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## Chicago Normal School Weekly- June 12, 1911

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# CHICAGO NORMAL SCHOOL WEEKLY

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## The Assembly

On Monday, June 5, the program for the assembly was in charge of the Harrison Practice School. The first number was a song, "A Sky-Boat Ride", rendered by the school. Then children from the fifth grade gave the history of Chicago's water system. Their talks, which were accompanied by charcoal illustrations, treated of the different methods of supplying water to the people from the earliest to the present time. They had a model of the first crib (built in 1867) and compared it with the present type. It is a noteworthy feature that the pupils were giving an example of their regular class work.

Another point of interest was the doll house, which was not only fitted out with furniture, "real books", curtains, rugs, etc., but was also equipped with hot water, electric lights, door bell, and even with a burglar alarm. We were shown how these electrical appliances actually worked in the doll house. Diagrams on the blackboard made clear the principles governing the various electrical contrivances.

Further experiments and drawings were made; for instance, the circulation of the water, and the cutting and bending of glass. Several kinds of cells were exhibited—the bag, dry, and voltaic. The pupils themselves had made them; and, by their accounts, gave clear ideas as to how to make the different kinds. That the cells were in good working order, was shown by the fact that they could ring the electric bell. One of the boys showed us the can for a dry battery, which he made by soldering pieces of zinc together. The pupils had even made an electro-magnet, which they tested by dipping it into iron filings after attaching it to a battery. The principles of the electric lights, dark closet, and switch were very well explained, both by models and diagrams.

This very interesting program, the greater part of which was rendered by the eighth grade, was concluded by singing "Nancy Lee".

## Field Day Exercises

### Morning Program

"What is so rare as a day in June?" was oft repeated by many who assembled at the Chicago Teachers College, Thursday, June 8. The occasion was Field Day, and it was a success viewed from any or all of its aspects.

The first feature of the day's program was the parade of the students of the three practice schools, the Parker High School, and The Chicago Teachers College. The parade wound about the campus and marched in front of the reviewing stand on which were seated Mrs. Young, members of the board of education, and faculty members. A very pretty sight was the salute which the students gave as they passed the reviewing stand waving their handkerchiefs. As the children of the deaf-oral department passed, some of their ranks ascended the stairs and presented Mrs. Young with a large bouquet of peonies.

To the onlooker, the parade seemed a moving mass of color. Especially prominent were the Spanish dancers, the fierce-looking sailors, demure little sunbonneted girls, funny clowns, striking Cossacks, quaintly-dressed Swedish girls, and those in graceful Greek costumes, whose wonderful flowing tresses added to the artistic effect. Finally, the parade came to a close, and all who had participated grouped themselves about the main entrance to the college.

Directed by Mr. Fairbank, the musical part of the program opened with "Welcome, Sweet Spring", by all. The effect of this large number singing together can be judged by the enthusiastic applause which followed. "La Paloma", "The Fairies' Moonlight Dance", and "Bird Carol" were given by the various grades of the practice schools, and all were very well rendered. The program closed with "Bright Star of Eve", by the Chicago Teachers College.

Considering the amount of individual effort on the part of pupils and teachers, the dancing was the most important feature of the program. It is not possible to state which dance was best—all were very good. The Indian dance was very realistic, on account of the costumes and wonderful spirit with which the children entered into the dance. Each dance was announced by the buglers, whose presence was an added interesting detail to an already-pleasing spectacle.

One after another, "London Bridge", "The Circus", and "Coming Through the Rye", were executed, and received richly deserved applause. The odd costumes of those who took part in "Ace of Diamonds", together with the excellent dancing, made it very pleasing. "Dancing on the Green", by the deaf-oral department, was distinguished by the color scheme, each group wearing a certain color, and all four colors blending into a perfect whole. The "Ox Dance" was an excellent example of how heartily boys will respond to that which appeals to them.

As the closing feature of the program, "Clown Antics" caused much hilarity; and how real these "antics" were can be judged from a remark made by a youngster looking on—"They're just like the clown at the circus."

Lunch time now intervened, and the program of the morning was finished.

### Afternoon Program

After the lunch hour, the children of the practice schools and the students of the college assembled at the main entrance to the college, and, under the direction of Miss Garthe, sang "My Illinois". The bugle announced the second musical selection, which was rendered by Miss Garthe's elective class. Then followed, "The Land Where Every Man's a King", by a small chorus. All of these were well done, and received enthusiastic applause.

The afternoon dancing in the circle was done by the upper grades of the practice schools, the high-school girls and boys, and the college girls. For a time it seemed as though the weather man was going to spoil our "rare June day" and interfere with our program; but he evidently thought better of it, and the storm passed over.

The first three dances were given by the children of the Parker and Carter Practice Schools. "Pop Goes the Weasel" was well done by the seventh grade of the Parker. The bright Spanish costumes of the girls who danced "Espaniola" were very attractive, and the girls danced in true Spanish style. The "Morris Dance", given by the fifth- and sixth-grade boys of the Parker Practice School, was truly characteristic of the old English folk dance.

The "Irish Lilt", by the high-school girls, and the "Sailor's Hornpipe", by the high-school boys, was certainly a credit to them. The girls made charming Irish lassies. The dance,

(Continued on last page.)

## THE CHICAGO NORMAL SCHOOL WEEKLY

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## MANAGING EDITORS:

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## EDITORIAL

## Field Day

THE WEEKLY congratulates everybody. The "glorified field day" surpassed the most sanguine expectations. Willingness, good organization, and fine taste combined to produce an effect at once inspiring, pleasing, and recreative. Considering the very short time available for making arrangements, one must regard the affair as remarkable to a degree.

And herein lies much of the significance of the event; it was at once a test and a demonstration. It tested the power of the Normal School in respect to co-operative effort and ordered action, and it demonstrated that the school has very great strength in both. Nearly four thousand persons—children and adults—came together promptly, took their places without the least confusion, and, within two minutes of the appointed time, began to march. And throughout the day, group after group responded to the signal to dance or sing with the greatest celerity, presence of mind, and self-control. This, alone, was enough to justify the effort required to plan and execute the affair.

But there was much besides. Never before have the six units, which now constitute the school, been assembled. In mere numbers, and much more in the social spirit everywhere manifest, the occasion was impressive. Twelve hundred pupils from two schools lunched together as guest and host. There were games, tumbling in the grass, dancing on the green—all spontaneous and in true festival spirit. The costumes made the field a flower garden and a

Congress of nations all in one. As the groups marched among the trees, assembled in mass, or mingled at will, the brilliant colors bewildered the eye and suggested the spectacle of a mediæval tournament. Yet there was always harmony and beauty. The dances were so varied as to retain the interest throughout, and they showed very clearly the possibilities of the newer physical education, which makes for health and grace rather than muscle and the control of apparatus.

Nor should the singing be forgotten. It is no small task to marshal thousands into a chorus in the open air, but this, too, was accomplished triumphantly; the voices rose and fell together in time and tune.

There were flaws, no doubt. The observer who fixed his attention on individuals or upon details, found crudeness and imperfection enough. But a field day is not to be judged by its finish in detail, but by its effect as a whole. Indeed, its beauty lies in its naturalness and spontaneity, not in its technique. From this point of view, the occasion left little to be desired. Perhaps the keenest disappointment came to those who, for one reason or another, were unable to see the performances of the others. It would seem, too, that in future more free time should be provided, in order that the free social spirit may have more opportunity.

THE WEEKLY voices the general rejoicing that the superintendent of schools, a few of her associates, and some representatives of the board of education, were able to participate in our festal day. The consciousness of their sympathy and approval gives tone to our feeling of satisfaction, and connects our effort with the larger group of which we are a part. For, be it remembered, in the Field Day, also, we see not only present good but training for the work that lies before. No student who was present on Thursday can fail to realize somewhat of the possibilities which lie in organized play, nor go out from the institution without quickened impulses to lend a hand in similar endeavor elsewhere.

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## The Bubbling Cup

From the standpoint of good health nothing can be more important than the water we drink. In order to guarantee that city water shall be wholesome, chemical and bacteriological examinations of the water supply are made from time to time. Unfortunately the wholesomeness of the supply is not sufficient. We must have wholesome drinking water, but we must also insure against contamination from the vessel from which we drink. "There's many a slip 'twixt the cup and the lip" takes on a new meaning in this connection. Nothing concerning

the public health is receiving more attention at this time than the campaign against the common drinking cup. Throughout the whole country, here a legislature and there a municipality is waging a war of extermination against this silent, innocent-looking harbinger of the germs of many of our most dreaded diseases.

There are two methods commonly recommended to escape the disease-producing influence of the common drinking cup. One method is the use of the individual drinking cup, and the other the use of the so-called "bubbling cup". The individual cup is usually less convenient, and, therefore, some form of the bubbling cup is likely to come into more general use.

There are two types of the bubbling cup; one type flows constantly and the other only when actuated by the drinker pressing open a valve.

Two precautions should be taken by any one drinking from a bubbling cup. First, do not touch your lips to the cup; and secondly, drink only from a bubbling cup that completely overflows. If the cup does not overflow, go elsewhere for a drink.

With the assistance of the acting chief engineer of the board of education we were enabled to have six constant-flow bubbling cups, two for each practice school, to furnish drinking water for field day. These cups were temporarily installed at convenient places on the campus, and were entirely satisfactory.

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#### Un Petit Boquet

The newspapers of the city are to be thanked for the attention they gave to the field day frolic of last Thursday. They were as kind as the weather. Long before the parade started, the reporters and camera men were here, singling out the little tots in costume, or the young women students in the dress of Swedish or Russian dancers, to be photographed in groups. A number of them chatted and joked on the big stone steps before the college; possibly one of them rolled and smoked a cigarette; all were looking for the critical things, and all were good humored about it. As the nature of their business was well known, there was a great searching of the pages of the evening and morning editions for stories and pictures; and the searchers were rewarded.

THE WEEKLY wishes to extend thanks to the press of Chicago, not only for space given to the field-day exercises of last week, but also for general interest in educational matters.

#### The Making of "Normal Life, '11"

Acting on Mr. Owen's suggestion, the Upper Senior Class voted to make a school annual of that which has previously been a class book. Representatives from every class, club, and organization were appointed, and they began at once to publish a year book—later christened, "Normal Life, '11"—

which they hoped to make much better than any class book. When you see "Normal Life" next week you will say that our hopes were fully realized.

The support so generously given to the committee by the entire school, spurred the members to their best efforts. Material came in rapidly. From the material which was rejected we might publish two books the size of "Normal Life". Everything is included in the material—jokes, cartoons, stories, designs, class rolls, typical papers, etc.

Many funny things happened in the committee room. A "dummy" was being made. Visitors in the committee room often wondered why we did not have the person so designated wear a dunce cap. We always explained to them that the "dummy" was a blank book in which we arranged the material for the printer. While making the "dummy" one afternoon, we were looking for an article to fill a page just before the section of faculty pictures. "Give me an article concerning the faculty." An article from a pile of stories was handed over and opened. It bore the title, "The Tale of a Donkey".

We hope that next year "Normal Life, '12" will be published; and the committee of '11 will do anything to help, for the school book ought to grow both in size and quality. We have learned something of school books, and we offer this knowledge freely. We want to learn more.

We hope that every committee succeeding us will have as many good times as we did. Students often say, "I wouldn't, for anything, put the time that you do on that book." We reply, "Yes! you would if you knew the good times we have." Then we see visions of spreads—hot strawberry pies, candy, and people eating ice cream with cardboard spoons. We have been happy, and we hope to transmit this happiness to you through "Normal Life, '11".

ALICE F. HULETT.

#### Mrs. Young at the Field Day Exercises

During the Field Day festivities, we had the pleasure of seeing Mrs. Ella Flagg Young, our former principal and the present superintendent of schools. Mrs. Young was only able to remain for the early part of the festival, because of the fact that urgent business outside the city called her away. However, during the time that she was present, she witnessed the beginning of the greatest event of its kind in the history of the Chicago Public Schools. She reviewed the parade from the position of honor on the center of the large front stairway, and was saluted with cheers and waving of caps and handkerchiefs by the four thousand children.

Mrs. Young was very busy when a reporter for THE WEEKLY called to see her, but she took time for a few moments' conversation. She said, in the first place, that she was not in the habit of granting interviews, because, as she expressed it, she was "not a good one to interview". Nevertheless, she told the reporter that she had enjoyed the festival very much, and expressed her gratification at it being the wish of THE WEEKLY to obtain her opinion of it.

#### Class Rings and Pins.

All the rings and pins ordered have been received here, but there are about twenty rings and five pins uncalled for. Unless these are delivered by Wednesday, June 14, they will be returned to the manufacturer. Call at room 316, at 2:05 P. M.

GUY F. WETZEL.

Mr. Hoshimura, a teacher of English in one of the national normal schools of Japan, visited the college on Tuesday. At present, Mr. Hoshimura is studying sociology in the University of Chicago.

**One hundred additional copies of "Normal Life, '11" have been ordered. You can subscribe now.**

### The Week's Calendar

- MONDAY, June 12—  
12:15 General Assembly—Literary Club.
- TUESDAY, June 13—  
2:10 Literary Club.  
2:10 Senior Dramatic Club.  
2:10 Cui Bono Club.
- WEDNESDAY, June 14—  
2:10 Senior and Junior Glee Clubs.
- THURSDAY, June 15—  
2:15 Senior Dancing Class.  
2:15 Junior Dancing Class.
- FRIDAY, June 16—  
2:15 Social Hour—Upper and Lower Seniors.

(Continued from first page)

as well as the costumes of the sailors, was very realistic.

The first dance of the college girls was "Czaradas", by the Junior Dancing Class. For this dance the upper and lower seniors formed a background. The costumes of the latter were black with a touch of yellow and green, while the juniors wore bright yellow costumes. The effect was very pretty. After "Czaradas", all of the "Russians" danced "Cechbogor" and "The Crane". Then followed "Maid o' the Mill", "La Pastour-elle", and "The Vignoker Dance", by the lower juniors, who were dressed as shepherdesses. Their costumes, with the pale yellow, blue, green, and pink bodices, were especially effective.

The Senior Dancing Club was at its best in the "Flower Dance". Their long flowing white costumes added much to the grace and charm of the dance.

The "Weaving Dance", by the upper seniors, and the "Tarantella", by the upper juniors, were both very nicely done.

It is impossible to say that there was a "best one" among these dances, for they were all splendid, and were all successful in every way.

The concluding number of the program, the "Portland Fancy", by the college, was characteristic of the social spirit of the school, in which everyone has a part.

The Field Day Festival of the Chicago Normal School will go down in history as a red-letter day and will always be a very happy memory.

#### Baseball

After the regular program was concluded, the elementary-course boys played against the industrial-arts boys in a game of ball. There had been some hope that a team would be organized among the faculty, but it was not to be; so the boys divided themselves into two teams. At first, the I.-A.-C. boys had the better of the game; but, due to Shine's pitching abilities and some pretty good batting, the elementary contingent crept up slowly, making the final score seven to seven.

The pitchers were Shine for the elementary and Johansen and Olson for the I. A. C's. The game was well contested, some brilliant plays being made, with much enthusiasm on both sides.

The spectators were, for the most part, the boys from the practice schools, and they seemed very much to enjoy watching their former, or present, teachers drop their dignity temporarily and chase, bat, or throw the ball, as the case might be.

#### The Pictorial Effects of the Field-Day Festival

Such a festival as took place at the Teachers College last Thursday, would not be a perfect success if it did not appeal to the esthetic sensibilities of the spectators. In such a large gathering as took part at our festival, with its various groups of costumed dancers, several points must be considered if there is to be perfect harmony. Most important among these

is the color idea. In planning our festal day, one color element was fixed; for we had, as a background, the beautiful green of the grass and foliage on our campus. So the real choice lay in the selection of the best color to play against this background. Orange and scarlet were chosen as the predominant colors, with some cooler tones to relieve the intensity.

With this color scheme decided upon, there came the arrangement of the dances in the best order to show the color-idea of the costumes to the best advantage.

Now, with this idea of the general scheme, let us take a big view of the entire event. First, came a presentation of all the participants in a mile-long procession, impressive both because of its size and its gorgeous, but harmonious, display of color, as it wound in and out among the trees of the campus.

Then, in the dances, we saw each individual group, presenting its own color and movement, but showing, as one dance followed another, a gradual rise in intensity of color and movement, reaching a climax in the Russian folk dances, where the entire costume was brilliant orange, with dashes of scarlet here and there, and the action was large and intense. This was followed by the shepherdess dances, in which the more delicate tones prevailed, contrasting with the preceding dances. Following these, came the Flower Dance, with still more delicate color and light airy movements. Then came another rise in the black, red, and orange of the Weaving Dance and the Tarantella, and the final climax in the Portland Fancy, in which all the color elements of the whole day's program were woven into a kaleidoscope of many-colored particles.

But not only in the organized dances was this perfect harmony shown, for all day long little groups of children scattered themselves around the campus; and in and out among the trees darted little flashes of color.

So, throughout the day, there came to the spectator a picture of variety and harmony.

#### Annual Meeting of the Alumni Association

The Alumni Association of the Chicago Normal School held their annual meeting at the Chicago Teachers College, Saturday, June 10, 1911. Festivities began early in the morning, consisting of gymnastic games and dances, by children of the practice schools and students of the Teachers College. At 10:30 A. M., the Alumni met its invited guests—Superintendent Ella Flagg Young, and Professor John Dewey, of Columbia University, the speaker of the day—in the college auditorium. Mrs. W. H. Browne, the president of the association, opened the meeting. The Senior Glee Club sang two songs, which were highly appreciated by the audience. The president then introduced Mr. Owen, who, she said, would introduce the speaker of the day, Mr. John Dewey.

Mr. Dewey's address was on "Education". He pointed out definitely that education does not mean the education furnished by the public schools alone. A child learns more and assimilates as much, if not more, from his play or work after school hours. Because of this fact, Mr. Dewey considers it the duty of the city, village, or town, to perpetuate only those things in its city life that can be of service to the child in making him a good boy or girl, and, in later life, a good citizen. "In olden times", Mr. Dewey went on to say, "a child was considered a sort of 'promisory note—good only at maturity'; but this is not true now." In conclusion, Mr. Dewey expressed his pleasure at being present at the meeting, where he could again be with his former associates, Mrs. Young and Mr. Owen.

The meeting closed with the presentation of the portrait of Superintendent Ella Flagg Young, and a song by the Senior Glee Club—"God's in His Heavens; All's Right With the World". After the meeting, an informal reception to the guests was held in the main corridor of the college.