church Federation,” James Robertson.
“The Present Dangers of Our Nation,” Howard Passage.
“Woman’s Place in the Laboratory,” Bulah M. Schermerhorn.
“Our Country’s Call,” L. C. Cookingham.
Subject unannounced, Homer Stryker.
Subject unannounced, Ernest H. La Chapelle.
“The Quitter,” Lloyd Smith.
“A Name,” Blanche M. Glass.
“Prison Reforms,” Kate A. Tuttle.
Feb. 29, music in charge of John Paten. March 1, music in charge of Raymond Elliott.

RURAL NEWS ITEMS.

Tenth Rural Progress Day.
Friday, the tenth of March, the tenth annual progress day of this school will be observed. Programs will be presented at 10 o’clock a.m., and in the afternoon at 2 o’clock. There will be a picnic dinner in the lunch room at 12:15 o’clock, and from one to 2 o’clock there will be a conference of lecturers of local Granges and others who are interested in local program making. Following the annual rural progress lecture, which will feature the afternoon program, the students of the department of rural schools will give a reception in honor of speakers and other guests of the day. There will not be an evening program as in former years. In the forenoon John C. Ketcham of Hastings, master of the State Grange, will preside; Mrs. Dora H. Stockman of Lansing will be in charge of the mid-day conference, and State Superintendent F. L. Keeler will be the chairman in the afternoon. Dr. Eben Munsford of M. A. C., Hon. F. F. Rodgers, state commissioner of highways; Mr. C. L. Rowe, state secretary of the county Y. M. C. A. work; Professor W. W. French, of M. A. C.; Mrs. Charlotte E. Van Duzor, Kent county school nurse; Miss Jennie Buell of Ann Arbor; Mr. C. A. Monahan of Washington, D. C., and others will take part in the discussions. The formal lecture will be given by Professor Thomas N. Carver of Harvard University. The subject will be “Organization in Rural Progress.” In recognition of the tenth anniversary of this significant activity of the Western State Normal School, a souvenir program will be printed.

The Rural Senior Class had a total enrollment of 50. The present prospective number of graduates in these courses is 46.

Miss Ellett, teacher of Rural Demonstration School at Oakwood, conducted a class in beginning reading before the Kalamazoo County Teachers’ Institute, which was well received.

The regular meetings of the two sections of the Rural Sociology Seminar have been somewhat interfered with this term by conflicts in the schedule, but programs have been had at each meeting and the officers have done their best to maintain interest. It is hoped that circumstances will be more favorable in the spring term.

Mr. Petrie has recently spoken before a country club of young people near Lawton, and the Pomona Grange of Kalamazoo county at Lawton.

Dr. Burnham will hear Professor Carver of Harvard University lecture on “The Psychology of Country Life” at M. A. C. Tuesday evening, Feb. 29,
WALTER DAMROSCH
CONDUCTOR

New York Symphony Orchestra
75 Men

JOSEF HOFMANN, Pianist

ARMORY, MARCH 21, 1916
Senior Valentines to the Faculty

Mr. Waldo  Miss Sprindler

Mr. Jones  Maybee

P

Dr. Cameron

One, two, three, up, down, over, all

Mr. Fox

Miss Frost

N.B. All great characters must expect to be caricatured.
**DEUTSCHE VEREIN.**

The following interesting program was carried out at the January 26 meeting of the Deutsche Verein:

Namenaufriil: Der name eines Deutsches geduces mit dem namen des Dichters.

Deutsches Lied. Du, die liegest mir im Herzen.

Vortag: Fabel—Zeus und das Pferd (Lessing.)

Vortag: Das Leben Lessings.

Vortag: Das Leben Heines.

Vortag: Auf Flugeln des gesangses. (Heine.)

Die Lotosblume.

Tagesneuigikutens.

Deutsches Lied: Das Zerbrochne Ringlein.

Spiele.

**AMPHICTYON.**

The meetings of the Amphictyon Literary Society are being well attended and excellent programs are being carried out, the last one being in the nature of a musicale.

The society has adopted a new plan in regard to membership. All persons wishing to belong must sign a card, promising to pay their dues of fifty cents and to appear on the program three times if asked. It may be so arranged that members may designate what they prefer to do. By so limiting the membership only those who are willing to work and have an interest in the society will become members.

**WOMAN'S LEAGUE.**

The regular monthly meeting of the League was held January 27, and was in charge of group 3. Each group was responsible for a "stunt" and a very clever one, the dramatization of "Epaminondas," was given by Group 5. Under the auspices of the League the Training School will be open every Sunday afternoon from 3 to 5 o'clock to all students.

**WOMAN'S LEAGUE ESTABLISHES ROOM TO CARE FOR ILL AND A LEAGUE BOARDING HOUSE.**

During the past month the Woman's League has launched two new projects which it is hoped will form the nucleus for further development. These are a room for the girls of the school who are ill and a Woman's League boarding house. While the undertaking is an entirely new one it is in keeping with the growth of the school and is believed to be very much worth while.

The room for the sick is located in the home of Mrs. McManus in Oakland Drive, where any girl in the school who may be taken ill and is unable to get proper care in her own room, will receive the best of attention. The expenses incurred as a result of the illness, will be paid for by the League in proportion to the individual girl's ability to pay, and the room will always be kept in readiness.

The boarding house is in charge of Mrs. Sooy on Oak street, and will accommodate but ten girls at first. A wholesome and inviting menu is offered, and it is hoped that this will prove a great success.

**HICKEY DEBATING CLUB.**

The Hickey Debating Club is attempting something unprecedented in
Advance Showings of Spring Merchandise

Kindly consider this a personal invitation to visit Gilmore's and see the new things now on display.

Not only have the stocks taken on pleasing newness, but the store itself is being decked out in elegant new fixtures, cases and furnishings that will make shopping more convenient and pleasurable for both men and women.

The tremendous volume of our business enables us to buy and sell at lower prices than found elsewhere, quality considered.

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the annals of debating in the W. S. N. S. Arrangements are being made with Mt. Pleasant Normal for an annual debate. There is no reason why a meet of this nature should not succeed if properly supported by the faculty and students. Athletic meets are supported, why not a contest of brains? Should there be a premium on brawn alone?

DRAMATIC ASSOCIATION.
The Dramatic Association has recently been experimenting with a number of one act plays. “Columbine,” “Phoca” and “The Constant Lover” were produced in Comstock a short time ago to a crowded house. The first two plays were also given in assembly.

Y. W. C. A.

Have you taken your stand? The girls of the Y. W. C. A. put this question to the girls of the school. In an institution of this size there are always those girls who will and do show their colors by allying themselves with some society of the school. These girls, who are not afraid of work, benefit the school, the society, but mostly themselves. They receive the twofold purpose of an educational institution, which is social as well as professional and academic training.

At the close of the winter term, there will be a new election of officers in the Y. W. C. A. This will give a chance for eight or ten junior Y. W. C. A. members to show their mettle. Don’t be a back number. If you are not a Y. W. C. A. member ask yourself why. The one condition existing in a society that is better for its welfare than a good executive board is a large body of co-operative members. Remember the old adage which says that no one can truly command who cannot truly carry out the commands of others.

TRAINING SCHOOL DEBATING CLUB.

A debating club known as the Training School Debating Club has been organized in the eighth grade under the direction of Clifford Gillette. The organization was perfected January 13,
following a debate by the Hickey Club, at which a number of the eighth grade members were present. The first debate took place at the regular February meeting, when the question, “Resolved, that the United States adopt a policy of preparedness,” was discussed. The arguments showed some logical thinking, the decision of the judges being in favor of the affirmative. The next question to come up for debate is, Suffrage for Women.

KINDERGARTEN KLUB.
The Kindergarten Klub held its regular meeting Monday afternoon, February 7, in the kindergarten room. A short business meeting was held when two officers were chosen from the juniors, vice-president, Leah Easton; secretary, Gertrude Hannen. The question of raising money to send to a kindergarten in China, to help them buy a piano, was left open for discussion. A chicken supper prepared by one of the groups of the club was served at 5:30 o’clock, after which a social time was spent.

CLASSICAL CLUB.
The regular meeting of the Classical Club occurred Wednesday evening, February 9, in the library of the Training school. It assumed the nature of a “round table” discussion on “What Is the Good of Latin—Is It Worth While?” Interesting sketches, both instructive and amusing were read at the conclusion of which those present were forced to believe that Latin is worth while. That even the latest English may be translated in the “dead” language was shown in the following quotation taken from the Chicago Record Herald: “Non puellulum meum educavi militem” (I didn’t raise my little boy to be a soldier). General plans for a Latin exhibit, to be held some time in the near future, were discussed, the details to be arranged at a later meeting. Light refreshments served later in the evening brought that part of the program to a close, and a period of social chatter and jollity followed.

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WE GUARANTEE SATISFACTION
NORMAL LITERARY SOCIETY.
The Normal Literary Society's programs for January very appropriately paid honor to the great men who were born during that month and who had contributed to the richness and dignity of our literature. The program committee also took advantage of the anniversary of Michigan's admission as a state to pay tribute to our own Michigan poet, Will Carleton, as well as to the pioneers who laid the foundation of the commonwealth. Like true sons and daughters of Michigan, the members entered heartily into the movement for the growth of the "Eat an Apple" Club and a basket of "Spies" helped to make the evening cheerful.

Thanks to the untiring labor of the oratorical committee, Mr. Drake, Miss Crawford and Miss Edmondson, about twenty members have enrolled for the preliminary contest, which will take place during the last of February. Two social evenings will be spent during the month of February, one to commemorate the ancient custom of St. Valentine, and the other (by the consent of the ladies) to celebrate the advent of another year of opportunity.

SUPERINTENDENTS' SEMINAR.
Ten young men under the direction of Dr. Cameron meet once each week for study and discussion of the problems of administration. Everything from the securing of a position to the buying of chalk will be considered. A large amount of material and information has been secured from the school systems, large and small, of Michigan and nearby states, and an effort will be made to bring the successful superintendents from the larger systems of Michigan to the seminar for a discussion of some phase of school administration. During the first part of the winter term the discussion has been directed largely to the selection and grading of teachers and their relation to the superintendent. The method of attack is informal. The members of the seminar range themselves at either side of one of the long tables in room 108, with Dr. Cameron at the head, and the assembly is not unlike that of a meeting of the president's cabinet.
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It is safe to say that these men will go out to the work of managing the school to which they may be fortunate enough to be appointed with a theoretical, if not practical, solution of many of the problems that they will be called upon to solve.

THE ADMIRABLE CRICHTON.

The evening of March 9, at the Academy of Music, the Normal Dramatic Association will present "The Admirable Crichton," by Sir James Barrie, author of "The Little Minister" and "Peter Pan." Barrie's productions are always characterized by a certain subtlety of treatment and fancifulness which make it difficult to define his art. We can only appreciate the result and wonder as to the means. "The Admirable Crichton" is no exception. It is a comedy, but so remote is it from the average comedy that the term is hardly appropriate.

The first act of "The Admirable Crichton" introduces us to a haughty, aristocratic English household, the Earl of Loam, his daughters, Mary Catherine and Agatha, the Hon. Earnest Wooley, Rev. Treherne and Lord Brockelhurst, friends of the family and suitors of the daughters. The Earl of Loam entertains rather embarrassing ideas about equality, and once a month compels his daughters to entertain the servants in the drawing room.

The play opens on this occasion. The daughters consider it an outrage, and the servants are ill at ease. Crichton, the butler, humbly begs his lordship to revoke his order, but the obstinate old lord will not admit the failure of his ideas. He makes a speech, announces a voyage on his yacht, becomes more and more involved and is finally led from the room.

The second act is on a tropical island. The yacht has been wrecked, but the entire party has been saved. It is here that Crichton, the perfect and obedient butler at home, begins to assume command. The psychological change is most interesting.

The third act takes place two years later. The situation is very amusing. Crichton is absolute master; the former aristocrats are his devoted slaves. He asks for the hand of Lady
Mary, and the family is delighted. The Hon. Earnest asks for the hand of Tweeney, the little waiting maid, and is refused. As preparations are being made for the marriage of Crichton and Lady Mary, a passing ship is hailed and the little party is rescued.

The fourth act takes place soon after the return to England. Earnest has written a book describing the adventures on the island. The truth is, of course, ignored—the servants are barely mentioned. Wonderful adventures are attributed to the members of the family, who, in a single night, have become the social lions of London. The newly acquired honor and glory rest, however, on a foundation of quicksand. Crichton may reveal the truth.

Lady Brockelhurst, mother of the young suitor, a crusty old English woman, suspecting the real state of affairs on the island, quizzes Crichton in the presence of the entire family. The situation is precarious, the truth means disgrace and social ostracism. For fine and delicate humor the situation cannot be surpassed—it is delightfully funny. Does Crichton answer? Come and see.

Crichton ____________________________Neal Nyland
Earl of Loam__________Ralph Dobberteen
Hon. Earnest Wooley________________
_________________________Howard Chenery
Lord Brockelhurst_________Henry Mulder
Rev. John Treherne________Merritt Barton
Lady Mary__________________Genevieve Sherman
Lady Catherine______________Ruth Desenberg
Lady Agatha_______________Florence Brown
Lady Brockelhurst________Florence Johnson
Tweeney___________________Ruth Hayes
Fisher_______________________Angeline Case

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The second high school party of the year was held Feb. 18. The committees in charge consisted of freshmen and sophomores and much credit is due them for the success of the affair. The decorations were beautifully and artistically carried out in flags and patriotic emblems. Much work and time was placed on these decorations, but the labor was fully justified by the results. Wilkinson's orchestra furnished the music and was greeted very favorably. This party was one of the most enjoyable social functions of the year, and the next one, which is to be High School Junior-Senior reception, will be eagerly awaited.

An interesting entertainment was that given the evening of February 11, by the High School Life students at the gymnasium. The affair was in the nature of a social evening, Olympic events and other pastimes affording the diversion. A red and white decorative scheme was observed throughout, many flags and red and white crepe paper being used. This was one of the first parties of the year in which entertainment other than dancing was exclusively provided.

The following is a schedule of social events which are to take place during the remainder of February and early March.

February 25—Senior special.
February 29, March 1—Oratorical contest.
March 3—Faculty dinner, followed by a recital by the gymnasium department.
March 21—New York Symphony Orchestra.

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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,

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