THE KALAMAZOO NORMAL RECORD

PHYSICAL EDUCATION NUMBER

MARCH, 1919
# Contents for March, 1916

## Educational

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Number</td>
<td></td>
</tr>
<tr>
<td>Interest in Sport and Physical Education as a Phase of Woman's</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>209</td>
</tr>
<tr>
<td>Dudley Allen Sargent, M.D.*</td>
<td></td>
</tr>
<tr>
<td>Folk-lore and Its Use in the Physical Education Department</td>
<td>212</td>
</tr>
<tr>
<td>Elva Fornrook</td>
<td></td>
</tr>
<tr>
<td>Physical Activities in Early Education</td>
<td>216</td>
</tr>
<tr>
<td>Lucy Gage</td>
<td></td>
</tr>
<tr>
<td>Playground Suggestions</td>
<td>217</td>
</tr>
<tr>
<td>Germaine Guiot</td>
<td></td>
</tr>
</tbody>
</table>

## Literary

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proserpina</td>
<td>219</td>
</tr>
<tr>
<td>5th Grade of the Training School</td>
<td></td>
</tr>
<tr>
<td>Wolfgang Amadeus Mozart</td>
<td>222</td>
</tr>
<tr>
<td>Luella Tedrow</td>
<td></td>
</tr>
</tbody>
</table>

## News Article

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenth Annual Rural Progress Day</td>
<td>224</td>
</tr>
<tr>
<td>Ernest Burnham</td>
<td></td>
</tr>
</tbody>
</table>

## Editorial

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Revival of Folk-dancing</td>
<td>225</td>
</tr>
<tr>
<td>Katherine Newton</td>
<td></td>
</tr>
</tbody>
</table>

## Training School

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nellie McConnell</td>
<td>226</td>
</tr>
<tr>
<td>Elson Picture Exhibit</td>
<td></td>
</tr>
<tr>
<td>Campaign for Good Health</td>
<td>226</td>
</tr>
</tbody>
</table>

## Northern Greetings

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred Stuck, 1915</td>
<td>227</td>
</tr>
</tbody>
</table>

## Athletics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men—</td>
<td></td>
</tr>
<tr>
<td>Final Report of 1915-1916 Basket Ball</td>
<td>228</td>
</tr>
<tr>
<td>Track and Field Work</td>
<td>228</td>
</tr>
<tr>
<td>Base Ball</td>
<td>229</td>
</tr>
<tr>
<td>William Spaulding</td>
<td></td>
</tr>
<tr>
<td>Phamiliar Phantasies</td>
<td></td>
</tr>
<tr>
<td>Unsigned, but we know you, Rosie</td>
<td>230</td>
</tr>
<tr>
<td>Women—</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>231</td>
</tr>
<tr>
<td>Germaine Guiot</td>
<td></td>
</tr>
<tr>
<td>Base Cricket Rules</td>
<td>231</td>
</tr>
<tr>
<td>Margaret Burns</td>
<td></td>
</tr>
<tr>
<td>Demonstration of Physical Education Classes</td>
<td>233</td>
</tr>
</tbody>
</table>

## News Items

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>234</td>
</tr>
<tr>
<td>Amphictyon Society</td>
<td>238</td>
</tr>
<tr>
<td>Florence Price</td>
<td></td>
</tr>
</tbody>
</table>

## Alumni Notes

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katherine Newton</td>
<td>239</td>
</tr>
<tr>
<td>Physical Education Alumni</td>
<td>203</td>
</tr>
<tr>
<td>News Notes</td>
<td>203</td>
</tr>
</tbody>
</table>

*Director Hemenway Gymnasium, Harvard University; President Sargent Normal School for Physical Education.
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DR. E. D. BROOKS</strong></td>
<td><strong>DISEASES OF THE</strong></td>
<td><strong>GLASSES FITTED</strong></td>
</tr>
<tr>
<td></td>
<td>EYE, EAR, NOSE AND THROAT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>210 Kalamazoo National Bank Building</td>
<td>1297</td>
</tr>
<tr>
<td></td>
<td><strong>Hours:</strong> 9 to 12 and 1 to 5</td>
<td></td>
</tr>
<tr>
<td><strong>DR. PAUL T. BUTLER</strong></td>
<td></td>
<td><strong>Telephone Numbers:</strong></td>
</tr>
<tr>
<td></td>
<td>806-807 Hanselman Building</td>
<td>Office 2450-2R</td>
</tr>
<tr>
<td></td>
<td><strong>Telephone Numbers:</strong></td>
<td>Residence 2450-3R</td>
</tr>
<tr>
<td><strong>DR. B. W. OSTRANDER</strong></td>
<td>DENTIST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>113 South Burdick Street</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Hours:</strong> 9-12 A. M., 1-5:30, 7-8 P. M.</td>
<td></td>
</tr>
<tr>
<td><strong>CHAS. A. WISE</strong></td>
<td>DENTIST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Room 704 Kalamazoo National Bank Bldg.</td>
<td></td>
</tr>
<tr>
<td><strong>DR. R. B. PEEBLES</strong></td>
<td>OSTEOPATH</td>
<td></td>
</tr>
<tr>
<td></td>
<td>504-5 Kalamazoo National Bank Bldg.</td>
<td><strong>Office Phone 134-F2.</strong></td>
</tr>
<tr>
<td></td>
<td>Kalamazoo, Mich.</td>
<td><strong>Residence Phone 134-F3.</strong></td>
</tr>
<tr>
<td><strong>DR. B. D. WALKER</strong></td>
<td>DENTIST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suite 413 Kalamazoo National Bank Bldg.</td>
<td><strong>Hours:</strong> 2 to 4 P. M.</td>
</tr>
<tr>
<td></td>
<td><strong>Evenings:</strong> 7 to 8</td>
<td><strong>Mondays:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sundays by Appointment</strong></td>
<td><strong>Wednesdays:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Phone 1338-2 Rings</strong></td>
<td><strong>Saturdays:</strong></td>
</tr>
<tr>
<td><strong>J. T. ST. JOHN</strong></td>
<td>OPHTHALMIC OPTICIAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>125 S. Burdick St. Kalamazoo, Mich.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upjohn Block, Room S</td>
<td></td>
</tr>
<tr>
<td><strong>DR. A. RAPHAEL THOMAS</strong></td>
<td>DENTIST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>203 Peck Building Kalamazoo, Michigan</td>
<td></td>
</tr>
<tr>
<td><strong>DR. O. D. WHALLEY</strong></td>
<td>DENTIST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>513 Kalamazoo National Bank Building</td>
<td><strong>Hours:</strong> 9 A. M. to 12 M. 1:30 to 4 P. M.</td>
</tr>
</tbody>
</table>
Come In Any Day Now
And see the new things for spring — Hats, Neckwear, Shirts, Suits and Light Weight Coats. You'll enjoy a first glimpse and we're glad to show you whether you buy or not

SAM FOLZ
"BIG CORNER"
Main at Portage
Outfitter to the NORMAL Man

"Meet Me at the Drug Store"

FOR
DELICIOUS
FOUNTAIN LUNCHES
DRINKS AND
ICE CREAM

PHYSICAL EDUCATION ALUMNI.
Miss Harriet Rickson, first of the graduates in this department of the Normal, is in charge of the physical training in the public schools of Port Huron.

Miss Ruth Parmelee, 1915, is physical director of the women's department, Albion College.

Miss Rowena Smith is in her second year at Tulsa, Oklahoma, where she is supervisor of physical training in the public schools.

Miss Elnora Smith, 1915, is engaged in private work in physical training at her home, Schoolcraft, Michigan.

Miss Esther Snyder, 1915, recently went to Grand Rapids as instructor in the city schools. Miss Ruth Payne, 1915, is also engaged in Grand Rapids public schools.

Miss Josephine Stears, 1915, is instructor in Kalamazoo schools.

Miss Eva Duthie has a position in the Grand Rapids schools.

Mrs. Mary Crowley Fuller has private classes in Chicago, where she has resided since her marriage to Howard Fuller.

Miss Neva Saunders is teaching in Flint, Mich.

NEWS NOTES.
Allen Petrie, teacher of agriculture and nature study in the Normal for the past two years, expects to engage in field work in horticulture with the Extension Department of the State Agricultural College. Mr. Petrie was given a party by the students of the Department of Rural Schools, March 17.

The two sections of the rural seminar had a joint debate at their last meeting for the winter term, March 16. Officers were elected for
ANNOUNCEMENT

A Series of Supplementary Readers Based Upon a Brand New Idea

The Art-Music Readers, by Frederic P. Ripley and Elizabeth Schneider of the Boston Public schools, provide interesting and progressive reading for all grades above the fourth. They present the history of music in a most attractive way and furnish the elements of knowledge upon which art appreciation is based.

The illustrations are selected from the works of great artists. Each picture is followed by an explanation of the picture itself and by a brief account of the artist who painted it.

Book One, which is now ready, deals with the old legends which underlie the authentic history of music. These myths have entered into literary art, both in prose and poetry, and have also ever been the favorite subjects for the imaginative work of eminent painters. The reader is therefore introduced to the great fields of art, literature, music, and painting, in a delightfully connected cycle of related thought.

Atkinson, Mentzer & Company
PUBLISHERS
Boston New York Chicago Atlanta Dallas
Chicago Office: 2210 South Park Avenue

Have You Tried
Austin’s Studio
For a Neat, Nice Photo?
PHOTOS FOR CUTS
PHOTOS FOR REFERENCES
and the
GENUINE PHOTOGRAPH TO KEEP
A Special Discount to Students
G. W. AUSTIN
134 S. Burdick St.

DeBolt’s Confectionery
Bright and Clean
HIGH GRADE LUNCHES
ICE CREAMS AND CANDY
130 W. Main St.

the spring term, and joint meetings will be held throughout the term.

FREDERICK H. KESTERKE.
The death of Frederick H. Kesterke, which occurred at Borgess Hospital on March 8, following a sickness of four weeks, is most sincerely mourned by all instructors and students, who had formed his acquaintance. He was a young man of ability, ambition and high character. Mr. Kesterke was born in Benton Harbor, Feb. 5, 1898, and had lived there and on a farm near Eau Clair. He graduated from the Eau Clair High School in June, 1915, and in September he enrolled in the Western State Normal School in rural courses, which he would have completed in August, and he planned to teach next year. His funeral was held at the home church near Eau Clair on March 11. Edwin Rector, Warren Martin, Miles Marks, Normal students, and Ernest Burnham, from the Normal faculty, were present.
Our "EAGLE" $26.35 Easy Payments

EQUIPMENT: New Departure Coaster Brake, No. 10 Adjustable Handle Bars, Bull Dog Grips, Fisk White Center Non-Skid Guaranteed Tires, Motorcycle Type Saddle, Rubber Motor Type Pedals, Fauber Special One-Piece Hanger, Diamond Sprocket, Roller Chain, Aluminum Finished Rims, Metal Mud-Guards, Folding Stand. Color and Frame to suit purchaser.

DON'T BUY A WHEEL UNTIL YOU SEE THE EAGLE—IT'S A "BIRD"

Other Wheels as low as $18.85

The Edwards & Chamberlin Hardware Co.

AAA to D
2 1/2 to 8

Worn in Wellesley University, California, Wilson, etc.

Correct fitting by mail from our factory.

E. W. BURT & CO., Grippertown (East Lynn), Mass.

Loretta Bunker, of Genesee county, and Susie Noble, of Allegan county, who were graduated from the rural school course last year, were present at the Rural Progress Day exercises on March 10.

Allen Petrie was an expert witness in the Kalamazoo Circuit Court, March 14 and 15, in a case involving questions of tree trimming.

Miss Katherine Mulry gave an address to the teachers of Genesee county at Flint, March the fourth.

We're Showing

The Advance Displays, Finest Quality and Most Authentic Styles in

HART, SCHAFFNER & MARX
SUITS, TOP COATS
Stetson Hats, Manhattan and Hershfield
Special Shirts, Gloves, Neckwear

Come in and Inspect the New Things

H E R S H F I E L D ' S
121-125 EAST MAIN ST.
Quickest Shoe Repair
Service in the State
Soles and Heels in 10 Minutes
While you wait

Why Shoe Works
120 N. Burdick St.

Cameras
Umbrellas
Cutlery
Bicycles

WM. LOCHER
Dealer in
Sporting and Athletic Goods
221 E. Main Street Kalamazoo, Mich.

Call and See Our

Enlarged Music Shop
Hear the Josef Hofmann Record in our
New Demonstrating Rooms
where you can enjoy it to its
fullest extent. Lady in attend-
ance.

VICTROLAS AND GRAFONOLAS
from $15.00 to $300.00

Get a little $15.00 Victrola for your room
Pay for it as you wish

Fischer’s Music Shop
Chas. L. Fischer     Harry A. Beach
“The Music Masters”
3rd Floor, Gilmore’s

Attention!
Men and women from all over the country come
to the Normal because they know that they are
going to get what they expect, and if you wish to
receive your money’s worth and get what you
expect in DRY CLEANING, DYEING and
PRESSING

TRY

Finger Bros.
Phone 3392       212 W. Main St.
AUTO SERVICE

Something to Remember
HAVE

Vernon R. McFee
Make your next Suit. Order it now. Have it come in
April 1st

$18 to $40

Easter is the 23rd
Opposite Y. M. C. A.

THANK YOU!
We Appreciate Your Patronage
CALL AGAIN

Dunwell Drug Company
Phone 1805
819 S. West St.

SHOES REPAIRED
While You Wait

SAFETY FIRST—WEAR
RUBBER HEELS

Electric Shoe Works
319 S. Burdick St.  Phone 3688
E. A. PORTER CO
136 South Burdick St.
Specialists in
Feminine Apparel

"Your Shop's" Ready
To CORRECTLY Dress YOU in
SPRING TOGGERY

Pay us a visit and let us show you how
"Decidedly Smart" and "Distinctively
Individual" you'll look in PORTER'S
Clothes at as small a cost as you'll buy
"Just Clothes."

Early shopping urged.

Exclusive Millinery
Something New
Every Day

Featuring Hats at
$3.50, $5.00, $7.50
and $10.00

GUELDA BIRT
136 S. Burdick St.
With E. A. Porter Co.

American Steel Sanitary Desks
ELECTRIC WELDED
WARRANTED UNBREAKABLE

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

American Seating Company
1029 Lytton Bldg., Chicago. Sales Offices in all Principal Cities

FIRST CLASS HAIR CUT
SHAVE AND SHAMPOO
Electric or Hand Massage
At
West St. Barber Shop
Union Shop
Rear Dunwell's
REIFSNYDER
Children's Hair Cut a Specialty

YOUR FRIENDS
Can buy anything you can give them
except "YOUR PHOTOGRAPH."

The Studio of
HARRINGTON
Only Ground Floor Studio in the City
414 W. MAIN ST.
A Liberal Discount to Students
To Normal Athletic Students

We carry a full stock of regulation Gymnasium cloth for both young men and young women. Call on us when in need of Gymnasium clothes.

<table>
<thead>
<tr>
<th>For Young Women</th>
<th>For Young Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDDIES—the regulation kind which are worn in gym work—made of good heavy materials at each</td>
<td>We have just placed this line on sale—</td>
</tr>
<tr>
<td></td>
<td>GYM SHIRTS</td>
</tr>
<tr>
<td></td>
<td>Others at</td>
</tr>
<tr>
<td>GYM BLOOMERS in blue cotton Galetea, in regulation gym style, all sizes at</td>
<td>ATHLETIC SUPPORTERS</td>
</tr>
<tr>
<td></td>
<td>$1.25</td>
</tr>
</tbody>
</table>

Second Floor

NORMAL STUDENT CHECKS—We will cash your checks from home gladly—Make it a practice to have your checks cashed here.

J. R. JONES' SONS & CO.

FOR YOUR BOTANY CLASSES

Andrews's Practical Course in Botany | $1.25
--- | ---
The same with Cowles & Coulter's Spring Flora | 1.50

Coulter's Plant Life and Plant Uses | 1.20
--- | ---
The same with Cowles & Coulter's Spring Flora | 1.50

Cowles & Coulter's Spring Flora | .60

Coulter's Botanical Note Book Book and Laboratory Manual | .36

Apgar's New Plant Analysis | .55

American Book Company
330 East 22nd Street
CHICAGO
URING the last thirty years a large part of my attention has been directed to the physical examination of both sexes, from all classes of society, and in looking over my records of the champion athletes, I have been surprised to find that so many of them attributed their vigor and prowess to the fine physique of their mothers. I have yet to see the man or woman who has risen to eminence in any walk of life, who could not trace a large part of his or her inherent ability to superior physical stamina on one side or the other, and where both paternal and maternal ancestors were above the average the children also were sure to be. If then we recognize the production of a superior physical type to be one of the high aims of a people, an aim made significant by our campaign for “better babies” and by our international athletic contests, we must realize that the physical nature of girls as well as boys, should be carefully trained and developed.

Thoroughly imbued with this idea I have given a great deal of attention to the physical education of women, and sincerely believe that in this line of work, carried out in the noblest and grandest way, we may look not only for the physical improvement of our people, but also for the solution of many of the social, moral and civic problems with which we are now perplexed.

Just as it required trying experience and strenuous effort to develop the courageous woman of the past, so it will require equally hardy endeavor to develop the noble women of the future. The women of the past through their home industries and occupations kept in vital touch with social progress, which was, to a very great extent dependent upon their manual dexterity, their creative ability and their physical resistance. Thus they contributed directly and unsparingly their share in the upbuilding of our nation. Today, what shall be the factor which will develop in woman this sense of civic co-operation, this consciousness of the nation’s need of their service? And by what methods shall women be trained to fitly take their part in the broad duties of the larger home, the community?
There should be in girls’ sports and exercises something which calls out the heroic attributes of their nature, as well as the picturesque; something that makes them courageous and daring, as well as skillful, strong and enduring. For this reason there has been introduced into the gymnastic training of women, features such as wall-scaling contests, in which young women, without ropes or help of any kind other than their own squad formation, scale a twelve-foot perpendicular wall in less than twenty seconds; fire drills in which girls jump from a height of thirty feet into a life-saving net, or carry “over-come” victims down a ladder.

The impression has sometimes been gained that such unusual forms of exercise for girls were merely attempts to imitate man’s prowess, or were for spectacular effect only. Such is not the case, however, for the success of these contests, the eagerness with which these and other vigorous events are planned and practiced, show that they meet a true response, both physiologically and psychologically, in girls’ natures.

During the stirring controversies waged by the supporters and detractors of football for college boys, the reading public has had ample opportunity to become familiar with certain phrases and ideas which might be termed popularized anthropology, since they embody enough of the natural history of man to show that some such strenuous sport is a necessary outlet for the college boys’ superabundant energy, not too satisfactorily expended on mathematics or the classics.

It took educators and biologists some little time, however, to realize that girls, also, had within them this dynamic force seeking more normal and healthy outlets than had been universally accorded to them in the past. Women themselves had been slow to realize this tremendous power and had constantly over-estimated their weakness, so that it needed many years of encouragement and of feeling their way through the stages of musical calisthenics and bean-bag drills to convince them that they would not fall to pieces in more violent exercises.

It was only a few decades ago that Dr. Thomas, a specialist on the diseases of women, put forth his plea for the restoration of woman to her proper sphere of physical strength in these words: “Before any improvement is attained in this matter, its importance must be estimated by, and a desire for it cultivated in those whom it most concerns. Neither appreciation of nor desire for physical excellence sufficiently exists among the refined women of our day. Our young women are too willing to be delicate, fragile and incapable of endurance. They dread above all things the glow and hue of health, and the rotundity and beauty of muscularity.” We can afford to smile at this picture, for women have progressed far on the right line since then. And whence has this “appreciation of and desire for” greater endurance arisen? To answer this would take us far afield into a study of the general change in women’s position and education; into a consideration of the ebb and flow of certain fads and styles, and into a glimpse of the mutual estimation of the sexes.

But whatever the cause, who can doubt that the morbid emotionalism which fed on slate pencils and vinegar to produce a becoming pallor has given place—let us hope for all time—to an ideal of physical excellence, an ideal that is closely allied with educational aims and economic conditions, as well as with sports and pleasures.

This physical emancipation is in no other way perhaps so well fostered as by the numerous summer camps for girls which have gained such popularity and done such beneficent work. The very rapidity with which girls and women have seized upon new and fascinating opportunities to try out and develop their physical capabilities through gymnastics, athletics and camp sports on land and water, proves that these natural activities are destined to play an even greater part in women’s general outlook on life than on her mere physique. For just as it is not wholly the physical struggle
which makes boys' sports commendable, but also those qualities of pluck, perservance and co-operation engendered by the play, so we find these mental and moral benefits springing from the games of basketball, soccer, hockey, etc., in which the girls participate vigorously at school and camp. In my opinion one of the best ways to improve the present status of women is to give these pent-up feelings, blind longings and obscure impulses a motor outlet through some form of more or less strenuous physical activity. Through these activities girls reach a better understanding of their own physical and mental natures than through the purely "feminine" occupations of embroidery and crocheting. If women realized that much of their desire for an active "man's" life of business and pleasure is due to the physiological fact that they are victims of inherited and accumulated emotions, for which they of the wealthier leisure class have not found an adequate outlet, they would in many cases adopt different lines of conduct, and, in a healthier and heartier participation in physical occupation, largely counteract tendencies towards emotionalism, self-consciousness and artificiality. It is not trite, it is only true, to say that women with well trained bodies will turn to the most normal activities.

And is it too much to hope that the habits of hygiene and simplicity of dress which gymnasium and camp compel; that the self-reliance and perservance gained on apparatus and in sports will have a truly profound and lasting influence on the physique and mental attributes of women? Can we not expect that they will carry over into the economic life, in the home or in other fields of labor, a scientific understanding of how to adapt their strength to their duties? The prominence of the health factor in industrial life reflects this awakening interest in hygienic living; and the efficiency of the workers, both men and women, is increased by opportunities for games and exercises under good conditions.

One of the oldest forms of recreation, the dance, has gone through so many diversified phases of good and evil, that one hesitates to classify it. Yet, undoubtedly, to a large class of girls it is the least expensive, most natural and easily obtained form of exercise. That many cities are recognizing the commercial value of this fact is shown by the proposition that large municipal dance halls be carried on in the parks, under such supervision as will insure order and decency. The small sum of admission, less than could be charged by private concerns, would, it is estimated by one city, be sufficient to defray the expenses of the entire park system and leave a surplus for added improvement. Were such a scheme carried out, it would mean the elimination of the most objectionable moral features of this exercise, since only wholesome minded dances would be permitted in these halls and danger from liquor and evil influences would not be tolerated.

These are a few of the considerations which lead us to claim that woman's interest in sport and vigorous exercise—this wider discovery and utilization of her physical power, when given an opportunity to be developed normally and healthfully—leads directly to an uplift in the moral, physical and social factors which make for progress.

DUDLEY A. SARGENT.
O MOST of us the subject at first thought seems incongruous. We think of physical education as a department dealing with dumb-bells, horizontal bars and military marching. And so it did, in our university days, and we have not been out much more than a decade either. As freshmen we soon lost hope of getting any recreation or enjoyment in the gymnasium; we classed this course with other prescribed courses for freshmen, with our Greek, mathematics, Latin and English, as things to be endured not enjoyed, as one of the rough and stony paths by which, the sophomores told us, we should emerge from childhood into maturity, or by which our parents advocated we should derive perseverance with which we would be able to do the hard tasks of life itself, when we should go beyond the college walls. We knew—but we were wise enough to say little about it on the campus—that we were taking these courses because we must to get our A. B., that magical key by which all doors of life were to be opened immediately for us. Secretly we danced for joy when our freshmen subjects were completed, for we thought we could stroll in pastures green, the days of drudgery were over. But, alas, we soon found that all departments, afraid perhaps of offering "snap" courses or wishing to be considered the most profound and awe-inspiring, had adopted so-called scientific methods to make the work more laborious and thereby, supposedly, more beneficial to young minds. Always there were ponderous reading courses. As seniors much of our impressiveness in cap and gown was due to the fact that we had put behind us our youthful enthusiasms, we had become adjusted to the scholastic order of things, henceforth we were not to enjoy things, we were to know things.

Thus even the gymnasium, designed for recreation of mind and body, failed us. Sometimes we got far away and tramped along the country roads and sat under shady trees and there, under the influence of sun and air, we became alive again, and made the solemn material of the class room alive. We made wonderful compromises between Darwinism and the first chapter of Genesis and got back again a semblance of religious faith; we compared Shakespeare as it was taught and as it was played, the one a study of English, the other a study of human motives and character, and we re-discovered for ourselves Shakespeare, the dramatist. These little discussions were oases in the desert of modern scholasticism but always this was stolen time, for real recreation was not a thing to be afforded or directed by a university.

But a new order of things has been coming in and will develop rapidly in the next decade. In all fields of education there is a tendency for less cramming of facts, more reflection, more imaginative thinking, more creative activities. Assignments must come back in original conclusions, in new conceptions, in new standards of conduct and appreciation, in broader understanding and sympathy. It is possible, now, for a student to enjoy his course and yet obtain a high mark and satisfy his instructor.

Of all departments, which have been kindled by new motives, none has grown so rapidly as the physical education department. Today there is more than gymnastics and apparatus work. There are swimming pools, tennis courts, out-door athletic fields for girls, and best of all, games—the kind that make the roof re-echo with laughter, the kind where girls can run and slide, and hop and sing and clap their hands. Also a higher form of dance has developed,—the interpretive or symbolic dance. And this type of work is offered in a department as part of the regular curriculum. Some of our
“high-brow” educators look askance at the accentuation of this movement, probably due to the prevalence of the idea that any course which delights and appeals to students, must not require assiduous mental work and therefore is not in keeping with the dignity of an institution of learning. The forces at work that have brought more play and games into the gymnasium have been the recent emphasis upon the value of the activities of play and the almost world-wide renewed appreciation of folk-lore and folk-customs, especially the songs, games and dances of early people. The old games or activities in which people found recreation have never been surpassed by a modern people because earlier peoples were more imaginative, more creative, more responsive than we; our modern systems of learning, industrial life and complex social life have repressed these qualities.

Interest in the recreation of the past has come from all types of thinkers and educators. Some, interested in health and physical development, see great physical benefits to be derived from the exercise which these old games and dances afford. Some, interested in America’s development of a higher appreciation of art and a distinctive American art, see, in this old joyous abandonement, the spirit which will counteract our American tendency to rush after money and things to be bought with money, for great art must have as a prerequisite, leisure time for recreation and play of imagination. Some, interested in social reform, say our social evils would be largely corrected if we could replace the saloon, vaudeville and cheap “movie” with the old, joyous games and dances. They say our leisure needs redemption.

And thus, this renewed interest in play does or should affect many phases of school work. Naturally, it fits readily into gymnasium work and has been utilized rapidly in out-door playgrounds and in the gymnasiums of primary, secondary and advanced schools. Even some of the faculty and their families of Harvard University have gathered together evenings and learned the old English folk-dances as collected and taught by Cecil Sharp and have found delightful recreation in them.

Another activity that has come into the modern gymnasium, and is almost unbelievable, is a high type of interpretive dance, much of it creative, and of a creative kind which requires a basic knowledge of history, literature and art—and knowledge is used here in the sense of the understanding of the very spirit of the past. This use of material, creating it into new forms according to the individual situation and appreciation of the student, is ideal, the kind of teaching, which if applied to other forms of study, would give “effort” with “interest” and would comply with the principles of the great teachers from the time of Socrates to the present period.

Interest in creative forms of the dance is due, probably, to several factors: the interest general in more creative kind of thinking; interest in dance as an art and exemplified in the dances of artists like Duncan and the Russian Ballet; most of all to the revival of festival and pageantry which are original, creative, dramatic forms of recreation.

Festival and pageantry are doing more than any forces in America to reconstruct our popular, imported drama into an American drama, built out of American material, appealing to the American people. Also, they are performing this same creative and socializing function in smaller units; in cities through civic festivals, in schools through school festivals. For an ideal festival must be made from original material and in our civic festivals all classes of citizens must co-operate and in our school festivals all departments must co-operate. The Physical Education Department has been drawn on from the first for help in grouping, processions and folk-dancing. But later, as symbolism entered strongly into our American festivals, we have required from this department more interpretive, artistic
work. Realizing that this interpretive work could not simply be added to, but rather must be created from the spirit of the whole, the physical educational directors have interested themselves in the literature, history and art, from which the festival was being developed and always with an interest, enthusiasm and initiative, equal, if not superior, to other departments presumably more concerned with literature. All festivals and pageants are based on literature and history, particularly on folk-lore, (in its most comprehensive sense as including all forms of literature handed down from mouth to mouth), for the spirit of a people can be better understood from folk-lore than any other form of literature. Thus, the Physical Education Department has added to its practical corrective work, a form of interpretation which has opened its doors to literature and art.

In illustration—Two years ago we developed an Indian pageant scene based on the facts of the life of the Indians in Michigan. We made up an original plot in which, true to the custom of the Indians, an Indian maid danced a symbolical dance portraying her anxiety for her Indian lover, who was away on a perilous journey. She imagined him creeping stealthily through the forest, for the dreaded enemy, the Iroquois, were known to be near; she portrayed him stopping to listen as he thought he heard footsteps on the fallen autumn leaves; she imagined him stealing up on his prey, sending surely his arrow, taking the scalp, his sign of courage and victory; she pictured his triumphant return. Then she beckoned her maidsens to join her and they danced a dance of joy. This dance was original and set to original music. So true to the spirit of the Indian was it and so well done that many requests came later for it, but the dance could not be given for there were no copies of music or steps and the Physical Education Department felt that it should not be given out for it would lose its significance if taken out of the situation from which it was developed. Rather the department felt that it would prefer to encourage the spirit out of which such a dance could be evolved in any school. Of course, the ideal thing is for a group to decide the mood and theme and general type of steps and then write original music. Often, some one from the music department will be interested in getting the general spirit of the dance and working with the dancers, writing for them suitable music.

Last year we gave a Greek festival. The weather man was unkind and so were others who, under the excitement of perverse situations, lost the beauty and value of the thing. But some of us will never have our festival ardor dampened by rain or the many unfortunate things that happen when a presentation is made under such conditions. We have beautiful memories of a piece of beautiful work which came from our own thought, initiative and imagination. We studied Greek history, music, literature, costumes, athletics and dancing, and from this wove an original plot and dialogue. Then a group of Physical Education students who had worked with us from the beginning, determined what parts of our plot could be presented by dances. Out of this work grew symbolic dances of fairies, who inspired the hero of the play, dances of Happiness and Prosperity, which symbolized the wishes of the people for the victor. Such a type of dance has many values, aesthetic, physical and educational.

Thus, the Physical Education Department has taken on new life and, more than it now realizes, is helping to bring about a better condition in institutions of learning; it is working for health, not only through purely physical exercise, but through joy and exhilaration which will help to counteract the nervousness and tension of present school room systems and the tendency to send us out, at graduation, without physical strength, responsiveness or imagination. In this type of exercise they are training young people to get recreation and joy from an amusement which is in-
spirational and promising of more sane and moral leisure than we now have.

ELVA FORNROCROCK.

SHAKESPEARE FESTIVAL.

The Shakespeare tercentenary will be celebrated as early in the spring as weather will permit an outdoor presentation. Various departments will co-operate. The following addresses will prove useful to teachers interested in such a celebration.

Drama League of America—736 Marquette Building, Chicago.

The American Pageant Association—Miss Mary Beegle, Sec., Barnard College, New York City.

Mr. O. G. Sonneck (for advice on Shakespearean music)—Library of Congress, Washington, D. C.

Dr. George Moore (for advice on Shakespearean gardens)—Missouri Botanical Gardens, St. Louis, Mo.

Mrs. Robert Morris (for advice on tree planting)—2648 Kirkwood Lane, Toledo, Ohio.

Prof. George Pierce Baker (for advice about English folk dances)—Harvard University, Cambridge, Mass.

THE QUARTERLY JOURNAL OF PUBLIC SPEAKING.

Last year there was organized an Association of Academic Teachers of Public Speaking, and this association promises to do much to dignify and strengthen the work of this department. The association publishes quarterly a journal which is the first public speaking one in keeping with periodicals of other departments and it is hoped that all students and teachers interested in this form of education will subscribe. It has very able discussions on oratory, debate, reading, voice and dramatics. The attention of students is called to the copies in the library.

The Quarterly Journal of Public Speaking, $2.00 per year—University of Chicago Press, Chicago, Ill.

There have been a number of books written on American drama the last few years, but nothing so scholarly and sane as this publication by Dickinson. Mr. Dickinson is an advocate of a distinctive American drama and shows the means by which such a drama may be derived. His book differs from most that is said and written in that it is less destructive and more constructive. Even in the "movies," which he hopes will be discarded or improved, he sees things working good for American dramatic art. Anyone interested in a comparison of dramatic systems in France, Germany and America, in conditions of our stage, today, in the value of festival and pagentry and suggestions for themes of great American plays, will gain much from this book.


ELVA FORNROCROCK.
Physical Activities in Early Education

The young human in his first responses to impulse is not so highly differentiated physically from the young animal. A much longer period is necessary to the development of the more complete mechanism of the human, but the grasping, biting, rolling, tumbling and large trunk movements of the baby are not unlike the early play activities of the puppy and kitten.

These fundamental movements supply strength and gradually develop those muscles of the back, arms and legs necessary to the sitting and standing posture of the child, making possible walking, running, sliding, climbing of the early play period.

It is with this physical equipment set up, that the child enters school and does not cease being a running, skipping, climbing individual though the school has suggested that he remain inactive by its stationary furniture. However, be it said to the credit of the early grades, that the need of wholesome activity is being appreciated more and more by replacing the old time desks with movable tables and chairs, which permit much freer movements and more natural accommodation on part of the child.

Commensurate with the general health movement in our country, the care of the child physically in early education is worthy of consideration, and among the foremost, it would seem the need of space has not been so generally acknowledged as it should be. The idea that the little people take up less space has led school architects and school boards to crowd the younger children into small quarters, while in truth they should be allotted the most commodious and spacious part of the building, because during this early period, when the child is so lacking in muscular co-ordination he needs room in which to accommodate himself to a large group. It is largely due to this that we find so much crowding, pushing, jostling of one another in small cloak rooms and true, too, of some kindergartens where many children are forced to stand on a limited painted circle.

With physical environment as good as it can be made, correct ventilation, accommodating equipment, ample floor space, what further responsibility has the school toward the active growing girl and boy? It goes without saying that the next step should be to supply stimulus in the shape of simple apparatus that will satisfy and develop the craving for activity that leads to muscular and mental control.

It has been said that play is the freest response to social suggestion; the young child left free to respond to simple apparatus begins by finding what he can do with it; individual experimentation is the first step toward organization, but one usually sees little or no time given to this phase of play. To most people play means an organized game brought to the group by the teacher. With such apparatus as low bars or fences, low swings, ladders, slides, balls, the young child will respond quickly and offer the intelligent teacher the basis for her organization.

The child of 4 and 5 should by no means be confined to such limited apparatus as has been suggested; freedom of movement about his play and work with blocks, dolls, planning, constructing, etc., is equally important.

Gradually out of this large opportunity for individual experimenting, there arises a group interest of two, three or four children, resulting in an organized representative or dramatic play, as was illustrated last fall in the grocery store in the kindergarten. Each day this play grew in ever widening social relationships until it incorporated every child as an acceptable contributor.

Equally true should this principle of development apply to games. The child's walking, running, skipping,
climbing activities come to have meaning when he recognizes a plan and helps to make that plan. Recently a group of five boys in the kindergarten began to walk in step together, immediately they asked for music, another group imitated and soon the whole group was marching in squads. When play time came in the large room downstairs they asked to continue this activity and it was marching for the sake of marching. Out of this came a suggestion from one of the group next day, to change leaders. This required more planning with the result that it is now a marching game, where the leader moves to the rear of the line and leaders rotate rapidly.

Can one compute the difference in value to the child, having this game built upon his own initiative or having the plan brought entirely by the teacher? The simplicity, frequent repetition and quick realization may be hints for us to build upon. As in all good teaching, many times the child's suggestions are tried and found wanting, and the teacher's suggestion fills the gap, but we build a game together much as we would work out any other problem that is worth while.

In much the same way may the rhythm work be carried on. The child's native impulse to run, to skip, to jump, to slide, may take a more definite form when the child senses and experiences a mood that finds expression in a movement that repeats itself rhythmically. Music here may assist the child to an awakened appreciation of natural movements that say something—running reindeer, high stepping horses, roller skating, etc. Out of these varying moods and creative responses may develop a plan or plot that leads to art forms of the dance; we have here added to splendid physical activity an aesthetic appreciation giving grace to the mind and heart as well as body.

If, in all physical work with the young child we could make his native responses the basis of procedure—placing emphasis upon those forms which shall carry him forward along health lines as well as play and education—then would this important phase of the curriculum be founded upon development rather than training.

LUCY GAGE.

Playground Suggestions

The advancement of the playground movement has been great in recent years. After receiving its main inspiration from Germany it began in this country with the single sand pile in Boston, followed by the first supervised gymnasium there. Brookline, Mass., claims to have purchased the first lot of land for play purposes. Now most large progressive cities maintain from eight to ten supervised grounds, several public bath houses, roof playgrounds and numerous social centers, at which the older people and parents gather.

The present-day conception of the term "playground" does not accept as a proper playground one in which there is no supervision. The need of places to play and the need of proper persons to stimulate and direct play, is well recognized in the large congested localities as well as in the rural districts. City children need a good-sized school yard because there is no other place to play. Country children need a large school yard because their homes are far apart and it is only at school that they meet in numbers sufficient for organized games. City children need supervision in order that the right kind of play is taught and in order that they be kept away from the evils they may encounter in the streets and alleys. Country children need play directors to arouse in them the social instincts and to offer them the exhilaration and enthusiasm of good sportsmanship produced through properly conducted competitive games.
Experts figure that a proper school playground should contain at least 30 square feet of space for each individual, thus allowing ample room for organized games, as baseball and football. In America, the school yard space per pupil averages from 5 to 40 square feet. It should be comparatively easy to get such space and some apparatus provided the grounds are to be used after school hours. In baseball season a "Twilight League" might be organized. This will care for itself as far as supervision is concerned, when once the workingmen of the locality are interested.

Such apparatus as swings, teeters or see-saws, a sand bin and perhaps a slide, should be seen on every playground; if placed along the outer boundaries of the grounds the necessary play space is available for the organized games.

It should be closely supervised and the following warnings and "Don'ts" carried out:

- Do not allow girls to stand up in swings unless they wear bloomers.
- Do not permit child to go down slide other than in the sitting position.
- Do not let child walk up slide.
- Do not permit child to sit or play in sand box; have box so constructed that child may play from outside.
- Warn children to keep away from swings when in use.
- Warn child in getting off teeters to watch child on other end.
- Do not allow the first aid box to become empty.
- If possible, have grounds fenced off from street and partitioned off, one space for little children, one for older girls and one for older boys and men. Trees and shrubbery along the outside fence afford shade and privacy.

Stimulate a pride in keeping grounds clean. An instructor is judged by the variety of activities happening at the same time, in a well-organized ground, where the instructor makes games interesting, the apparatus will be found idle during game periods. In selecting activities for all groups the amount of enjoyment received for the greatest number is the determining factor. Adapt the schedule to the children. Often an older girl has home duties although it may be possible for her to return for an hour in the middle of the afternoon. If such is the case provide at that time the interesting organized game, the one requiring team work, such as volley ball or newcomb.

The playing court for either game should be 25 feet by 50 feet with the net 6 to 7.1-2 feet high, depending upon the size of the players. Newcomb can be satisfactorily played with from eight to thirty players in grades 3 to 5. Ball is thrown from court to court, until player, in failing to catch ball, allows it to touch floor; result: opposite side scores. Volley ball is more difficult and is suited to all ages from fourth grade up. Ball is batted from court to court and progression controlled by allowing a bounce to the individual or a bounce to the side and dribbles to the individual. The serving line for either game is from 10 to 15 feet from the net or the rope. The rules for these games are in print.

The less organized games as dodge, touch and call ball are enjoyed by all ages: they are played in circle formation with players elbow reach apart. The child of 7 to 10 years has interest in games involving individual competition as in walking, running, hopping and obstacle races. The distances should not cover more than 50 or 60 feet.

The children from 3 to 7 years need play material that will give opportunity for use of initiative, imagination and imitation, as: "Follow the leader," "Did you ever see a lassie?" Singing games and stories will satisfy their needs. It may be advantageous to appoint older girls as leaders for the smaller children, as they will not play together long at a time unless there is supervision.

Athletic activities should not be forgotten. One may get a good start by adopting the Athletic Badge Test for Boys and Girls. In the April and May 1913 Playground Magazines these may be found.

GERMAINE G. GUIOT.
The students and teachers of our Normal School are being serenaded by the achievements of the Dramatic Association, it is not an inappropriate time to speak of one of the rising generations of dramatists in the Training School. We refer to the members of the fifth grade, who, under the direction of Miss Steele and the language teachers gave us a treat in the way of their dramatization of the Greek story, "Ceres and Proserpina." The actual writing of the scenes, conversation, etc., was done almost entirely by the pupils, and costumes were planned and made by them.

Not only was the play of dramatic and social value, but it furnished excellent subject matter for art and language work.

The following is the text of the play as it was presented:

**SCENE I.**

**Place:** Before the cottage of Ceres.

**Time:** Morning.

**Characters:** Proserpina, Ceres, nymphs and dryads, Pluto.

**Proserpina:** Whither goest thou, dear Mother Ceres?

**Ceres (putting on her cloak):** On a long journey, my child, to smile and make the grass green, the flowers bright and the soil yield rich crops.

**P:** May I go with thee, O Mother of the Earth?

**C:** Nay, nay, Proserpina, go play with the nymphs and dryads. 'Tis a long and wearisome journey.

**P:** Mother, I shall return at noon-tide (runs out).

**C:** (talking to herself): I have heard that Pluto, King of the Underworld, is seeking for a queen. I fear that he will take my beautiful daughter. But still, she is only a child! Pluto would not want a child for his queen. She will be safe with her nymphs and dryads. (Prosperpina appears; Ceres turns to her.) Today I am going to the North, to give food and plenty to the people who there do dwell.

**P:** Dear Mother, I fain would go with thee. I have often wandered far with my nymphs and maidens.

**C:** Nay, nay, Proserpina, I fear the sharp stones would cut thy tender feet. Far better that thou should'st stay here and play and sing with thy gentle nymphs.

**P:** I must obey thee, Mother dear, and though I fain would go, I'll stay here with my playmates, if thou would'st have it so.

**C:** That would I, sweet child. I must go. (Ceres starts off.) And if thou needest me, call, and I will come.

**P:** Farewell, farewell, dear Mother. (Walks back.) Where be those wandering nymphs? Lonely am I! I will call them every one. (She claps her hands, and the nymphs and dryads appear.)

**Nymphs:** Proserpina, come out and play. Come sing and dance in the sun's bright ray.

**P:** Aye, that I will, my wood-nymphs sweet, For to sing and dance is a pleasant treat. (Music-dance. During the dance Pluto appears. The maidens scatter in terror. Pluto carries of Proserpina.)

Curtain.
SCENE II.

Ceres' wanderings.

Ceres (sad and grief-stricken): Why is it that my fair Proserpina comes not back to me? What ails her that she comes not home? I have sought her far and wide, and gloomy-browed have ceaselessly roamed from many a morn till even-tide! My life, immortal though it be, is naught, my child, for want of thee, Proserpina, Proserpina!

Now have I questioned her companions and learned nothing of her. Night has come again, and I have kindled a torch at the volcanic fires of Mount Aetna, and continued my search. I have neglected my daily duties. The rain no longer refreshes the drooping flowers; the grain is parched and dried by the ardent rays of the sun. Here have I sat for nine days and nine nights under the sunlight and moonlight and falling showers. Then did I weary of sitting thus, and again I have searched, passing from land to land, across seas and rivers, until I finally came back to the bank of this river Cyane. But oh! what is this I see wafted to me on the water? 'Tis Proserpina's girdle that she last wore.

Oh, now do I know who is to blame! Ungrateful soil, which I have endowed with fertility and clothed with herbage and nourishing grain, no more shall you taste of my generosity! (She listens to the fountain Arethusa.) What is this voice I hear?

Arethusa: O Goddess of the Earth, blame not the land; it opened unwillingly to yield a passage to your daughter. I can tell you her fate, for I have seen her. This is not my native country. I came hither from Elis. I was a woodland nymph, and delighted in the chase. They praised my beauty, but I cared nothing for it, but rather, of the hunt. One day I was returning from the woods, heated with exercise, when I came to a stream so clear that you might count the pebbles at the bottom. Willows shaded it, and the grassy bank sloped down to the water's edge. I went near. I touched the water with my foot. As soon as I put one foot in I was so refreshed that I stepped in knee deep. I was so tempted by the coolness of the water that I laid my outer garments by the willows and went in. While I sported in the water, I heard a voice that seemed to come from under the stream. I ran to the nearest bank. The voice said: "Do not be afraid, Arethusa, I am Alpheus, the God of this stream." I was so frightened that I ran faster. He pursued me. He was no more swift than I, but he was stronger. He gained upon me as my strength failed. I prayed to Diana for help. The Goddess heard my prayer and wrapped me in a mist. Alpheus was near, but could not see me. "Arethusa, Arethusa," he cried. O, how I trembled! A cold sweat came over me. My hair flowed down in streams. Where my feet stood was a pool. In less time than it takes to tell, I became a fountain. But in this form Alpheus knew me, and tried to mingle his waters with mine. Diana again helped me. She cleft the ground, and I plunged downward. In my effort to escape, I passed through the realms of darkness. There I saw your daughter, Proserpina. She was sad, but no longer alarmed. Thy daughter bore herself like the Queen of Pluto, the bride of the powerful King of the Underworld.

Ceres (stupified): I thank thee, Arethusa, thou hast done me a good deed. I will now turn my chariot toward Heaven, and present myself before the throne of mighty Jupiter. I will tell him the story of my bereavement. I will implore him to interfere and bring back to me my fair daughter, Proserpina.

(Ceres and Arethusa exit.)

Curtain.
SCENE III.

Place: Before the temple of Jupiter.
Characters: Ceres, the Farmers, Jupiter, and Mercury.

(Farmers meet Ceres.)
First Farmer: O, Goddess of the Earth, we beseech thee to make our crops grow, and to bring food and plenty to our cattle.
Second Farmer: O, Mother of the Earth, hear us, pray, and have mercy upon us.
Third Farmer: O, Ceres, the birds have stolen all our seeds.

(Mercury, kneeling before Jupiter) —O, Father Jupiter, I have found that Proserpina has eaten six pomegranate seeds.
Ceres: O, Father Jupiter, have pity upon me in my great distress. Is there not some way that thou canst provide for her return? She has eaten so little.
Jupiter (turns to Mercury): For every seed that she has eaten, she must remain one month of each year with she has not eaten anything while in the Underworld. I will send my messenger, Mercury, to consult with her. (Jupiter waves his wand, and Mercury runs in and stoops before him.)
Ceres: Alas, I cannot smile and make your crops grow until my dear daughter comes back to earth.

(Shakes her head sadly, and farmers turn away. Ceres walks toward the door of the temple and Jupiter appears.) O, Jupiter, God over all, let my daughter come back to earth.
Jupiter: Thy daughter may return if
Pluto. The other six months may be spent on earth with thee, O, Ceres. Go, Mercury, and bring forth Pluto’s Queen. (Mercury goes. Ceres stoops and kisses the hem of Jupiter’s garment. Mercury reappears, leading Proserpina.)

Proserpina (On seeing her mother): Mother!

Ceres: Proserpina! (They embrace each other.)

Ceres (Still embracing Proserpina): Once more the sun will shine, the earth yield rich crops, the flowers grow, the birds sing, and the whole earth be radiant and happy. (Music. Nymphs appear, final dance, with Ceres looking on in joy.)

Curtain.

Finis.

Fifth Grade Training School.

List of references for Greek story, “Ceres and Prosperina.” These were used as models for inspiration and expression.


Wolfgang Amadeus Mozart

OLFGANG MOZART was born January 27, 1756, at Salzburg, Germany. His father, a noted musician in his day, was master of court music, but he soon resigned so as to devote more of his time to his family, and especially to the training of Wolfgang. This task was not a difficult one, as can be readily seen in the following statements: 1—When four years of age he had imitated everything he had heard his sister play on the harpsichord: 2—He learned all the minuets given by his father in half an hour’s time: 3—Before six years old, he composed sonatas and a concerto for the harpsichord: 4—When seven years old, one or two small sonatas were published; and 5—He never needed any instruction on the violin.

We find that Mozart was never a child. He was never happy unless the games in which he indulged were accompanied by music. However, he had a keen sense of fun, a happy contentment, and a character marked by unaffected simplicity and modesty. It was the latter which endeared him to everyone with whom he came in contact.

At the age of six, his father took him to Vienna, where music was in high favor with the court. Here the emperor and the empress, both accomplished musicians, received the Mozarts kindly, and showed them, especially Wolfgang, every favor. As a result, we find the lad was in favor everywhere; also he was allowed to play with the young princesses, Marie Antoinette, future queen of France, being his favorite. In 1763, the Mozarts went to Paris. While on their way, they gave a concert and Goethe, the famous poet of later years, was in the audience. The latter was fourteen years old, as he afterwards told a friend, but said that he could still remember the little man with his wig and sword.

At the court of Versailles, the two musicians were again received favorably, the attention of the royal family immediately establishing the Mozarts’ public favor. While in Paris, Mozart’s first compositions, four sonatas for the harpsichord, were published. The greatest welcome was given him at London. Only four days after their arrival, both father and son were invited to Buckingham palace, where they were to play before the king and queen for three hours. We find that the first London concert was a brilliant success and young Mozart’s work aroused more than the usual interest. It was at this time that, when nine years of age, Wolfgang wrote his first symphonies for the orchestra. After a tour through Holland, France, and Switzerland, they returned home. Wolfgang again showed his pleasing disposition by romping and playing
with his sister and teasing the cat when he was not occupied with his music.

With all his triumphs, Wolfgang had not yet won one in Italy, and we find at that time, that this was almost indispensable to a musician. Therefore, in 1769, the Mozarts again set out, but this time for the south. Wolfgang's reputation had preceded him, and his concerts given at Milan, Verona, and Florence more than confirmed it. In Milan especially did he create much excitement. When fourteen years old, he received a commission to write an opera to be produced here. Everywhere the prodigy went he was very enthusiastically received.

One of Mozart's first visits in Rome was a visit to the Sistine chapel in Passion week, to hear the famous "Miserere" of Allegri. This music was guarded very carefully and the members of the choir were threatened with excommunication if they took any part of it from the chapel. Mozart though, went home after the first hearing, and wrote the whole from memory, correcting a few mistakes he had made after the second hearing on Good Friday. Naturally this attracted much attention, and aroused more admiration than resentment. About two months later he was honored by the Pope, who presented him with a cross of an order—now being Signor Cavaliere. At the end of the year the Mozarts returned to Milan, and Wolfgang began his opera, "Mithridate." This was completed in two months. Mozart conducted it at its first presentation and the audience was so enthusiastic that one of the arias was encored—a very great compliment at the time.

After this Italian tour, Wolfgang and his mother went to Paris, this being the third visit for the genius. During the intervening years, he had worked very hard, composing several symphonies, concertos, and masses, and also much chamber music. Upon his arrival in Paris, Mozart was at first disappointed. The reason for this was that on his former visits, he was a charming boy and a marvelous prodigy, but now a man of twenty-two, coming to Paris unknown except by foreign reputation. Another reason was, that at this time everyone was interested in the rivalry of the two musicians, Gluck and Piccini. It was not long until Mozart was recognized. He began by presenting some of his lighter compositions, and then finally persuaded Legios, the director of the best concerts in Paris, to produce his new symphony—that in D Major. The rehearsal was so unsatisfactory that Mozart did not appear in the audience on the night of the first performance, but crept into the orchestra ready to take the first violin if necessary and lead the work. However, everything went well. All of his works were favorably received and his visit to Paris was a happy one. The end, though, was sorrowful, for Mozart learned of his mother's death. On his return to Salzburg, he was again bitterly disappointed; this time it was a love affair. He found his first love was entirely changed, having been spoiled by her success as a singer. Mozart comforted himself with his art. After a quiet year at Salzburg, he received a commission to write an opera to be produced at Munich. This opera, "Idomeneo," was the beginning of his career as a great German master. Now we find that Mozart, the same as other artists, has to deal with poverty, as he was unable to keep his money when he made it.

"Idomeneo" was a success in 1781, and was followed a year later by the opera, "Die Entfuhrung Aus Dem Serail," produced at Vienna. Gluck and Weber have said that this work contained much of Mozart's best and most characteristic work. In this composition, Mozart leaves the Italian models, and we find it made a great impression on the hearers. Mozart married the sister of his first love at this time. Their short life together was very happy. Many of Mozart's concerts were more artistic and less of a financial success. This was felt most by his wife, and Mozart's health began to fail also, caused by his ceaseless work.

In Vienna, shortly after his marriage, Mozart first met Haydn. This was the beginning of their devoted friendship.
In May, 1786, the greatest musical comedy, "Le Nozze di Figaro," was produced at Vienna. This was such a success that the emperor had to forbid encores. The next year came "Don Giovanni," and four years later, "Die Zauberflote." The latter appeared only six months before the composer's death. His failure in health was caused by constant worry and overwork. Towards the end of his life, Mozart became a prey to fits of deepest melancholy. It was while in this state that he composed his two greatest symphonies—those in G Minor and C Major.

In the summer of 1791, Mozart received a mysterious commission to compose a "Requiem." It was on this that he was working when an attack of illness proved fatal. He died December 5, 1791. Mozart was so poor when he died that his wife did not have sufficient means to have even the simplest funeral ceremony. Thus he was buried in a pauper's grave, although he died the most brilliant musician the world has ever seen.

LUella Tedrow.

NEWS ARTICLE

TENTH ANNUAL RURAL PROGRESS DAY.

The observation of the tenth annual Rural Progress Day brought about 300 farmers to the Normal on March 10. The program was in three parts: From 10 o'clock A. M. to 12:15 o'clock P. M., a number of talks were given for the purpose of summarizing the outstanding feature in the progress of rural life in Michigan in the past ten years. Among the speakers were Dr. Eben Mumford and Professor Gover, of M. A. C.; Mr. C. L. Rowe, of Jackson; Miss Charlotte Van Duzor, of Grand Rapids; F. F. Rogers and H. R. Pattengill, of Lansing; E. G. Hackney, of Clio, and J. C. Ketcham, of Hastings.

At noon there were 220 who participated in the picnic dinner for which the Kalamazoo County Pomona Grange acted as host. Following the dinner Mrs. Dora H. Stockman, of Lansing, conducted a well attended meeting of local Grange lecturers and others who were interested in making programs for local meetings.

The afternoon program presented an address by Mr. A. C. Monahan, of Washington, D. C, a short talk by Miss Mary Ensfield, of Winona, Minn., and the annual rural progress lecture, "Organization in Rural Progress," by Dr. Thomas N. Carver, of Harvard University, Cambridge, Mass.

Music during the day was furnished by the Junior Girls Glee Club, the Men's Glee Club and by Mr. Harper C. Maybee. In the forenoon there was an excellent demonstration of dumbbell exercises given by boys from the eighth grade of the training school. The Normal Orchestra played for the informal reception which was given at 4 o'clock in the rotunda of the training school. A valuable souvenir program was issued in recognition of the tenth anniversary occasion.

Six county commissioners of schools were in attendance, viz.: Mrs. Emma H. Cole, Berrien County; Miss Cynthia A. Green, Eaton county; C. L. Goodrich, Allegan County; E. V. Root, Van Buren County, and A. M. Freeland, Kent County.
A Revival of Folk-Dancing. An opportunity in a new field has come to Western Normal in the prospect, in fact engagement, of the leading exponent of folk-dancing in England, where the revival of this art has been most effectively accomplished. Cecil J. Sharp, Honorable Director of the English Folk-dance Society and the Stratford-on-Avon School of Folk-Song and Dance, is to be at the Normal from April 10 through to 15, and during this period will conduct classes in country dances and singing games, in folk-songs, in difficult sword and advanced Morris dancing, and in simple Morris dances.

The privilege of having Mr. Sharp, who recognizes the educational and artistic value of the right kind of dancing and who can bring to the physical education and expression departments in particular, the knowledge gained from a fine experience in this field, is evident. He should have full classes, which are limited to twenty-four. The response from faculty members, special physical education students and from the educational and social interests in Kalamazoo, has been assurance enough of the success of this unusual undertaking. The expense is great but the opportunity proportionate.

Mr. Sharp's efforts have established what to the present generation is practically a new art. The movement for the revival of folk-dancing is somewhat of a reformation and the emphasis is put on native dances.

Members of the Normal faculty have enjoyed the privilege of witnessing the Shakespeare Festival in which Mr. Sharp's pupils have appeared in folk-dances and a "Stratford-on-Avon" atmosphere will be brought to the Normal at a timely date—just before the Shakespeare Festival planned for May.

—KATHERINE NEWTON.
From March 7 to 11 the Elson Picture Exhibit was held in the training school.

The purpose of this exhibit was twofold: to give the pupils and students an opportunity of becoming better acquainted with some of the masterpieces in art and secondly to secure money for pictures for our building. As the expenses connected with the exhibit were slight it was decided that the money obtained from tickets sold by the children be spent in their own room. This together with a prize picture offered by the company to the room selling the greatest number of tickets was a great incentive to a lively ticket sale. At the end of the first day of the sale the second grade was in the lead. A report of the number of tickets sold was made each day in every room. Competition waxed strong. The seventh grade soon took the lead and kept it until the contest closed. About one hundred twenty dollars was cleared during the exhibit and the Training School will soon have a number of pictures added to its collection.

CAMPAIGN FOR GOOD HEALTH.

The Training School has co-operated most heartily with the State Department of Education in the tuberculosis campaign for good health. Use has been made of the bulletin on "Prevention of Tuberculosis" recently published by Superintendent Keeler.

In the lower grades the work has been presented so as to give the little child knowledge of what he can do to help himself. It has also been the aim of the teachers to bring this to him in such a way that he would experience a strong emotional response of desire to grow strong and well.

GRADE ONE.

GOOD HEALTH FAIRIES.

"Why do you wish to keep well?" was the subject of an interesting discussion recently. Many reasons were given, such as, a desire to grow strong and big; to be able to go to school every day; so that there would be no doctor's bills. This discussion led up to the problem: "How can you keep well?" The class decided that good food, rest and exercise, fresh air, good clothing and cleanliness were most necessary if one would keep well. The children at this age have a strong imagination and called these various means of health good fairies, ready to do their best. By means of experiences, experiments, pictures, dramatization and other forms of activity the children became acquainted with some definite facts regarding the work of "Good Health Fairies."

The following is the summary of the work of the Fresh Air Fairy. This was a language lesson organized by the children and made ready for the seventh grade to print.

The Fresh Air Fairy will help make boys and girls well and strong.

The Fresh Air Fairy can do its work if the windows are open when we sleep. We must play out-of-doors too.

We can tell that the Fresh Air Fairy is working when boys and girls have rosy cheeks, smiling faces and full chests.
Similar language lessons result from the work concerning the other Good Health Fairies. These lessons are printed by the seventh grade for us and will be illustrated and bound in a booklet called "The Good Health Fairy Book."

GRADE TWO.

In grade two the work on health is carried on during the morning exercise. Special emphasis is being laid great interest in giving experiences concerning fresh air, sleep and exercise. Special emphasis is being laid on cleanliness, and a two-minute inspection of hands and finger nails is doing much to stimulate this. The children have learned that the recess period helps to give them rosy cheeks and that they are better prepared for their next period of school work. It is interesting to observe how the strong children urge the weaker ones to play in the fresh air. It is splendid to see how quickly sentiment for good health may be aroused.

GRADE THREE.

The third grade took for their center of interest an imaginary "Trip to Healthville." Normal Hill was the location in mind. Through dramatization, handiwork, readings on hygiene, art work, physical training and excursions, a child's week in this happy city was worked out. As a summary of the facts gained, a picture book containing out-of-door sleeping porches; lists of foods for children's breakfasts, dinners and suppers; children bathing, brushing teeth; pictures of children on the playgrounds. Below each picture were written short statements of the good things to remember. Altogether this made an attractive booklet. It carried the interest aroused at school into the home, and extended the influence of our campaign for good health.

Northern Greetings

In explanation of my subject, I wish to mention that it is hard to know whether students would prefer an account of this northern country or a discussion of a professional topic, but I feel that the former will be more interesting.

If you will take your maps of Michigan and look at the northeast corner of Leelanau peninsula, you will find almost at land's end the little village of Northport. To the westward, rugged hills enclose it; to the east it looks out upon Grand Traverse Bay. Certainly the missionary Jesuits could not have selected a more beautiful spot for a village.

It is at present a typical Norse fishing village made more realistic by its numerous fishing docks and the rolling gait of its inhabitants.

As you will perhaps notice it is only two and one-half (2 1-2) miles from Lake Michigan. Consequently it has some of the most picturesque shores and bluffs in the state. In fact, it seems as if a part of all Michigan had been carved out of the state and each little part set down in this wonderful little peninsula.

You awaken with the sun rising out of the water and watch it set in glory behind the tree-clad hills in the west. In the town and surrounding country lives our own native American, who has become a good and useful citizen, and has lost none of his quaintness. Each day you see the Indian with his pack and his wondrous wares of basketry, the secret of whose colors are all his own.

As I have said before, this peninsula is representative of all Michigan, and undoubtedly when better methods of transportation and more economical ways of labor are set forth, it will become one of the greatest counties of the state.

As a farming country it is famous for its Northland butter and the larg-
est single cherry orchard in the world. It is also a producer of large fruit and many potatoes, the rolling country being especially adapted to fruit raising and the cultivation of potatoes.

Its schools are among the most progressive in the state. There are no large cities or towns, however, due to the inaccessibility of most parts of the county by rail. Though lacking in quantity its schools lack nothing in quality. The village schools are all modern and supplied with the latest equipment.

Its resorts are famous throughout the northern and southern states and the cottages of peculiar construction add much to the charm of the landscapes.

From such a country as this, I send greetings to my friends.

FRED W. STUCK, '15.
Superintendent of Schools, Northport, Mich.

ATHLETICS

The basketball season just closed was fairly successful. The team started out at a fast pace but could not keep it up and the last few games were characterized by lack of speed and "pep." The team was composed of football men who jumped right off the gridiron into the indoor game. Perhaps the team would have been more successful had there been a short period of relaxation after the gridiron season closed.

Following is the record of the games:

<table>
<thead>
<tr>
<th>Team 1</th>
<th>Team 2</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. N. 92</td>
<td>S. Haven All-Stars</td>
<td>7</td>
</tr>
<tr>
<td>W. N. 34</td>
<td>G. Rapids Y. M. C. A</td>
<td>28</td>
</tr>
<tr>
<td>W. N. 21</td>
<td>M. A. C</td>
<td>51</td>
</tr>
<tr>
<td>W. N. 35</td>
<td>Mt. Pleasant Normal</td>
<td>21</td>
</tr>
<tr>
<td>W. N. 60</td>
<td>Adrian College</td>
<td>28</td>
</tr>
<tr>
<td>W. N. 43</td>
<td>Hillsdale College</td>
<td>17</td>
</tr>
<tr>
<td>W. N. 25</td>
<td>Notre Dame University</td>
<td>35</td>
</tr>
<tr>
<td>W. N. 39</td>
<td>Flint Vehicle Club</td>
<td>23</td>
</tr>
<tr>
<td>W. N. 25</td>
<td>S. Haven Independents</td>
<td>14</td>
</tr>
<tr>
<td>W. N. 51</td>
<td>Grand Rapids Olympics</td>
<td>15</td>
</tr>
<tr>
<td>W. N. 25</td>
<td>Wabash College</td>
<td>39</td>
</tr>
<tr>
<td>W. N. 24</td>
<td>Hope College</td>
<td>27</td>
</tr>
<tr>
<td>W. N. 21</td>
<td>Hillsdale College</td>
<td>31</td>
</tr>
<tr>
<td>W. N. 18</td>
<td>G. Rapids Y. M. C. A</td>
<td>25</td>
</tr>
<tr>
<td>W. N. 18</td>
<td>Northwestern College</td>
<td>42</td>
</tr>
<tr>
<td>W. N. 54</td>
<td>Battle Creek Training</td>
<td>24</td>
</tr>
<tr>
<td>Total 572</td>
<td>Opponents—427</td>
<td></td>
</tr>
</tbody>
</table>

More track and field work have been done this winter in the Normal than ever before. This is due to the fact that there is more material available than has been the case during the past years.

Thus far there have been two indoor meets, one here with the Grand Rapids Y, which was won by the Normal team, 53 to 34, and one at Notre Dame with the All-Freshman of that institution. This was lost by a 60 to 26 score. The meet was more closely contested than the figures might indicate, some of the Catholics being pushed to the limit to win in a large number of events. The half mile was a great race and Yeakey deserves great credit for making the winner do the distance in 2:05 3-5. Leon's time was 2:06.

Burke easily won the low hurdles but was nosed out by less than a yard in the 440. He was handicapped by the dirt track.

Yeakey, Hill, Smith and Burke won the relay in a great race, each running 300 yards.

Two indoor meets still remain on the schedule. The Normals will journey to Grand Rapids for a return
meeting with the Y. M. C. A. on March 18. A team will be entered in the state indoor championships held in Grand Rapids on March 25.

Western Normal will meet the strong Notre Dame All-Freshmen in a track meet in Kalamazoo on Saturday, May 6. There will be a triangular on May 13 on the Normal field when Albion College and Grand Rapids come here for a meet with the Normal.

The outdoor meets should bring out a great number of candidates when the weather brightens up. The new running track will afford plenty of opportunity for would-be speed boys. There will be at least two hundred boys out for all-round athletics this coming term. At present there is a demand for more track men as too much work falls on such men as Yeakey, Burke, Hill and Smith.

The gymnasium work among the boys has been a great success the past winter, some two hundred men being registered for the classes in gymnastics, indoor baseball, track work, basketball, etc.

Baseball is now underway in the gymnasium and each day some new candidates are added to the squad. Although only two of last year's team are on hand this season, Captain Corbat, second baseman, and Leon Hoke, pitcher, there is a great fight on for the various infield positions. While there are not as many good men available as usual the class of form displayed thus far is far above the average. Corbat looks as if he will have an easy time holding down the key stone sack with Bipes, a new man as a running mate at short stop. Flannery seems to be nifty enough to get a chance at third or first base. Discher, who played in Huron County Amateur League last spring, may develop into a good third sacker. This would leave Flannery for first. Olsen and Mullen seem to be the best men with the big mitt so far.

Outfielders seem to be scarce. However, Thomas, who played substitute last year may develop into a baseball player, but he will have to show some improvement. "Stubby" Lyons, of Dowagiac, is a good outfielder and should make some one hustle if he can hit. Then there are any number of pitchers who may be shifted to the garden when they are not working on the rubber. Anderson can hit and run bases and could easily hold down an outfield job when not hurling. Coo kingham can also hit and could alternate with the "Swede." Allen is also a pitcher who can play other positions. "Larry" Leonard, Kenfield and Hoke can be relied upon to do their share as pitchers, while Coo kingham and Anderson are showing great early form at curving the horsehide sphere.

Although the schedule is yet incomplete the following games have been arranged:

April 14, Hope College at Kalamazoo.
April 17, Mount Pleasant Indians at Kalamazoo.
April 19, Olivet College at Olivet.
April 21, Hillsdale College at Kalamazoo.
April 26, Michigan Agricultural College at East Lansing.
May 5, Defiance College at Kalamazoo.
May 6, Notre Dame University at Notre Dame.
May 10, Michigan at Ann Arbor.
May 11, Wabash College at Kalamazoo.
May 17, Albion College at Kalamazoo.
May 18, Olivet College at Kalamazoo.
May 20, Lake Forest College at Kalamazoo.
May 25, Defiance College at Defiance, Ohio.
May 27, Hillsdale College at Hillsdale.
GIRLS' BASKETBALL.

The interclass girls' basketball series has been played and followed up with much interest to a tie. The Seniors having taken two games, 16 to 10 and 15 to 10, and the Juniors captured their two games with scores of 8 to 7 and 11 to 6. The deciding game is to be played Saturday morning, March 18 and should prove to be a fast, exciting one.

Thus far the defensive game of both teams has been strong and much credit is due to the guards. The center territory has been kept busy and in the general passing game, the Seniors have excelled.

How the points have been made:

<table>
<thead>
<tr>
<th></th>
<th>Halves</th>
<th>Goals</th>
<th>Fl. Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. Kakabaker</td>
<td>6</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>M. Henson</td>
<td>8</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>P. Outwater</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Juniors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Cranston</td>
<td>8</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>L. Mauer</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Kimpton</td>
<td>½</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total points—Seniors 44, Juniors 39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Senior Team—C. Engel, g., captain; H. Mills, g.; E. Haskell, c.; M. Spalding, s.c.; L. Boyes, s.c.; P. Outwater, s. c.-f.; R. Kakabaker, f.; M. Henson, f.

Junior Team—E. Lancaster, g., capt.; A. Monger, g.; Waterman, c.; Lawton, c.; L. Easton, c.; Verduin, g. and c.; Kieft, f.; A. Cranston, f.; L. Maurer, f.

The games were refereed by Miss Curtis of the Kalamazoo public schools.

BASE CRICK RULES.

Base Crick is a game that is a development of one played in the Boston Arena by the Sargent School in 1913, which was called ball crick. It is simply a combination of baseball and cricket and its best recommendation is the fact that it has been taught to many girls and been received with great enthusiasm. It has resulted in a show of distinct skill in two sides of sport that the usual game does not grant; one hitting a mark, and the other, intelligence in the case of a fielder's choice.

The advantage of the game over cricket to an American is the rapidity with which it moves and the short time in which seven innings may be played. The advantage of the game over baseball, especially true for younger boys and for girls, is that the positions of greatest strain are divided. The four basemen take turns bowling and catching. Added advantages particularly for playground or gymnasium purposes, are the lack of personal contact and the large number participating.

Equipment: The ball is the regulation ten inch indoor baseball. The bat is a wooden cricket bat. The wickets are cricket wickets, in standards if used indoors, or set in the ground if outdoors.

Size and description of field: The wickets are placed at the four angles of a square forty feet on a side. At each angle there shall be drawn a square three feet on a side with the inner line extended two feet in each direction. On base line, midway between wickets, there shall be drawn a two foot line. (See diagram A.) There are no foul lines.

Players: Each team consists of fourteen players. One, two, three and four bowlers; right and left infielders; one, two, three and four mid-fielders, and one, two, three and four outfielders.

Game consists of seven innings except in case of a tie, when tie is played off. Choice of outs or ins is decided by toss, and the sides change as soon as three are out.

Score: Every time a player reaches fourth wicket a score is registered for his side.

Out: A batsman is out on any fair ball that knocks the bales off or on a caught fly. A runner is out when an opponent knocks the bales off the wicket when his bat is "out of crease." A runner is out provided he has passed the half-way mark, if the bales of the wicket toward which he is running are knocked off with the ball. A runner is out if the bales of the wicket which
he has left are knocked off with the ball, provided he has not passed the half-way mark.

A runner is not permitted to turn back toward the base which he has left. A runner is out if he knocks the bales off the wicket with any part of his body or his bat. A runner may be declared out by the umpire, if, in his opinion, he intentionally intercepts the ball with any part of his body. A runner is out when hit by a batted ball.

**In crease:** A bat must be grounded to be safe. That is, a man is safe when his bat held by him, is touching the base, (he does not stand within the base). This is called “in crease.”

**Fielding:** Fielders catch a fly or grounder and judge which wicket to play according to the speed of the runner. The fielders must learn to change their positions according to the skill and position of the batsman. All players are fielders. Examine diagram B when batter is at third base. Notice positions of five and six each side of line of bowled ball. Also two and four inside their wickets as they are now infielders, although four and seven must be ready to back up the fourth wicket in case of a throw when the batter elects to run. Notice thirteen

![Diagram A](image1)

![Diagram B](image2)

**Note**—For the purpose of showing the positions of the fielders clearly, the diagram has the crease lines and 3 ft. squares large in proportion to the rest of the field.

and fourteen playing deep and close to third wicket in case batsman raps one directly back. After one has bowled he starts directly forward to back up five and six. Ten remains directly behind three in case of a fumble or a fly.

**Batting:** A batsman may not leave a wicket after ball is held by bowler in opposite crease until ball has passed his own crease line; he may choose to stay in crease any number of hits; he may run on a fumble or a passed ball. (He may not leave for first base the first time around until he has made one fair hit.)

All bales must be in place at the moment the ball is bowled. Penalty: One base is given to the runner. Bales may be knocked off only with the ball.

**Bowling:** The ball must be delivered from behind the extension of the crease line on either side, with or without a run, over or under handed, and the elbow must be straight when the
ball leaves the hand. The ball is bowled by the baseman directly across from the batter, i.e., the batter at fourth wicket receives bowl from second. At first he receives from third. In delivery; a fair ball must hit the line in front of the crease line, and, if perfectly bowled will hit the wicket on the bounce. **Unfair delivery:** A runner is not out if the bales are knocked off by an unfair delivery. If batter bats an unfair delivery the ball is in play for fielders. A bowler once substituted for cannot return to place, nor can bowlers exchange positions except at the beginning of an inning.

**Catching:** A bowler is the catcher when a batsman is in his crease. The position of the catcher is directly behind the wicket so that a perfectly bowled ball will not be intercepted, but a poor shot may be stopped and turned into an "out" either by catching a tip, or by knocking the bales off after a strike before the bat is down.

**NOTE:**—If equipment is lacking and there is sufficient space, four Indian clubs set up four inches apart at the back of each chalked square for the wickets, a small indoor baseball and a hockey club may be used.

**Margaret Burns.**

---

**DEMONSTRATION OF THE PHYSICAL EDUCATION CLASSES.**

Friday evening, the third of March, faculty of the Western State Normal School, and the friends of the students concerned. An enthusiastic audience packed the gymnasium to witnessed an enjoyable one for the faceness one of the most worth-while affairs of the entire year—the demonstration of the Women's Physical Education Classes.

It was an admirable performance, both as to skill of direction and execution. The work done by the classes was an inspiration for performers and audience alike. It showed the value derived from work done in groups—the pleasure and general uplift, the cultivation of the "we feeling." The Misses Ruth Kakabaker, Dorothy Peck and Edith Haskell doing the dances, Spring, Summer and Autumn, were entirely convincing and sympathetic figures. Sincerity was the keynote of the impersonation.

The audience owes its thanks for a really splendid performance to Miss Helen Frost and her able assistants, Miss Germaine Guiot, Miss Rosamond Reed and Miss Frances Haskell. The jury, the public, give the verdict "Dig nus honore"—may all future performances prove worthy of this one.

**A Spectator.**
PROGRAM.

Part I.

1. a. Competitive floor walk.
      Seniors vs. Juniors.
2. a. Wand exercises.
   b. Tie relay; chariot relay.
      Class 102.
   Competitive vaulting.
      Seniors vs. Juniors.
3. a. Buck (straddle vault).
   b. Horse (high flank vault.)
   b. Side kick (organized game).
      Fifth and Sixth Grade Boys.
5. a. Free exercises.
      Class 102.

Part II.

   Interpretive dancing.
7. a. Spring Ruth Kakabaker
   b. Summer Dorothy Peck
   c. Autumn Edith Haskell
8. Athletic exercise...High School Girls
9. Lesginka...Russian Character Dance
   Physical Education Seniors.
   Judges.
   Miss Ethel Rockwell,
   Miss Isabel Crane,
   Miss Lera Curtis.
   Miss Bertha Baeuerle, Pianist.

NEWS ITEMS
THE SENIOR SPECIAL PARTY.
On the evening of February 25 our grave and august seniors laid aside their learned looks and studious airs, and with their friends from “my home town,” indulged in the gentle art of Terpsichore.

The gymnasium was decorated to look like a veritable fairy bower with its pink and green effect. At the northern end was arranged a Japanese pergola made comfortable by a davenport, chairs, pillows and rugs. This proved to be a very popular spot.

The evening opened with a grand march led by the president of the class, Mr. Rolland Plant, and Miss Kathryn

New Spring High Boots

$2.48

that have the appearance of costing much more! The styles are much in advance of footwear usually sold at this price.

GUN METAL OR PATENT

Some have cloth, others mat kid tops;

BUTTON OR LACE MODELS

You’ll have a new idea of moderate priced footwear after seeing these models

APPeldoorn’S

119 N. Burdick St.

COLMAN DRUG COMPANY

“The Rexall Store”

Drugs
Chemicals
Laboratory Supplies
Stationery  Fountain Pens
Toilet Requisites
Guth’s Chocolates
Athletes’ Necessities

123 W. Main St.  Phone 174
**GILMORE BROTHERS**

Truly Everybody's Store
For Everything

Women's and Misses' Wearing Apparel and
Dress Accessories

Furnishings for Men

Smart, live people find pleasure in a visit to Gilmore's

---

The Kalamazoo Laundry Co.

Try our Swiss

HAND LAUNDRY

and

DRY CLEANING DEPARTMENTS

Up to date

SHOE REPAIRING Dept.

Just added

EVERYTHING that is new in Footwear for Men and Women

Walk-Over Shoes for Men and Women

New Spring Shoes Arriving Daily

AT

*The Bell Shoe House*

124 E. Main St.

LOUIS ISENBERG, Proprietor
High Grade Printing
for High Grade Schools

THE PROSPECTIVE STUDENT receives his first impression of the school by the quality of the printed matter it sends out. If you desire to make a good impression, keep the quality up.

Horton-Beimer Press

McCraken. During this the programs of white suede and gold were given out. The most artistic feature was a circle two-step with only the colored lights turned on. During the evening the Senior Girls' Glee Club sang "The Blue Danube" by Strauss and "The Elephant and the Chimpanzee" as an encore.

The patrons and patronesses included Mr. and Mrs. Waldo, Mr. and Mrs. Hickey, Mr. and Mrs. Huntington, Miss Helen Frost and Miss Florence Murphy.

Much credit for the success of the party is due to the general committee in charge, Mr. Ashley, Miss Havens and Miss Lulu Price.

JUNIOR SPECIAL.

My Dear Chum:
You surely missed a good time when you didn't come back for the Junior Special, February 21. You will undoubtedly recall that it was for juniors and juniors only, although there were a few seniors present by special invitation (as far as I could learn this was the first strictly class party ever held in this school) and you will recall further that it was a fancy dress party. I would like to describe in detail the costumes and tell you just who wore which costumes but my time is limited and it would be impossible to pick out the best because all were so good; so I will content myself with enumerating some and letting you draw your own conclusions as to the wearers. I saw clowns (hosts and hosts of them—all of P. T. Barnum's I am sure), Colombias, Liberties, A Turkish Lord and Lady, Colonial Dames, a College "Grad" (with a list of degrees a foot long), sailor, soldier, Dutch and summer boys, bandmasters, Scottish chiefs and "Lairds," Irish lassies, Queen of Hearts, Indian maidens (Pottowattomie and Sioux I think), wee girls, fairies and even Satan himself.

The "gym" was simply, effectively and appropriately decorated with our national flag and bunting. I know you will want to know what the refreshments were, so before I forget I will tell you that we had delicious punch and wafers.
The early part of the evening was devoted to a short but entertaining program. The first numbers were given by the Boys' Glee Club; which presented an amusing appearance in their motley array of costumes, but nevertheless they did not let their appearance interfere with the usual good quality of their singing. Then four Physical Education Girls (Misses Mills, Haskell, Henson and Kakabaker), in Scotch costumes presented the two charming dances, "The Highland Schottische" and the "Reel."

Miss Ruth Hayes told the clever—and to us Irishmen—very pleasing Irish story, "Connell, Donnell and Taig." The pleasure in the story was increased by the fact that Miss Hayes wore a pretty Irish peasant costume.

She was followed by the quartet (Personnel, L. Smith, R. Smith, D. Sovey and T. Crosby) of "Negro" Harmonizers." I tried to learn their names but when I did find out I couldn't spell them, so I can't tell you. But I must say in justice to them that their "Harmony" was not as bad as their name. They pleased the audience with several popular selections.

After them came Fred Moffat in Highlander's costume, who gave a commendable impersonation of Harry Lauder in "It's Nice To Get Up In the Morning" and "Roamin' in the Gloamin'." Although we called and called he positively refused to come back.

Then came the dance, and the music for it was furnished by Fischer's Orchestra. Games had been arranged in the assembly room for those of us who didn't dance and it surely was fun to see some of us lose our dignity and join in the games of our childhood. The simple prizes produced much merriment.

Several members of the faculty—the Misses Wakeman, Goldsworthy, Spencer, Anderson, Judson and Reed, Mrs. Campbell, Mr. and Mrs. Jones, and Mr. Petrie—were present, so we were well chaperoned.

The party broke up about midnight and everyone went home feeling that—contrary to all predictions, omens and everything that savors of the superstitious—the Juniors' Special, the
departure from the original, had been a huge success!
I have far exceeded my time, so I am,
Sincerely,

P. S.—(Who was it who said: "A woman writes half her letter in postscripts?") I have just found out that the quartet in all future appearances will use the name of the "The Tar Soap Quartet."

HIGH SCHOOL DEPARTMENT.
The social activities of the High School students are limited to one evening party a term. In the fall term that party was given by the seniors to the juniors; the freshmen and sophomores were invited. The winter term party was given by the freshmen and sophomores to the upper class students.
A farewell party for the seniors is planned for the spring term.

AMPHICTYON SOCIETY.
The Amphictyon Literary Society has had exceptionally fine programs lately.
The oratorical contest was a successful demonstration in proof of the statement that Literary Societies are not entirely obsolete. Mr. Riding with his oration on "Enthusiasm" had a distinctly novel paper and delivered it in such a manner as to win him first place in the preliminaries. The society is proud of the good work of Miss Case and Mr. Nyland, both of whom won places with their respective orations, "The Monroe Doctrine" and "The Destiny of American Citizenship."
The position of the judges was not an enviable one, as only these three of the nine fine orations could be given places for the finals.
The society is planning a "Leap Year-St. Patrick-April Fool" program for the final meeting of the term, which promises to be good both in a literary and a social way.

TEA OF THE NATIONS.
The Tea of The Nations given by the Women's League and the Young Women's Christian Association on
Saturday afternoon, March 4, was one of the prettiest and most elaborate social functions of the school year. The assembly room was very attractively transformed by the booths, characteristic of the countries represented, both in decoration and refreshments. During the afternoon a musical program was given, consisting of vocal solos by Mrs. Davis, Mr. Nyland and Mr. Lyons, a violin solo by Miss Lucile Worden, a whistling solo by Miss Maurine Foote and a piano solo by Miss Dorothy Teller. Hostesses were Mrs. Hickey and Miss Townsend at the Dutch booth, Mrs. Maybee and Miss French at the Colonial booth, Mrs. Fox, Mrs. Davis and Mrs. Biscomb at the German Booth, Mrs. Ellsworth and Miss Harrison at the Iceland booth, Miss Guiot at the Scotch booth, Mrs. Campbell and Miss Fornicrook at the Japanese booth and Miss MacLatchey at the Greek booth.

Although the attendance from the school was very small, the large attendance from the women's organizations of the city was very gratifying to those in charge of the affair. If one might draw conclusions it would seem that the women of the city were more interested in the school than the student body. The proceeds of the tea go toward furnishing the girls' room and the Lake Geneva fund.

ALUMNI NOTES.

Western Normal had a most interesting visitor February 28-29, when Miss Hartle, of Cambridge, England, was a guest at the school for two days. She is in the United States for a year to make a survey of the educational systems and included Western Normal in her itinerary.

E. W. Coffin, of Calgary, Manitoba, visited the Normal in February. Mr. Coffin is connected with one of the Normal schools in Canada and found much of value and interest in his visit to Western Normal.

Professor J. E. Fox was in Ann Arbor March 11 for a conference of physics teachers in Normal schools and colleges.

For that Cold or Grippe
NYAL'S
Laxative Cold Tablets
25c

For that Cough
DRUNA
White Pine and Red Spruce
25c and 50c

Geo. McDonald Drug Co.
Main and Burdick

We Herald the Fact

that this is the place to buy reliable Jewelry. There's safety, satisfaction and saving to be realized by patronizing us. Poor jewelry often looks as good as the best. The only safe way to buy is at a really safe place. Everything we show is precisely as we say it is—inside and out, and the price is right for the quality.

N. C. Tall Co.
JEWELERS
Our Machines for Manual Training Schools Are the Same as We Furnish the Industries

They are the same practical tools the boy will find after he leaves school and goes to work somewhere, if he follows the life of a woodworker for an avocation.

Vocational training has found its way into the schools to help the child to find his bent—to make him more useful and practical when he reaches manhood.

American machines are the highest type of industrial tools—the kind a boy should have access to in his training.

Our tools for manual training schools are fully dealt with in our latest edition catalog, a copy of which you may have for the asking.

AMERICAN WOOD WORKING MACHINERY CO.
591 Lyell Ave., Rochester, N. Y. Address, New York Office, 90 West St.
Western State Normal
KALAMAZOO

Some Distinct Advantages

1. 60 scholarly, efficient instructors trained in 30 colleges, universities, and technical schools.

2. Library of 14,000 volumes, all selected in recent years. 180 standard periodicals, 40 standard periodicals in complete sets.

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

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

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

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

7. Graduates in demand. Now teaching in 33 states and in every section of Michigan. 117 cities and villages engaged members of the last senior class.

8. Young men who have completed the life certificate course receive from $700 to $1300 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 thirty-two cities in Michigan and in twelve 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. Five 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.
Summer term begins June 26, 1916.
Fall term begins September 25, 1916.
For catalog address Secretary,

WESTERN STATE NORMAL SCHOOL,
Kalamazoo, Mich.