Western Michigan University

*Kalamazoo Normal Record (1910-1918)*

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The Kalamazoo Normal Record Vol. 1
No. 1

Western State Normal School

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THE
KALAMAZOO
NORMAL RECORD
VOL 1 MAY 1910 NO 1

PUBLISHED MONTHLY BY THE FACULTY AND STUDENTS OF THE WESTERN STATE NORMAL KALAMAZOO MICHIGAN
THE PRACTICE SCHOOL.
# The Kalamazoo Normal Record

**Published Monthly, Except July and August**

BY

THE FACULTY AND STUDENTS OF THE WESTERN STATE NORMAL SCHOOL

KALAMAZOO, MICHIGAN

Vol. 1

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New White Goods.

In broad variety, the sheerest, daintiest fabrics obtainable in both cotton, linen, wool and silk.

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Some of the smartest things we have ever assembled and at very moderate cost.

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ALWAYS FIRST

TO SHOW THE NEWEST IN JEWELRY

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OF THE
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This bank is equipped to serve its patrons promptly in any capacity consistent with conservative banking where the services of a strong bank are required.

Special attention given to Normal students or strangers in the city when desiring any business transacted in our line.

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Largest Capital and Surplus of any Bank in Southwestern Michigan
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INDEPENDENT MONEY SAVING
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We invite you to make this store your headquarters not only are you welcome without buying but so also are your friends, arrange to meet them at our store.

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All the Latest Novelties in Hosiery, Underwear, Ribbons, Laces, Gloves, Veilings and small Notions of every description.

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Is what we are interested in. We aim to produce the kind that brings results, in fact

PRINTING THAT IS PRINTING

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C. H. BARNES & CO.
216-218 North Burdick Street

LECTURERS—SUMMER TERM 1910

Friday, July 1. Frank McMurry, Ph. D., Columbia University.
Wednesday, July 20. Mrs. Gudrun Thorne-Thomsen, University of Chicago.
Monday, July 25 Miss Mabel Carney, Teachers' College.
Wednesday, July 27. Charles H. Judd, Ph. D., University of Chicago.
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An Introduction To Life.

This title naturally leads one to think of something philosophical—the work of a writer like Emerson intended to offer to the reader statements of general principles which will correct or re-enforce his own conclusions. Instead of this I am applying it to a green paper covered book which bears the title, "Course of Study of the Kindergarten and First Eight Grades, Training Department, Western State Normal School, 1910."

Schools in their beginnings had various more or less scattered bits of work to attend to. More highly organized nations have made a curious patchwork of the ideals and habits they have inherited from simpler states. America has had many pieces of tangled work handed over to it to unravel and form into shape.

Twentieth century democracy demands that the school shall have relationship to all of life. So it has come about that American public schools have a large task to perform. They must keep an eye on the future manhood and womanhood of the children and yet help them to live the fullest life they can at each age. They must take full account of the past, yet use it to meet present needs.

One of the best statements we have had of a school curriculum is that by Professor Dutton: "The true course of study is the stream of activity which flows on in any school from day to day and from week to week. It is the quality of life that flourishes there."

Some of the older courses of study, in so far as one can judge them by the descriptions published, were more like a river bed with the water turned off than like a stream of any kind. Certainly, as one looked on as the work proceeded the stream was not one of activity, for activity was the one thing which the teacher seemed to be seeking to repress and to do away with. It, with mutual aid and communication (two of the chief means of bringing about what progress we have) were the cardinal sins of many school rooms.

But the valuable schools in any age have been those which have aided their members, young and old, to gain such hold upon the meaning of the life which they were living that they were more ready for the rest of life however far that might extend. The modern school differs from its predecessors mainly in that it has the advantage of more adequate ideals and machinery to bring this about.

Looked at from this standpoint, the course of study under consideration promises to be very serviceable in meeting the purposes for which it is intended. The requirements of an ordinary state and city course are sufficiently complicated but in a normal course both the state and city points of view must be kept in mind and, further, the needs of immature students both in their observation and practice work must be considered. Add to these requisites the use of such a manual by the graduates in bridging over the gap between their training courses and the schools in which they begin teaching, and its function in relating the work of the other departments of the normal to a real school and one begins to understand what a task the writers of this curriculum had before them in bringing it into form for communication.

The difficulties are frankly stated and in the main negative criticism has been anticipated and forestalled. Speaking on the positive side the manual is a real contribution not only in the statement it gives of subject matter but, in ways
usually overlooked, it furnishes the information one wants as to the situation in which it is to be used and the means of operation. There are definite accounts of the terms and sessions, recesses, home work, assemblies, grading and promotion. Such significant matters as lunches, the equipment for manual work, provision for health conditions, etc. are clearly stated and are evidently considered as having a real part in the "stream of activity flowing on in the school."

The aim is expressed as follows: "The effort has been made to select subject matter which will give wholesome activity, physical and mental, to the children of each grade. The emphasis will be upon thorough, honest achievement in all lines of work."

The grouping of this material as it appears in the table of contents is significant. In each grade we find first the subject which gives the backbone of the course,—History, which possibly might be called even more appropriately Social Life. Out of this grows and differentiates Handwork, so called even to the eighth grade. Next come Nature Study and that link between the things of man and those of nature, Geography. Literature and Language then follow with the language arts and last Mathematics, Music, Writing and Physical Training. By this arrangement the student is able to think from those subjects in which content predominates to those in which form is most prominent. Music would seem to deserve to be nearer the first group, but its statement is much more formal than is the work which it describes. Later editions will no doubt show more clearly the way in which the music develops from and re-enforces the humanity-nature basis. The music bibliography and list of songs is very complete.

It is an excellent test of the unity of a course to read through the various years subject by subject noting to what extent each is inter-related with the main problems of the ages concerned or stands apart with more evidence of separation than of differentiation. In the History or Social Life outlines there is constant evidence that the greater part of the life of the school is consciously related to the topics and problems they present. This is less true of the Nature course. Most elementary school courses either unconsciously or confessedly have a humanistic bias. It would be interesting to see a course written with the intention of giving more nearly equal emphasis to the realistic or nature side. The University of Chicago Elementary School in its earlier days came nearer to accomplishing this bringing of nature's activities on to the same plane as that occupied by social activities than is found in most schools even among those which are experimental in character.

The use of the term "Mathematics" from the first grade up is fortunate. Arithmetic is too narrow a term to include all the processes required at any age. This is shown in the best mathematical work found in American continuation schools—I refer to those in Cincinnati—where students, who would usually be confined to algebra and geometry, use whatever process best serves the need, even though it may involve trigonometry and calculus. After the processes are understood and are under control the students are interested in sorting them out into their logical organization in subjects.

There are some references to the various stages of physical development. While this is a subject on which we are still too little informed, it is possible that one means of making what knowledge we have more effective and even extending it will be to incorporate in simple terminology more of the psychological and sociological reasons for what we are doing. Thus a course in Hygiene and Physical Training could be stated in an illuminating manner on these bases and be an economy to many young teachers. A single page covering the principal defects and diseases even though it discovers but few individual cases, is worth while.

The Handwork without being too scattered has a wide range of processes and materials. It is especially valuable both for practical and intellectual purposes, that so much opportunity is given for work relating to foods and their preparation and that these interests are not arbitrarily confined to one sex. One of the great needs in our homes is more intelligence regarding the food problem
and woman can do little to make needed changes until men are better informed on the fundamental issues involved. The problems of almost no other subject offer so many leaders out into social and scientific interests as do those concerned with food.

The table of contents is good and the song and picture lists show that they have come largely from children's real needs. It is fortunate that the bibliography is published even in incomplete form, as it will serve students and teachers as a basis for further formulations. It is hoped that the next edition will contain an index and a classified list of text books used. The kindergarten outline makes a clearer course for the earlier years but an elementary school needs an accompanying statement of a secondary or high school course for reference. This is not to confine it unduly to its prospective or preparatory work but to show its relation to the other members of a larger whole.

Frank A. Manny.

Home and School Association.

In the midst of the strenuous life that most of us are living today, the over-taxed school teacher often thinks of the "little red school house" way down East. In the good old times, life was sweet and simple. Then, home and school were one,—one in purpose, in interest, and in spirit. The old-fashioned "singing skule" as well as the exciting "spelling bee", was held in the school building. There the citizens gathered for the district elections, or met in solemn conclave to discuss some important question of religion or politics. Whether the scene of social festivities, or the arena for public debate, the school was truly the social and civic center of the community.

Prominent in all these activities was the "school-master". He was a person of great importance in the community and was a welcome and honored guest in every home. In "Snowbound", Whittier tells how the

"Brisk wielder of the birch and rule, The master of the district school Held at the fire his favored place"

"Large-brained, clear-eyed, of such as he Shall Freedom's young apostles be."

Indeed this clear-eyed apostle, sharing as he did their joys and sorrows, aspirations and defeats, directed the steps of many a boy who afterward became famous in the history of our nation. The many realistic descriptions which we have of the old New England home reveal the intimate connection of home and school; the industries centered around the home, the social and civic interests around both home and school as one.

With the gradual increase of population and wealth, came greater diversity of occupation and interests. Now the factory instead of the home is the industrial center; the family has become absorbed in the social whirl, while the civic duties are left to the saloon and the politician. The school has become a mere organization for the education of children, separated per force from the affairs of home and community. Millions of dollars are spent annually on public education. We boast of our school buildings and our school systems. But it is too true that public education is run on the factory plan of putting in a certain quantity of raw material and sending out another quantity of finished product. The amount of waste in this method is immense.

The very phrase, "school system" indicates what has happened. There is the system and there is the home, supposed to have a common interest in a common problem, yet in reality two distinct institutions, separated by the gulf of ignorance of each other's interests, purposes, and methods. It is as though two neighbors grew a hedge between them, with the common object of beautifying their property, and each trimmed his own side to suit himself without looking to see what his neighbor had done. Under the present system, school plants have become larger and larger. As the number of children gathered under one roof, increases, there is a corresponding increase in the number of teachers; and the result is an ever-shifting panorama. It is possible in many systems promoting every semester for a child who goes forward regularly to have had in the eight grades 16 different teachers; while in High School, the possible number is still greater. Is it any wonder that parents
are bewildered by these kaleidoscopic changes and do not know the teachers? As the teacher is not known by the parents, of course she is not a welcome guest in the home, nor a person of much importance in the community. She is merely a cog in the wheel of the educational plant. A recent experience of one of our teachers illustrates the general condition. The teacher was introduced to a parent at an evening party. The parent, to make conversation, asked the teacher, "What building do you teach in?" The teacher replied, "In the Woodward Avenue building." But she did not add that the parent's daughter had been in her class every day for five months. The child is in school six of the best hours of the day, his character is being permanently moulded by the influence and personality of the teacher, and yet, in the majority of cases, the parents and teacher scarcely know each other by sight, they are totally ignorant of each other's interesting and wonderful problem,—the growing child.

Many cities are now making vigorous efforts to correct this deplorable condition of affairs. Home and school associations, neighborhood clubs, and social centers, have been formed. In Oak Park, Ill., there is a Parents' and Teachers' Association in each school. The Park Commission and Playground Association of Chicago have done more in the few years of their existence to prevent the production of young criminals, than the entire police force has ever done. The Social Centers of Rochester, N. Y., represent the most ideal condition yet reached by any city in the United States. Rochester has really gone back to the Little Red School House. Several of the school buildings are open to the public every night in the week, for gymnasmum work, for civic and social gatherings, and for clubs of all kinds. This movement has taken the gang of toughs from the streets and is helping to make self-respecting citizens of them. It has improved the school spirit and greatly increased school efficiency. But more than all, it is making the community a unit, and is bringing to nearer realization the time when all men shall be brothers.

Two years ago, we began a movement in the Woodward Avenue School of Kalamazoo, to bridge over this gulf between home and school. We opened the school building one evening a week for a boys' club. The next year, besides the athletic work done in this club, four boys who were interested in electricity, were given a room in which they could conduct experiments. These boys put up a wireless telegraph outfit, repaired the telephones in the school, and performed other useful services about the building. The second year working boys were invited to join the school club, and thus a large number of boys who otherwise were loafing on street corners were given clean, wholesome amusement and healthful exercise, under careful direction.

At Thanksgiving time we took up a collection of money and food. The food was distributed with the aid of the Charities Organization to the deserving poor. The money was expended as need arose, for clothing, shoes, and rubbers, for children in our school. Many parents in the district have become much interested and have given liberally both clothing and money. With this interest in a common cause has arisen a heartier cooperation in all school matters and a keener desire to know what is being done. In April, in response to a letter sent out to parents, 75 parents gathered at the school building, and after speeches by the principal, a member of the school board, and a number of parents, a School Association was formed, having as its object:—To more closely unite home and school, and to promote the general welfare of the school district. Through this Association we hope to secure bath-tubs and showers in the building, a sanitary drinking fountain on the school ground, hot lunches at noon for children who live at a distance, a fuller understanding of our curriculum by the parents, a closer sympathy between parents and teachers, and the use of our school building evenings for public gatherings. In fact we hope to have parents, pupils, and teachers working with such a spirit of harmony and loyalty that our school shall be the best school in the United States.

J. A. Starkweather.
Playgrounds: Their Growth in Kalamazoo.

The subject of play and playgrounds has, it seems to me, a direct message for us, as teachers, for as a class we are so impressed with the seriousness of our work, that we not only forget to play ourselves, but to have our children play. As for us, if there were more play in our lives, more of us would be artists in our work, fewer, drudges. As for the children, we have read and talked much of the value of play in their growth and education, but many have failed to provide for it.

However, I am not going to dwell upon this phase of the subject, except to call attention to the fact that a child in his play is often receiving much more direct training in work, in learning how to attack problems, than in many of his less interesting schoolroom exercises. On the playground he is keen and alert and joy is impelling his activity. Here he is having the further advantage of working out his problem in a more normal situation than in the ordinary school room and in fair competition with his fellows. Certainly in his play he is gaining in sturdiness both mental and physical. These statements are true of normal, properly directed play. Those of us who have neglected the play side during the nine school months, usually comfort ourselves by thinking of the three long months, in which the child does nothing but play. It has taken a long time to get eyes open to the fact, that, when summer months come, there is for most children neither a proper place to play, nor things to play with.

Just two years ago a few people began to plead the cause of summer playgrounds in Kalamazoo. Some of these were teachers who had become interested through their direct work with the children; some were active workers in the Women's Civic Improvement League who saw in public playground a potent factor in making healthier, happier citizens of the future.

It was decided to maintain, as an experiment, one playground for a period of six weeks during the summer. The school board gave the use of one of the centrally located schoolgrounds, and an adjoining cottage which might be used for indoor work, and which also gave access to drinking water and toilets.

In their canvas for funds to meet the expenses of equipping and running the playground, these first workers met with many objections. Our comfortable, well ordered town, with the country so near at hand, certainly did not need to assume the expense of an institution which is only needed in crowded city districts, and moreover, our children should not be pampered to the extent of paying a director to teach them how to play.

However, these same objectors responded generously when it was pointed out that the open spaces of the country are no more accessible for the play of great numbers of our boys and girls than they are for children of the tenement districts, and that the service of a trained director is necessary in order that the playground accomplish its purpose. He must see that each child has the physical exercise which he most needs, that he does not have that which would be harmful, and that the spirit of fair play and order is maintained. In short, he is needed, if the good is to be fostered and the bad eliminated.

Many business men gave money; lumber firms contributed lumber; paint supply houses, paint; athletic stores helped with base-balls, bats etc; and best of all, the Manual Training Department of the city schools constructed the apparatus. So on our opening day the playground was well equipped with swings, teeters, swing rings, sliding poles, and basket ball standards, with sand piles for the little tots. There was in charge a young man with previous athletic and boys' club experience and a trained kindergartener.

The place was popular with the children and from the start proved its worth. It was meeting a real need. The returns from the first season's work were so convincing, that the committee who had the work in charge felt that the playground had come to stay.

Last year the school board appropriated some money to help carry on the work, and there were fewer objections to meet and less difficulty encountered.
in raising the rest. Two grounds were equipped and two branch grounds used for games that required more space. This year the same number is to be maintained and the entire expense has been provided for by an appropriation by the school board, playgrounds having become one of the regular activities supervised by them during the summer months.

This very rapid change in public opinion shown in Kalamazoo is indicative of the change throughout the entire country. During the past three or four years hundreds of cities have established public playgrounds. This unusual growth has been due largely to the vigorous work done by the National Playground Association of America, which organization was made possible four years ago by the Russell Sage Foundation Fund. The headquarters of this Association are in New York City, though much of its work is done by standing committees made up of workers from all parts of the country.

One splendid piece of work done which should be of special interest to Normal Schools, and which should be more widely used by them is the Normal Course in Play, a course of study worked out by the committee of which Mr. Clark P. Hetherington, of the University of Missouri, is chairman, designed to be introduced into our Normal Schools for the purpose of training our students for playground directors. There is a call for such workers and many students could profitably combine it with other courses.

The National Association has also done a great deal of work in showing cities how they can make much more complete use of their school houses. After four o’clock these buildings should be at the service of the neighborhood,—its social center. Mr. Starkweather’s article in this paper states how this work has been begun in Kalamazoo.

The crusade for a saner Fourth of July also had its origin with Playground workers, who have planned not alone to take away from the child the destructive fire cracker, but to substitute a program for the day which shall give not only fun but be a real training in patriotism. The Kalamazoo City Council has before it at present a petition bearing over one thousand signatures asking that the sale of fireworks be prohibited in our city this year.

These are some of the results brought about in a city of 40,000 in two years.

Bessie Bacon Goodrich.

LITERARY

Contributions by the Elementary School

The Sea Song.

The Dragon head, Hurrah!
It shoots the water clear,
There’s clanging of the shields
And of the shining spear.

Thor the war god calls us
To battle with our foes;
O’er the rough and stormy seas
Swift our dragon goes.

We meet our enemy bold
The victory is won;
We spread our rainbow sails
And home again we come.

Group Exercise—Third Grade.

Composed in connection with study of the Vikings.

View From Our Window.

At the foot of the Normal Hill
A little toy town we see,
Where busy dwarfs go to and fro
Between the houses in a row.

The chimneys send up wreaths of smoke;
The steeple’s tall their spires do poke
Above the clouds, above the smoke
And almost touch the sky so high.

While round about the town you see
Blue hills, that like a fortress wall
Keep dwarfs and houses safe from harm
So that they never fear alarm.

Group Exercise—Fourth Grade.

Arbor Day.

Oh little sapling, small and wee,
You’re planted for a great beech-tree;
We hope you’ll grow to be so tall,
We’ll scarcely see your top at all.
This Arbor day we plant you, tree,
Though very tiny you seem to be,
We know you'll never reach the mill
But thrive forever on this hill.

Group Exercise—Fifth Grade.

Arbor Day Verses.
Upon this day we plant a tree,
A tree of beauty,
A home for squirrels,
A place for birds,
A monument for us.

Horace Clark—Seventh Grade.

Upon this day we plant the beech,
A young tree now, frail and weak;
But as the long years roll by
Its great arms shall touch the sky,
In honor of this school we plant
This young tree as a monument.

William Green—Seventh Grade.

Come children, let us plant the beech tree in memory of our first year in the new Training School. Think, what we are planting,—the shade, flowers, nuts and the beauty. We hope this tree may never be cut down by any one before or after we are gone. We hope that every spring it will gladden our eyes with its leaves of tender green; that it will yield us pleasant shade on hot summer days, and in the fall may bear a generous gift of nuts for all.

Mable Weaver—Seventh Grade.

The Planting of the Beech Tree.
On Normal Hill today we've met
A little beech tree here to set,
And hope that it may grow to be
A pleasant shade for you and me.

A place where birds will like to nest,
Where those who climb the hill may rest.
Beneath its sheltering arms so kind
And where our squirrels their nuts may find.

So man and bird and beast will share
This tree we've planted with such care,
Our pledge it is that never here
A living creature need have fear.

Group Exercise—Fourth Grade.

An Ode to the Beech.
Beech, beech, O! slender beech tree,
The children gather in tribute to thee.
Long may you adorn our beautiful hill,
And all our hearts with happiness fill.

Seasons may come, seasons may go,
Some bringing rain, and some bringing snow,
But still thy sturdy limbs shall furnish a nest
For the birds and squirrels who shall be thy guests.

No artist can paint the beautiful charms
Of Spring as she holds out her welcoming arms,
And speaks to the treelet in tenderest speech,
Thou art welcome to spring, O frail little beech.

Long may you live, O beautiful beech,
And your limbs grow strong as they skyward reach,
Your branches and twigs are in best array
And your crown is green—fringed for Arbor Day.

Dale Ogden—Sixth Grade.

Contributions by Students and Teachers

To Leuconoe.
Oh do not seek to know, Leuconoe,
What destiny the gods grant you or me;
Nor vainly strive with Babylonian lore
Our fate's dark mystic secret to explore;
Better endure what Jupiter ordains,
And not inquire how much of life remains,
Whether this raging winter, that exhausts
The surge that rises on the Tyrrhenian coasts,
May be the last that comes for you and me.

Be wise! rack off your wines! There's little scope
In our short span of life to lengthen hope;
E'en while we speak time steals our fleeting prime.

Distrust the morrow! Seize the present time!

Translation of Ode II, Book I.—Horace.

Edith May Trattles.
A Justification of Benedict Arnold.

Every person is endowed by the Creator with certain characteristics which in a large measure determine his future action. Because of the wrong development of these characteristics we have the sad spectacle of one of the greatest characters in history, whose exceptional ability and personality might have made him the greatest man that America ever produced, but instead, he has gone down to fame as the worst villain of history, stigmatized by the black name of "traitor". I have in mind Benedict Arnold, who possessed those qualities in a high degree which make a leader of men. He was by nature bold, daring, sensitive, arrogant, combative, and impulsive.

A man possessing these qualities, who has already become noted because of his services to the nation and yet has those services ignored, his most brilliant successes belied, and his just rights for promotion disrespected, will turn to bitterest gall these noble qualities and cause him to seek vengeance even at the risk of self-ruination.

From his earliest boyhood Benedict Arnold exhibited those leading traits which were characteristic of his after life. His Satanic cruelty as well as his almost fiendish delight in the performance of perilous feats of strength and daring, rendered him a terror to his playmates, who, nevertheless, admired even while they dreaded him.

He received a good education and, his school days over, he became a druggist and afterwards was a shipper. When the news of Concord and Lexington "kindled the land into flames of war," Arnold quickly left his quiet pursuits for the field of combat.

In the short space of two weeks he aided Ethan Allen in the famous capture of Ticonderoga, and then Arnold himself proceeded and captured St. John's and won a brilliant victory at Crown Point. As a reward for his bravery and skilled generalship, the Legislature of Massachusetts took away his command.

However, there was one far-seeing man who recognized Arnold's ability, and that man was George Washington, who appointed Arnold commander of an expedition against Quebec. His march through the interminable forest is one of the remarkable feats of history, surpassing the world renowned passage of Saint Bernard by Napoleon. Braving the severe cold with almost superhuman endurance, they arrived before the Gibraltar of America, and stormed that redoubtable fortress on Christmas Day. Through no fault of his own he failed to capture Quebec, but soon gained several important victories even though odds were against him. For all this Congress showed its appreciation of his services by not including him in the list of five major-generals, newly created, all of whom were his juniors.

The next scene of Arnold's activity was in the campaign against Burgoyne, of which the incompetent General Gates was in command, with Arnold second. While Gates remained in his tent, Arnold won a brilliant victory at Saratoga. From noon until night the battle raged fiercely and was fought by Arnold's division with the aid of but one other regiment. In return for this victory, the envious Gates never mentioned his name in the report and Arnold's own division was taken away from him. When the battle was renewed next day, Arnold, the most able American general, was without a command. Nevertheless, fired to desperation by his shameful treatment at the hands of Gates he rushed to the scene of conflict without waiting for orders and astounded both friend and foe with his impetuous bravery. Where the battle raged hottest, where the bullets flew thickets, where danger was most eminent, there was Benedict Arnold on his coal black steed, his sword flashing over his head, his stentorian voice rallying the troops to renewed action. He won upon that field one of the great decisive battles of the world. Again Arnold's name was not mentioned in the report and the command he had assumed during the battle was not given to him.

The rank that Arnold had won on so
many a hard fought field was at last grudgingly granted him by Congress; but it was an empty honor, for the command assigned to him at Philadelphia was inferior to his rank. While stationed there, several accusations were brought against him, some of which are positively known to have been false. And as a consequence Benedict Arnold, one of the foremost American generals was actually court-martialed and convicted of misconduct. Washington had strenuously objected to this course of action, but to no avail. He was sentenced to be reprimanded by the commander-in-chief, a task which Washington unwillingly did.

It seemed his enemies were hunting him down, intent upon robbing him of all the honor that was justly his, and no action was taken to remedy the disgraces which were unjustly heaped upon him.

At last, his proud nature deeply wounded by these many insults and lack of appreciation of his great service he could endure these insults no longer, and the hero of Quebec and Saratoga resolved upon revenge.

Thus it was that one of the bravest men that ever led an army, Washington's ablest general, he who saved his country by causing the turning point in American history, was practically forced to commit a deed which has ever since made, and will for centuries to come, make his name the synonym for everything that is disloyal and despicable.

Vernon Culp, 1910.

Sunrise at the Pillars of Hercules.

A slow steamer to start with—then it fell behind its schedule, and after much thumping and drubbing, stopped short on Friday night of the second week for several hours. There had been no excuse of bad weather, and while the delay made no real difference to us, we objected to it. Land was promised to us Saturday afternoon at four. Long before that time the Italians in the steerage crowded forward and eagerly searched for the first sign of Cape St. Vincent. Just before dusk, there appeared something which seemed like a low lying cloud and only the revolving light flashing from it made us certain that what we saw was land. We went to our berths that night with thoughts of the voyagers, who first sailed much of our route, but in the opposite direction, to whom land was less a certainty than it was to us.

I awoke at five—it was dark and there was little to invite me to turn out, but a salt bath finished the awakening and a run to the deck showed that it was worth while to call the family. The hurricane deck, usually wind swept, was touched lightly by a breeze—the sky seemed pierced by a breeze—the sky seemed pierced by the stars; to our left the Dipper had swung half way up, to the right Orion stood out with belt and club, this was my first view of him this year. The water lay about with little motion, except where the ship disturbed it it wrinkled like a great elephant's hide dyed a deep navy blue. I do not know why these details held me even for an instant, for before us at the horizon were the first glimpses of the "rosy fingered, early born dawn" of Odysseus, rising over a triple scape of sea and sky and land. Before us was the strait and hemming it in were the hills of Spain and Africa—the pillars of Hercules.

A dark object in the water ahead—is it a lighthouse? Before one could decide the counter glow in the west called us, and on turning back the lighthouse had become a ship standing in the midway with bare arms outstretched just underneath the morning star. The seconds were full of intensity—expectation ran high and trifles seemed of great significance. We speculated as to the exact point at which the sun would appear—the glow was greater now here, now there, and our eyes were kept on the move to see the first rim of brightness. But with all our intentness and our lofty outlook, the vision came first to our Italian peasants below, several of whom had crowded the bow. A very American "hooray" in the voice of a boy was the signal, and over the hills on the African shore there jumped into sight an arc of gold. It came up rapidly as if impelled from below.—hurriedly,—a great golden apple. When it reached the horizon it seemed to pause and the figure changed, for now we saw Atlas, this time bearing
up a sun upon his shoulders, resting for a moment before he sent it forth on its day’s journey.

A shout from the steerage and we turned—on each side of the ship a school of porpoises leapt and dove. With heads to the east they seemed like fire worshippers rising to salute the sun and then falling back into the sea surrounded by a host of whirling sea birds.

I looked at my watch,—by New York time it was just half past one. The Pyrrhonist had joined us some time before and showed his usual inconsistency alike by deep interest in the scene and by his cynical remarks about the sleeping passengers, for only the four of us from all the first cabin had come on deck. Our philosophizer had traveled much of the time for many years—six or eight times had passed this point, but even to him this sunrise was an event. Now as we watched the glow fade and the hills change from dream distinctness to less clear forms under the daylight, he told us of sunrise at Tangiers, when there came the call to prayers, the sounding of a voice which he could only describe as a human bell; dawn at Athens; a night at Khartoum when over the Nile he looked upon the crescent moon when within it lay for a time the Southern Cross that he might be there on the night when the moon’s light passes one by one the entrances to the divisions of the temple and reaching the holy of holies, lights up the room and its altar and on the morrow my lord Sun worships there in like manner.

We were just coming back to earth sufficiently to see the coasters on the Sierra side and to recall Sir John Moore, when “Af you please, sor!” and there were six sturdy bare legged sailor men with hose and brushes to clean the deck. And it was another day!

FRANK A. MANNY.

RETROSPECTIVE

Social Life.

In the history of the social life of Western Normal certain events have stood out each year as representative of the aim of the faculty in this direction. A few occasions have become annual, numbered among these being the reception of the faculty to the students in the fall, the reception of the seniors to the juniors in the opening term of school and the return reception in the spring. Besides these the alumni banquet is now an annual event, coming on Commencement Day and including the faculty, graduates and alumni.

First in the events of the social calendar of the Normal was the reception June 30, 1904 in the Central High School building, to the instructors and students of the first summer school. A program in charge of Miss Charlotte Waite, and refreshments, constituted the entertainment of the evening.

That first summer was also marked by a faculty-student picnic held upon Prospect Hill, the present site of the Normal, and preceded by a trolley ride. The guests on this occasion included Prof. W. H. French, at that time deputy superintendent of public instruction.

At the opening of the fall term in 1905 the first social feature was the entertainment of the rural juniors by the rural seniors at the residence of Professor Ernest Burnham. Later in the year the juniors in the life course entertained the seniors at the home of Miss Hazel Stuyvesant, and on March 10, 1905 the first of the banquets given by the Riley society was held in the old college building. Forty members of the faculty and students attended this banquet and Ira J. Hayden acted as toastmaster. In March 1906 and 1907 the second and third Riley banquets were held at the Elk’s Temple and were leading social events of these years of the Normal.

A “boy and girl” party, an incidental sleighride, a commencement breakfast and a reception by the faculty in the Manual Training building, to the students, completes the list of social af-
fairs for the first year of the Western Normal.

The most pretentious occasion and one which has gone down in history as the “big” event in the social history of the school, was the reception given on the evening of the dedication exercises for the administration building, November 23, 1905. More than 1000 people attended and the guests included Governor Fred M. Warner, the Hon. L. L. Wright, the Hon. Patrick H. Kelley, the Hon. J. W. Thompson, members of the State Board of Education, the Hon-Delos Fall, who delivered the dedication address, and many others of state prominence. Beautiful decorations, music and refreshments contributed to the most elaborate social event in the history of the Normal.

Each year has seen a number of class parties, general student parties, “gymkhanas”, “gym” parties for the girls and many other social affairs but a few special occasions have been of more than ordinary interest. In February, 1907, a valentine party was given in honor of the members of the legislature composing the special committees to visit the Normal schools and in 1909 a reception to similar committees was held in the gymnasium. On the latter occasion a feature of the entertainment was an exhibition of physical training work by the young women of the school under Miss Jones. Both of these events brought to the school many men of state prominence.

In May, 1907 a May party was held and Miss Marguerite Haines was crowned “Queen of the May”. Several hundred people were present for this entertainment.

Beginning in 1907 there has been a large reception each spring in charge of the rural department, in connection with the Annual Rural Progress Lecture. President Kenyon L. Butterfield, of Massachusetts School of Agriculture, Dr. L. H. Bailey of Cornell, Dean Eugene Davenport of the University of Illinois and the Hon. Henry Wallace of Des Moines, have been guests of honor on these occasions.

Commencement time always brings several social affairs, the first of importance each year being the president’s reception to the seniors. This is followed by class picnics, receptions and diverse entertainments closed by the alumni banquet on Commencement Day.

Katherine Newton.

The Library.

When the Normal School moved into the new building in the autumn of 1905, the library contained 1300 volumes—a general collection of books, well selected to form a basis for increase in each department.

The rooms assigned for the library were the present stack room and periodical room; along the south wall of the former were ranged four stacks, which were such a liberal provision of space that we were glad to be hospitable to a beautiful set of books belonging to Mr. Waite, whose library had overflowed its shelves.

The librarian’s desk stood by the door into the work room, and the rest of the room was used as a reading room—five tables being quite sufficient for most of the day. The present periodical room had two stacks to hold the periodicals and the collection of textbooks. Two tables in this room provided for the overflow of very studious days.

Thanks to President Waldo and the Legislature, at the end of the fiscal year, June 30, 1906, the library numbered 1814 volumes, and the amount spent was $2,300.00.

During the winter of 1905-06, the card catalogue was begun. In the Summer School of 1906, the State Board of Library Commissioners arranged for a course in Library Methods for Teachers, to be given at their expense; believing that the lack of knowledge of the most expeditious way of using the helps which a library provides,—classification of books, card catalogue, reference books,—and the lack of opportunity for teachers to become acquainted with children’s books, were among the chief hindrances to scholarly work and growth on the teachers’ part.

Material for the technical work and a library of 600 volumes of selected children’s books were furnished by the State. The librarian of the Normal school gave the course, assisted by Miss
Mendenhall, of the Geneseo Normal School, Geneseo, N. Y., and Miss Sawyer of the Stevens Point Normal School.

The course has been repeated each summer since 1906; the lecturers from outside have been Miss Massee, Children’s Librarian of the Buffalo Public Library, and Miss Price of Merrill, Wisconsin.

This summer, Miss Massee and Mr. Walter, Vice-Director of the Albany Library School will give the special work.

Since instruction in the use of books for students of education has seemed as essential as instruction in the use of their special tools to students of manual training and art, space has been found twice in the curriculum for such instruction, approximating the required course offered in many of the normal schools of the country. One term, the thirty minute chapel period was used twice a week, and during one term, two full hours a week were given to the work.

As the work of the library grew, assistants were provided; Miss Daisy Brodhead, of the class of 1906 was the first student assistant, and Miss Lora Knevels, the second. In the summer of 1907, Miss Anna L. French was made assistant librarian, and since that year Miss Virginia Forrest of the class of 1909, and Miss Virginia Greenhow of the class of 1910 have been student assistants.

During the period June 30, 1906, to June 30, 1908, the increase in the number of books was greatest—3137 volumes; at that time complete sets of periodicals, the cost of which, including binding was $1100.00, were added.

In the spring of 1908, when the Gymnasium was completed, the large reading room was opened, and further equipment for it and for the stack room was purchased from the Library Bureau at an expense of about $500.00.

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Since that time the library has grown in all departments as rapidly as the appropriations of the Legislature have made possible, until now, May 1, 1910, the number of volumes is 7,000, exclusive of Public Documents, the periodical list includes 103 titles, and the expenditure has been approximately $9,219.00. Esther Bralke,

Librarian.

Athletics.

From the very beginning of this institution President Waldo and the faculty began paying due attention to athletics, and this department of the Normal has advanced to the needs of the rapidly growing school in like proportions to all the other departments.

The first two seasons of football were rather disastrous as far as winning games were concerned, for even Augusta and Plainwell high schools snowed the first veterans of the Normal under by heavy scores. The base ball team of the first two springs met like defeats. These teams were coached by Dr. John T. McManus, who instilled into his teams the right spirit of play even in defeat, and none of his players ever proved to be a quitter.

In the year 1906 Pres. Waldo secured Melvin Myers, the star athlete of Kalamazoo high school to captain and coach our ball teams. He certainly did remarkably well with the small number of boys he had to pick from. The team put up a good game against both the Ypsilanti Normals and Kalamazoo College, though they were defeated in both games by small scores. The base ball team of that year also showed some good players, but their schedule was rather light because of lack of funds.

The 28th of September 1907 was the gala day of Athletics in our Normal. This was the day which W. H. Spaulding, A. B. began his work as physical director, coach and manager of all our athletics. Mr. Spaulding is a graduate of Wabash University. He was the star football player of that college during his course there, and was picked as an all western half-back in the Autumn of 1905. The first year he turned out a football team which won the state Normal championship by defeating both Ypsilanti and Mt. Pleasant on their home grounds by shut-out scores. They also defeated the local college winning the city championship. Mr. Spaulding developed some great players out of Whitney, Nichols, McClintock, Gleason, Sowle and Capt. Myers. Whitney’s kicking and passing the oval were big features of every game. In the spring we had a fast base fall team. They defeated some of the best high school
teams in this part of the state, and the Colleges of Olivet and Kalamazoo as well. The batteries of the team were exceedingly good. Withers, who is now in the Southern Michigan league and Martin were the pitchers, while Clafflin and Sowle did the receiving.

During the summer term of 1908 the new gymnasium was finished. This building has the largest floor space of any college gymnasium in this state except Waterman’s at Ann Arbor. It is now well equipped for all indoor games and gymnastics. It has a circular running track 25 rods in length. During the winter season gym. classes are conducted by the physical director, besides all students can exercise at indoor base ball, basket ball, or any way they choose. In the basement are a swimming pool, shower baths, base ball cage, and a dressing room containing a goodly number of lockers.

The football schedule of 1908 was an extra heavy one. The Normal played all the best colleges in the state. They held the strong M. A. C. team which tied Michigan to a low score. They again won over Mt. Pleasant keeping the Normal School championship, and won the city championship by drubbing the Kalamazoo College team on Turkey day. Some of the new men who played the game exceedingly well under Spaulding’s coaching were Blake, McClimans, Dewey, Bean and McGuinness.

The school supported its first real basket ball team that winter. They won over Kalamazoo College, but lost to Mt. Pleasant Normals. At the end of the basket ball season several indoor base ball teams were organized and played a series of games. At the end the faculty, Normal Lits and Erosophians tied for first honors, but the Lits won out in the extra games.

In the spring of this year there were several candidates working out for every position on the base ball team. They started out the Kalamazoo leaguers. The team also won from Albion, Battle Creek, Grand Rapids high schools and Kalamazoo College. All the players were stars in their position especially Martin, who was chosen to lead the team in 1910. Those who failed to make the first team made up a strong second team which played a number of high school teams winning a majority of their games by the head work of their Captain John Salisbury.

At the beginning of the school year of 1909 the prospects for a foot ball team which would repeat the fine records of the past two years looked dubious. Most of the last year men had graduated or left school. The old men were on hand from whom to build a team were Blake, Bean, Sooky, Dewey and Capt. McGuinness. There proved to be some excellent new material and Spaulding’s faithful work with the team assisted by Sprow, resulted in again winning from the College whose team was very confident of winning, as they had tied Hillsdale and beaten Albion and Adrian, finishing second to Olivet in the Michigan inter-collegiate race. The team also won from Mt. Pleasant Normal. The new men who figured largely in the success of the team were Damoth, H. Sooy, Smith, R. Sooy and Berger, who was chosen field general for 1911. The season ended by a banquet for all the young men of the Normal; the faculty men and team being honored guests. The team was always given a banquet at the end of each season, but this was the first time all the men of the school were included. A banquet of this kind is to be an annual event hereafter.

The basket ball team had a good schedule. They played Olivet, Alma, Mt. Pleasant, Ypsilanti and the high schools of Grand Rapids, Dowagiac and Kalamazoo. They were well trained at the game by Sprow and Spaulding, but were very unfortunate in getting hurt; and because of the loss of injured players lost to Grand Rapids high and Olivet by a single basket. Capt. Paxton, Osborne, Grant, R. Sooy, Blake, Tuttle, Carpenter and Maltby composed the squad.

This spring as in proceeding seasons, Mr. Spaulding is to referee interscholastic county field days in several nearby counties. The records of Mr. Spaulding’s teams both by their behavior and athletic spirit have served as a drawing card for male students, so much so that this Normal although the youngest in the state has the largest proportion of male students.

PARNELL McGUINNESS, 1910.
Physical Training.

Physical Training was introduced in the Normal School the opening year under the direction of Miss Ethel Rockwell, of this city, who was also director in the city schools. The classes were held in the Assembly hall of the Normal School. In the spring of 1907 the gymnasium was started and was finished the spring of the following year.

In the fall of 1907 Miss Mattie Lee Jones, a graduate of the Chicago School of Physical Education and Expression, took charge of the Normal and Training school classes, the former classes being held in the Assembly hall and the latter in the Vine Street Auditorium.

The winter following the opening of the gymnasium a gymnastic exhibition was given upon the occasion of the Legislators biennial inspection of schools. Demonstrations of the work have been given at Chapel exercises by both the Training and Normal School classes.

Miss Mildred Davis, a graduate of the Sargent School has had charge of the work in the Training School since the fall of 1909, holding her classes three times a week in the Training school gymnasium.

The aim of Physical Training is threefold: (1) Educative; (2) Hygienic; (3) Recreative. The work is planned to meet the general and specific needs of the young women. A course of work is given which will be of use to the student in her own teaching in the public schools.

FRANCES HASKELL.

Department of Practice.

The organization of the Department of Practice dates from the beginning of the Normal School. Its development is the story of untiring zeal and loyal support on the part of the President, the supervisors and critics.

To Miss Martha A. Sherwood, formerly supervisor of the Training School, Saginaw, Michigan, was given the privilege of laying the foundation of this work. A woman of large experience and culture, liberal views and keen appreciation of the needs of Michigan schools, Miss Sherwood was well fitted for this arduous task. For three years she directed this department. The enrollment for life certificate students grew from seven the first year to forty in the second year’s practice class, and the third year’s class numbered fifty-eight. By this time the general policy of the Training School had been determined.

In the summer of 1907 Miss Sherwood resigned her position here and for the next two years resumed graduate work at the University of Chicago. It may be added that she is now connected with the State Normal School at Cheney, Washington.

Again this department was most fortunate in the choice of its supervisor. Miss Ida M. Densmore, a teacher of successful experience in the city and Normal Schools of Wisconsin, was called to the work. Miss Densmore is a woman of strong personality and broad sympathy. She has proven herself a leader of unusual wisdom and foresight. Her views on education are progressive but sane. Much of the excellence of the course of study and many of the splendid points in arrangement of the Training School building are due to her keen judgment and appreciation of the problems at hand.

When it was decided by the State Board of Education that the Western State Normal School should be located in this city, the citizens of Kalamazoo generously offered to house the Practice School during the first five years. So courteous and considerate was the treatment which the Training School received that a strong bond of friendship was formed between the teachers of these institutions. Superintendent S. O. Hartwell gave the most helpful cooperation and his principals and teachers loyally followed. This spirit of confidence and helpfulness will carry over into the future educational life of Kalamazoo.

Only three grades were opened for practice during the first year. Miss Ray E. Chase of Ironwood, Michigan, became first grade critic, Miss Amelia Anderson of Bessemer, Michigan, second grade, and Miss Nellie M’Connell of Belding, Michigan, fourth grade. Miss Chase remained only one year, going to Detroit where she has since held a position in the city schools. Misses Ander-
son and M’Connell are still members of the faculty. Miss M’Connell was absent last year studying at Teachers’ College, Columbia University. Miss Anderson was given the past year for study, but owing to ill health has taken the year for rest and expects to study next year instead.

Owing to the non-completion of the Vine Street building, the future home of the Training School, the first two grades were, during the first year, housed in the parlors of the Methodist church. The fourth grade was located on the third floor of the Y. M. C. A. building. The students who did practice in these crowded quarters will recall many an amusing experience.

In 1905 the Training School was comfortably settled in the splendid new Vine Street home. This year saw the opening of the Kindergarten. Miss Nettie Manthei of Marquette being director. Three grades were added, the first grade vacancy not being filled for the following two years. Miss Emilie Townsend of Grand Rapids, now of the Department of Education, Miss Jane Atwood of Chicago, now of the State Normal School, Emporia, Kansas, and Miss Bessie B. Goodrich of Kalamazoo, of our present faculty, were the new critics.

With the third year came a larger enrollment. Miss Townsend left on leave of absence to spend two years at Teachers’ College, Columbia University. Miss Lavina Spindler of Lansing, Michigan joined the faculty, taking the place of Mrs. Julia Smith Robinson who resigned early in the year because of ill-health.

During these years, the unifying of the department was constantly going on. Already the need for a larger home was being felt. The year 1907 brought other changes than that of Supervisor. Miss Lucy Gage of Oklahoma became director of the Kindergarten, Miss Manthei having resigned to marry Dr. L. Howe, now of Coldwater, Michigan. The first grade was reopened this year with Miss Myrta Russell of Battle Creek as critic. Miss Kate I. Smith of Eau Claire, Wisconsin, became critic in the sixth grade. The development of the departments of music, drawing and physical training at this time increased the activity of these arts in the practice school. Other manual activities were provided for. The course of study was constantly evolving.

In the spring of 1908, Miss Russell resigned and Miss Edith Barnum of New York City was elected to fill the vacancy. Miss Russell afterwards became the wife of Mr. R. P. Barnum of New York City. In the fall of this year Miss Katherine Mulry of Indianapolis cast her lot with the school. Two centers of interest were now recognized: the writing of the course of study and the planning and erection of the new Training School building.

In the final organization of the course of study, the Training School faculty received the cheerful cooperation of all departments of the school and it was duly appreciated. Eighty-six students were given practice during the last year of residence in the Vine Street home and the patience of the public school faculty must often have been put to severe tests, so crowded were the landings and halls with the numerous class groups.

September, 1909, saw the school settled in its splendid new home. Two hundred and fifty children are enjoying the comforts, conveniences, and delights which the ideally located and perfectly equipped building affords. The faces of students, pupils, and teachers are evidence of the joys realized. One new critic joined the faculty at the beginning of this year, Miss Lucia Harrison, late of the Northern State Normal School, Marquette, Michigan.

One hundred twenty-five life certificate students are receiving practice teaching this year. Thirty-five graded school students have also been given practice. Seventy-six students preparing for service in rural schools have been given instruction in method accompanied by directed observation. Daily instruction is given in all branches of the Elementary School curriculum and special classes are offered in drawing, music, manual training, physical training, domestic art, and domestic science.

The strong spirit of loyal cooperation between supervisor, critics, practice teachers, and pupils is one of the most
significant elements in the success of this school. There is one large personality which unifies and inspires all efforts. It is the life and example of a man who believes his work great and accomplishes great things. The Training School Faculty gratefully acknowledge the helpfulness of their leader, President Waldo.

NELLIE M'CONNELL.

**Rural Observation School.**

Through the cooperation of School District No. 2, Kalamazoo Township, and the Western State Normal, a Rural Observation School was organized in September 1908. Its purpose is twofold; by working with the School District to furnish the best training possible to the children and to furnish a place where students of the Rural School Department can see the actual work of a typical country school.

There has been an increase in the enrollment from 18 pupils in September, 1908, to 32 pupils in April, 1910. Many improvements have been made by the district in the way of equipment and repairs for the buildings. The number of students doing observation work during the present year is seventy-six.

MARY ENSFIELD.

**The Young Women's Christian Association.**

This association was organized in this school in April of 1905 by Miss Leila P. Johnson the state organizer of Y. W. C. A. work, and its first work was done in the lower college building on West Lovell street. Miss Bertha Thomas was its first president; Miss Jessie Crowell, Miss Laura Johnson, Miss Evabelle Turnbull and Miss Blanche Batey the following ones. Besides students Mrs. Riley, Mrs. Wood, Mrs Kimball, Mrs. Ford, Dr. Riley, Mr. Burnham, Mr. Fox, Miss Lowell, Mrs. Bigelow and Miss Ensfield, at various times assisted in some way with the work during its first history. There were regular weekly meetings held and various social activities.

This year the association feels that it has come nearer to a real school association, in some ways, than ever before. There have been two Bible Study classes. One with Mr. Sprau and one under the leadership of Miss Koch for the cabinet, which is composed of the chairman of each committee. This has met one evening a week and has done some very profitable work aside from keeping up the business side of the association, enjoying a supper spread and the opportunity for fellowship it offered.

An address by Rev. Walter B. Dickenson and an afternoon tea was held in the fall term, when the girls were assisted by Miss Townsend and Miss Zimmerman. Later a membership contest was carried on, the losing side giving an oyster supper. This resulted in about seventy-five members and a good time was enjoyed. The supper was held in the Training School lunch room with about sixty-five present. The association had as its guest Mr. Waldo, Miss Densmore, Miss Reitler, Miss Goldsworthy, Miss Koch, Miss McCon nell and Miss Sweets of the city association.

Later in the year a little girl's party was given in the gymnasium, when about sixty girls came representing children from four to six. Kindergarten games were played and the children enjoyed eating sticks of candy with lemons on the ends, ice-cream and animal crackers. All those present reported it a jolly good time.

At Christmas time, through the kindness of Mr. Waldo and other faculty members, money was given the association to send a delegate to the Rochester convention. There were about three thousand students both men and women, representing the very best American Colleges and Universities, from the big Eastern Colleges of note, to some of the smaller ones. Every state in the Union was represented as well as Canada and some foreign countries. There they heard such men as Ambassador Bryce, Samuel M. Zwemer, Robert E. Speer, John R. Mott and George Sherwood Eddy give most masterly and inspiring talks on the work in the foreign field and the part that students of America must have in it. It gave one a vision of the possibilities and necessity of the college men and women developing their spiritual nature hand in hand with their mental and physical.

Evabelle Turnbull, 1910.
The High School Department.

The preparatory department of a Normal School usually presents many features which differ from those of the average high school. For one thing, the students range in age from those just entering on the freshman year to mature men and women, who lack some credits for either life certificate or college work. This department of the Western State Normal began in the fall of 1907. Previous to this, those who wished to take high school branches enrolled under the rural department. The high school students now number one hundred. It is interesting to note in this connection that there are thirty more young men than young women. The former are keenly interested in athletics, being members of both the regular and reserve teams.

The Erosophian Society is the club organization of the preparatory department. Each year it has taken part in the oratorical contests, last year winning second place. The department, through the society, has made a special study of sociology which included more especially the acquaintance with local institutions and industries. Three results came from this: first, the individual benefit derived from the work; second, the program given in the Assembly; and third, the interest aroused in the Boys’ Home.

One by one, the various branches of study have been added to the preparatory course until now it presents a four year course which admits to the university without examination.

The preparatory department exists primarily for the purpose of enabling life certificate and rural students to overcome a deficiency in high school work. In 1908 its first graduate entered the University of Michigan. This year eight young men leave for the University, School of Mines at Houghton, and Michigan Agriculture College. These will take up engineering and law courses, though one intends specializing in the raising of stock.

Belle W. Sweetland, R. S. 1911.

The Kindergarten Department.

Before speaking particularly of the kindergarten department, it may be interesting to note that the kindergarten world at large is undergoing a reorganization, thereby proving itself a plastic institution rather than a cult. Since the kindergarten is now being generally accepted in the public school curriculum, it is necessary that it should be as progressive educationally as the higher departments. If it prepares the child for a better appreciation of his work in the grades, it must become more a part of the elementary schools than an isolated factor.

In 1904, when the Western Michigan State Normal, then in the Kalamazoo College building, opened its doors for the first fall term, there were three young women enrolled in the kindergarten department. There was no provision made for a special teacher for that department, but these persevering students took whatever the Normal offered for their course, and received their special kindergarten work in the Kalamazoo city schools, under the supervision of Miss Gertrude Springer, of the Chicago Free Kindergarten Association. The following year, 1905, their desire for an instructor was considered, and Miss Nettie C. Manthei from the Chicago Kindergarten College, was called to take charge of the department. This class of three graduated under her in June 1906; the following year increased the number to nine.

Miss Lucy Gage, pursuing post graduate work at Columbia University, succeeded Miss Manthei in the fall of 1907, thus changing the work from a Conservative to a Liberal viewpoint. There was a graduating class of six the following June, 1908, and in 1909 the class numbered nine. This year, 1910, the number of Seniors has been more than doubled, as is shown in the fact that twenty two young women will receive diplomas from the kindergarten department in June. The enrollment is now the largest in the history of the school, the Junior and Senior classes together consisting of about fifty mem-
bers. With this steady growth of the department, the course of study has necessarily expanded from the standpoint of scholarship as well as practice technicalities.

During the past few years the kindergarten department has cooperated with the Kindergarten Club of Kalamazoo in bringing Miss Crawford of Teachers' College, N. Y. to talk on the "Function of the Game"; and Mrs. Thomsen of Chicago University for a Story Hour. Last February Mrs. Thomsen came again, under the auspices of this department and the Normal Training school, to give a Story Hour for the children and a talk on "Children's Literature" for the teachers. All who heard her were more than satisfied and hope to have Mrs. Thomsen here again this summer.

HELEN ANDREWS, 1911.

Manual Training Department.

The Manual Training Department at first occupied two rooms in the High School building and the upper floor of the present Manual Training building. The first instructors were: Miss May Dennis, free hand drawing; Miss Charlotte Waite, sewing and cooking; Mr. Waite, Shopwork and Mechanical Drawing. Because of the steady growth of the department, three years ago Mr. Hill of Rock Island was hired to assist Mr. Waite during the summer terms. This year the classes were so large that Mr. Peter Tazelar was engaged to assist during the fall, winter, and spring terms.

As soon as the Vine Street School was completed, all the manual training work was moved into the present building. The students of the second summer term drew up all specifications for the remodeling of the building, and placed all the machinery, such as motor, shafting, lathes, saws, and forges. Other machinery has been added from year to year until now we have one of the best equipped manual training schools of the State.

Instruction is given in all the branches of woodwork including handwork, and machine work; iron work including moulding and casting of soft metals, forging, machine work; and mechanical drawing. At the present time the department has an enrollment of fifty young men, out of which number about ten will graduate in June. That there is a big demand for Manual training instructors is shown when last year about 80 per cent of the applications for teachers could not be filled.

The classes are not so large but what the students are able to receive a great amount of individual help from the instructors. It is also an unusual advantage to the students to be able to visit and observe in the manual training department of the city schools of Kalamazoo. The Manual Training department of the public schools has an enrollment of 2000, and a corps of instructors. Visits are made to the various industries of the city, and each year a visit is made to the schools of some other city.

This department has been instrumental in starting some thirty-five manual training departments in the public schools of Michigan. Mr. Waite has furnished lists of equipment specifications, and courses of study to the following places in the state, and in many of these towns has given lectures for the encouragement of the Manual Training Movement:—Atlantic Mine, Albion, Ann Arbor, Adrian, Allegan, Alpena, Battle Creek, Benton Harbor, Cadillac, Comstock, Coldwater, Charlotte, Bay City, Dowagiac, Detroit, Delray, Grand Rapids, Galesburg, Grand Haven, Flint, Hastings, Holland, Houghton, Jackson, Lansing, Monroe, Manistee, Marshall, Otsego, Owosso, Niles, Pontiac, Paw Paw, Plainwell, Saginaw (East Side), South Haven, Sault St. Marie, Traverse City, Hillsdale, Three Rivers, St. Louis, Ypsilanti, and Mt. Pleasant.

We also have graduates employed in the following cities outside of the state:—Pontiac, Ill., Butte, Montana; Alleghany, N. Y.; Covington, Ky.; Rock Island, Ill.; Cincinnati, Ohio; Pocatello, Idaho; Dubuque, Iowa; Springfield, Mass.; and Toledo, Ohio.

The Manual Training department has enjoyed an unusually healthy growth and has done a great work toward the establishment of manual training in the public schools of the state.

Dwight Paxton, 1910.
EDITORIAL

THE
KALAMAZOO NORMAL RECORD

WESTERN STATE NORMAL SCHOOL
KALAMAZOO, MICH.

BOARD OF DIRECTORS
D. B. Waldo  Ida M. Densmore  L. H. Wood
Mamie Bishop  Frances Bachelder
C. L. Poor  W. D. Cook

ERNEST BURNHAM, Editor-in-chief
Minnie Williamson, Student Associate Editor
William McCracken, Managing Editor
Willis D. Cook, Student Associate Manager

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EDUCATIONAL 19

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tions. The uniting of these recommendations by a joint committee and the mutual agreement that the necessities of the case were imperative, were the compelling causes of the present undertaking.

Service. The executive considerations relating to school publications present the most immediate and the most frequently recurring difficulties. On the business side the soliciting of advertising and subscriptions, the economical handling of the same, and the frictionless collecting therefore call for a high order of common and of business sense. On the editing side there is need for an up-to-date appreciation of typographical possibilities, a keen sense for sources of desirable matter, a sane judgment of the value of materials, an exhaustless care in proof reading, and a self reliant reserve of ability to confidently and adequately meet all emergencies. This sort of service is not natural to students or teachers. Capacity for it must be acquired, or at any rate revealed, by experience.

Scope. A monthly magazine may hope to do several definite things toward the satisfaction of the growth-necessities already pointed out. It may reflect the best current educational thought. It may afford expression to literary talent. It may interpret the institutional spirit through its various departments and more especially through editorial comment. It may give news articles and items of the actual and the related life of the school. It may become a democratizing and memory agency for faculty, students and alumni. It may review briefly especially valuable new books and worthwhile current periodical articles. It may reproduce general items of information or humor from exchanges. All of these functions will no doubt be performed by this magazine in the process of its development from this modest beginning. In this number and the next considerable space is devoted to bringing up the historical life of the school. In the June number, as in this, an attempt will be made to present educational articles which find the best things in current educational progress in the realized form.
Suggestion from Publishing a magazine entails expense. This expense is by no means met by the subscriptions received. The deficit must be covered by advertisements. Friends here and abroad have generously responded to our request for help in this direction. In our advertising pages you will find what they have to offer. These firms are of the highest reputation and handle the best things in their respective lines. We earnestly desire that they receive good returns from the money invested with us. We commend them to the patronage of our friends and especially to Normal students. Please remember them when making your purchases. In doing so you will help this magazine and enable us to give you better service. We ask Normal students, when making purchases, to state that they do so in response to the advertisement appearing in The Kalamazoo Normal Record.

Significant Occasion.

Barring the initiation of this magazine, the most characteristic and significant event of the current month was the Fourth Annual Rural Progress Lecture. The conscious and purposeful identification of the normal schools of America with the intellectual and social phases of the great conservation movement is an impending educational problem of vast proportions. The normal school has a strategic position in the current campaign for rural progress. The local school is the most peculiarly democratic and public institution in rural life. The teachers of these local schools, may, in so far as they are individually equal to their opportunities, dominate these schools and fix their type on the rising generation. From this vantage point the teacher may become the local, personal realization of the best type of human life; and likewise the school may localize a typically efficient social institution. Rural progress awaits the multiplied localizations of these two constructive types. The teacher is the shortest cut to public participation in rural progress. As this fact comes into full public appreciation there will be a rapid evolution in American state normal schools. The perspective which must be kept in mind by these schools in dealing constructively with this problem is being rapidly defined. The series of annual rural progress lectures in this school has for its greatest purpose the discovery of this perspective. The four lecturers—President K. L. Butterfield, Dean L. H. Bailey, Dean Eugene Davenport, and Hon. Henry Wallace—have each touched the problem with the hand of a master. Each has kept his lecture well balanced between reminiscence and expectancy. It is this fine balance that the general public intelligence lacks. The greatest service of each lecturer has been in his personal realization and his intimate revelation of the spirit of the times.

The spirit of the times is the pathfinder of progress. Progress in the general sense is constantly accelerating and irresistible. Progress in a localized and specific sense presents such an inconstant and contradictory face that it is often unrecognized by its own children. Humanity touched and quickened by the spirit of the times awakes to know and to possess the ready to hand potentialities of progress. When this has happened in any field of activity, progress therein is no longer an impersonal thing. It has consciousness, it becomes organized, it challenges leaders,—leaders arise and the campaign is begun.

The spirit of this time—the industrial spirit, if you please—has dictated a campaign for rural progress. This campaign is entering into the world's consciousness, it is becoming organized, leaders are arising and purposes are being defined and accomplished.

Two sources of power do and will, sustain this movement: a trinity of human ideals and the rich inheritance from the fathers. Of the three ideals the first and dominant one is the conscious dignity of skill in daily work. The present inheritance from the past lends itself best to the realization of this ideal. Therefore the present trend of the campaign is industrial.

The second ideal is that of personal social improvement. This ideal awaits a richer inheritance, which is being prepared for it by the dominant industrial activity. Meanwhile enough is being done for social improvement to herald
A CORNER OF THE CAMPUS.
NEWS ARTICLES

Base Ball Season.

In the first scheduled game of the season the Kalamazoo Normals defeated the fast Athen's high school team which was the champion high school team of the state last year. The Normals by heavy hitting got a lead of two runs in the first inning, and the high school boys were unable to overcome this disadvantage. In the sixth the teachers got two more runs on errors and fast base running. The high school boys scored earned runs in both the fourth and sixth rounds. The features of the game were the fielding of Hutchins, Maltby, and Dewey and the hitting of Blake who got three safe ones.

On Saturday April 23rd, the Normals were defeated at Olivet by the score of 11—4. Berger twirled for the Normal and should have won, but the weather was not fit for base ball, and the fast infield made some costly errors which allowed Olivet to win easily.

On Saturday April 30th Spaulding's base ball tossers met Albion College at Riverview park, and the result plainly showed that this normal should become a member of the M. I. A. A. Right from the start the Normals had the best team work and drubbed the Methodists 8 to 0. Martin was in fine form and only once did the visitors have any change to score; this was in the sixth inning when Lee of Albion reached second on an error, but Martin fanned the next two men up and Brown flew out to Maltby.

The Normals started scoring in the first inning, getting three runs before Johnson had fully realized what he was up against. In the next four rounds both sides put up a great fielding game, and no complete circuits of the diamond were made, but in the sixth the Normals again hit the ball consecutively, and added three more runs to their lead. Again in each of the seventh and eighth innings they added a lone run. Maltby, Damoth, and Fillinger featured in the scoring; each pounding the ball for extra bases at opportune times when their mates were on the sacks, while Berger and Maltby pulled off some sensational fielding. The lanky first sacker certainly looked like a big leaguer. Of the visitors Flick and Brown did excellent work.

WESTERN NORMALS.

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ALBION COLLEGE.

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Score by innings:

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The Normal's pitching was more successful than the College's, which permitted only eight runs, while their batting was only slightly better than the Normal's.

On May 7th the Olivet College team came here for the return game, which it won by the close score of 5 to 2.

Salisbury's Reserves.

The Normal reserves have played games with Plainwell, Kalamazoo, Mendon, and Paw Paw high schools, winning three and losing one game. In Reynolds and Grant, Spaulding has two good reserve pitchers who with ordinary support can hold any high school team to a low score. The infield consists of Parsons, Tuttle, Garbutt, and Sooy, the big sandy full back, while Mac does the catching. In the out field Manager Salisbury has Wilson, Russell, and Stubig, the star drop kicker. The reserves have yet to play Lawton, Sturgis, Galesburg and Hastings. This team gives some players a chance to show their worth and from time to time Spaulding draftes one for his regulars.

Arbor Day.

The following program was very successfully carried out by the pupils of the Training School on Arbor Day:

Song—Oak Tree 5-6-7 Grades
Arbor Day 7th Grade
Arbor Day Proclamation 6th Grade
Selection for Arbor Day 5th Grade
Song—Gypsy Dandelion 1-2-3 Grade
Arbor Day Selections—
Wm. Green, Mabel Weaver, 5th Grade
Arbor Day Song 4th Grade (composed by fourth grade)

Planting of the Tree—
Song—America  School

Several of the numbers on the program were original with the pupils. Much interest was shown in preparing the work. The dedicatory poem was competitive, being won by Horace Clark, of the seventh grade. Two other articles received honorable mention, both being given by the authors as part of the program.

After the program the entire body of pupils, carrying flags, marched down the hill to witness the planting of a beech tree. All recited the dedicatory poem:

"Upon this day we plant a tree,
A tree of beauty,
A tree of joy,
A home for squirrels,
A place for birds,
A monument for us."

Grange Lecturer's Conference.

The forward step in Michigan grange lecture plans for 1910 is a series of meetings in which lectures of the nine hundred county and local granges meet in groups for conferences purposes. Perhaps it should be said, for the information of the uninitiated, that the "lecture hour" in the grange means nothing more serious than the time when the literary program of the meeting is presented. The term is, perhaps, unduly suggestive inasmuch as most "Grange Lecturers" are women!

The Grange is essentially educational in all its departments,—financial, legislative, social and lecture hour,—seeking to constantly lead to higher planes of information and practice in each. Naturally, the lecture hour becomes the field for such promotion. In fact, the lecture hour, by forty-two years of experience, has been clearly demonstrated to be the very heart and lungs of this organization. Without its observance no Grange long legally holds its charter, for it becomes such only in name and is not such in life. For the past decade, in Michigan, the program work of all granges has been somewhat unified through circulation among them of a list of suggestive topics for discussion each month, together with some material for their help in developing these subjects. The system has been kept sufficiently flexible so that each lecturer might adapt the work to his own locality and individual members. At the same time, the aim has been to bring under discussion in a majority of the
granges of the state such general questions of state legislation, of farming and welfare of farming people as will best facilitate a united and intelligent action upon these questions when they come up for decisions before the meetings of the state organization in its annual sessions.

With this foundation well established, it became apparent that lecturers of granges were more and more being looked to as leaders in thought and direction of action of their individual granges. In other words, lecturers stand in relation to their granges as teachers do to their schools. As teachers, then, they have the same need of knowing methods and of how to best attain results with members of their granges. Definitely their needs are three. First, they need a broad, clear view of the field of rural life and the attitude of the grange toward it; the possibilities of the grange in this field and a deep conviction of its fitness for the work set before it. Second, they need to know the best possible methods and to exchange plans with others who are working under identical conditions and difficulties. Third, they need the inspiration and courage that come from contact and acquaintance with those who are working along the same line.

These, in brief, are the facts that led to holding conferences among grange lecturers. The plan adopted by the State Grange was that which has been vogue in Massachusetts and New York for two or three years past and contemplates calling the lecturers together for a day’s conference at railroad points convenient, to from two to six or seven counties. Michigan is simply experimenting this year in this direction and the whole state will probably not be covered within the year; but already the advantage of group conferences among our grange lecturers has been put beyond the ban of question. The Kalamazoo Conference completes a series of ten held in lower Michigan, and no one has listened to eager questions, contributions and discussions of methods, problems and successes in these meetings, nor looked into the earnest, keenly-alive faces of those present and not felt that grange work was thereby taking on a more effective, vitally constructive force in rural affairs. Already by this means, the State Lecturer has been able to meet personally one-third of all the grange lecturers of the state and confer more or less fully with them regarding their plans and work. Best of all, these lecturers have become acquainted with one another and their grange friendships have leaped over neighborhood and county boundaries,—a thing worth while in itself.

Through the courtesy of the Western Normal, these representatives of granges in southwestern Michigan have entered the beautiful buildings of this state institution; have come in contact with its teachers and students and, through this meeting, found a highway to cooperation with another of the forces that is making for a better citizenship and a happier, more contented rural life. This, at least, is our hope, for with the authorized schools of the state does our great “school out of school” covet the closest sympathy and unanimity of action.

Jennie Buell.

Kindergarten Party.

The Seniors of the Kindergarten Department of the Western State Normal were delightfully entertained by the Juniors on Monday, April 25th, at four o’clock in the kindergarten room of the Training School.

The tables and chairs were replaced by furniture from the rest room which greatly added to the attractiveness of the room.

The guests were received by Miss Brewer, president of the Junior class; Miss Bobb, Miss Crane, Miss Troy and Miss Andrews.

The entertainment was carried out in a delightfully original way. First each one was provided with a letter, and when approached and asked a question, answered with some word, the first letter of which corresponded with the letter given her. If she failed to respond correctly, she was deprived of her letter. Miss Strong secured the most letters and was crowned with a laurel wreath. Miss Brewer announced that the Seniors, including Miss Gage, would be given ten minutes in the library to prepare the dramatization of
some story. The story chosen was John-
ny in the Turnip Patch,” and the parts
assigned to each were well carried out,
much to the amusement of the Juniors.

There was also a novel way of finding
partners. Each Senior was asked to
hunt for peanuts hidden in various
places about the room. The bows with
which these were tied corresponded to
the bows with which the Juniors were
provided. Miss Bobb requested each
Senior to open the peanut and settle the
doubt as to her position for next year.
Inside the peanut were prophecies
which, when read aloud, created much
amusement and laughter. All the kin-
dergarten girls were greatly amused to
hear that Miss Gage’s prophecy read—
“Some sweet day when you are wiser,
You may become a supervisor.”

Each Junior found her partner and
was all an attentive hostess could be, in
the serving of dainty refreshments,
which consisted of fruit salad, wafers,
and candy.

Singing and dancing were enjoyed
until six o’clock, when the janitor
sounded the bell of warning. The Seniors
reluctantly departed after giving nine
rahs for the Juniors.

All the Seniors agree that the Juni-
ors are very delightful and original
hostesses, such as are competent to fill
the place of Seniors in the class of 1911.

NEWS NOTES

President and Mrs. Waldo gave
their annual reception to the seniors
Tuesday evening, May 24th.

Professor Frank A. Manny particip-
ated in the program of the Kinder-
garten Convention at St. Louis, Mo., in
April.

On June second and third an exhibi-
tion of the regular work done in the
grades and in the physical training clas-
ses will be given.

More than 1400 different students
have been in attendance at the Normal
during the year beginning July 1, 1909
and ending June 30, 1910.

Miss Frances Taft, a graduate of
Wellesley, spoke recently at a special
chapel meeting. Her presentation of the
Y. W. C. A. work was most interesting.

Professor John E. Fox is planning to
attend the University of Chicago next
year and on his return will have charge
of the department of physics in the
Normal.

The Third grade will have charge of
the Training School chapel exercises in
the near future. They will give an ori-
ginal dramatization of trading scenes
of the Vikings and Phoenecians.

The students of the Latin classes have
been interested in the successful presen-
tation of a Latin play by the students
of the Detroit High School and are hop-
ing to be able to give the same play
next year.

About thirty art books made by vari-
ous classes in the art department were
sent to Minneapolis this month for ex-
hibition at the meeting of the Western
Drawing and Manual Training Teachers
Association.

The Training School garden under the
supervision of Dr. Harvey, is of much
interest. There is a common flower bed
for all but each grade has an individual
bed for closer study of propagation and
cross fertilization.

The annual reception given by the
Juniors to the Seniors was held in the
gymnasium, Wednesday evening, May
11. No particular of arrangement, which
could contribute to the delights of the
occasion, was neglected.

Miss Master’s classes in expression
gave a delightful May Festival May 9th,
out of doors. The material for the
Greek, English and Modern festivals was
gathered by the students who worked
out the entire program of music, dances
and games.

The Amphictyon society gave an in-
teresting Mark Twain program April
25th and on May 2nd an enjoyable even-
ing was spent by the society. On the
latter occasion Miss Zimmerman was a
guest and contributed to the good time
by a few German songs.

An unusually large class will graduate
from Western Normal this year. In the
life certificate course about 125 certif-
icates will be granted and in the graded
school course there will be about 30
finishing. The rural department will
have 75 graduates this year.
President Waldo spent two weeks of April in the east. The trip included visits to Cornell University, Teacher's College, Columbia University, Princeton, West Point and the battle-fields of Sharpsburg, Md., Fredericksburg, Va., and Gettysburg, Pa.

Hon. and Mrs. C. J. Monroe of South Haven, N. P. Hull of Dimondale, J. W. Hutchins of Hanover, Miss Jennie Buell of Ann Arbor, Prof. W. H. French of Lansing, and Mr. and Mrs. J. C. Ketcham of Hastings were among the number who came to Kalamazoo for the rural progress lecture May 12.

One of the enjoyable social features of the year was the party participated in by all of the Latin classes March 17th. A six o'clock supper was served at small tables in the lunch room of the training school building followed by a social time which included the singing of a Latin song by the students.

At a recent candy sale conducted by the Normal Y. W. C. A. a sum sufficient to send two delegates to the Cabinet Conference at Olivet, was cleared. The Misses Kate Chamberlain and Blanche Baty were the representatives of the Normal at the Conference. A fund for the Lake Geneva conference is also started.

Preliminary oratorical contests have been held by the several student organizations. The representatives chosen to participate in the public oratorical contest May 17 were: Erosophian—Edith Campbell and Wallace Blood; Seminar—Lulu Baines and Pearl Geiger; Amphictyon—Nettie DePagher, Normal Literary—C. A. Bean and Vernon Culp. Miss DePagher won the gold medal and Mr. Blood the silver.

The alumni of Western Normal are making an effort to bring back to the school many of the old students for commencement this year and have outlined a special program for their entertainment. On Monday evening a party for them will be held in the gymnasium and the annual banquet will be held at the school following the commencement program.

Professor Ernest Burnham will be away on leave of absence in 1910-11. He has been granted a research scholarship at Teachers' College, Columbia University and will spend the year in study. John Phelan, a graduate of Western Normal in 1908, who will be graduated from the University of Michigan in June, will have charge of Mr. Burnham's work in his absence.

The first lecture for the summer term will be given July 1st by Dr. Frank M. McMurry, professor of theory and practice in teaching in Teachers' College, Columbia University. Dr. McMurry is a recognized authority on elementary schools, and his recent book on "How To Study" presents the latest and best contribution to this particular field. Dr. McMurry is a clear-cut, forceful and inspiring speaker.

The faculty for the summer term this year will include Mrs. Alice Spencer Dennis of Detroit, Supt. C. H. Garrick of Charlotte, Principal R. R. N. Gould of Kalamazoo, Supt. W. E. Conkling of Dowagiac, Commissioners A. M. Freeland, Grand Rapids, James Swain, Coldwater, G. N. Otwell, St. Joseph, Prof. Alba Hill, supervisor of manual training Rock Island, Illinois; Miss Frances Beek and Miss Sybil Robinson, supervisors of art in Jackson and Albion.

The commencement program this year is unusually attractive and includes the following features:

Class Day—"As You Like It"—Senior Class, Friday, June 17.
Commencement address—Professor Charles Zueblin—Tuesday, June 21.
Alumni Banquet—June 21.

A beautiful collection of pictures has recently been purchased for the Normal from the Thurber Art Galleries, Chicago. The pieces include reproductions from Millet, Van Dyke, Israels, Corot, Lerolle, Murillo, Holbein, Constable and many others. Several of the fine pictures have been hung in the corridors, others in the training school, library, assembly room and recitation rooms. In the assembly room is also found the first original picture ever owned by the school—October Woods, by F. C. Steele.
In April the recently organized Kalamazoo Art Association held its first public exhibit of pictures in the Normal. For a week the event brought to the school each day nearly a thousand people, many of them school children. During the exhibit the building was open Sunday afternoon when a thousand or more people availed themselves of the opportunity to see the beautiful display of original paintings of American and European artists. Miss Goldsworthy was active in the Kalamazoo art movement and was chairman of the committee in charge of the exhibit. She is also secretary of the Association.

There will be a number of changes in the Normal school faculty next year. Miss Janette Reitler of the art department will be married in June to Dr. Tasjian of Kalamazoo and she will be succeeded on the faculty by Miss Helen Balsch, supervisor of art in the Duluth, Minnesota Normal. Miss Anne Wright will spend next year in travel and Miss Kate I. Smith of the training school faculty, will teach next year in the southwest. Miss Sayles who has assisted Miss Pray in the Domestic Science department this year will spend next year at her home in Flint and will be succeeded by Miss Carrie Briggs, a member of this year's class.

Many of the graduates of 1910 are placed for next year and among these are the following:—Jean McIntyre and Maude Tyler, Kalamazoo; Edith Terpening and Nettie De Pagter, Grand Rapids; Pearl Payette and Minnie Williamson, Traverse City; Lois Beeson Buchanan, Nine Briggs and Helen De Merrell, Ironwood; Carrie Briggs, Western Normal; Winifred Fullerton, Elsie Lukens and Emma Schlof, Sault Ste Marie; Mabel Haven and Bessie Barker, Big Rapids; Fanny Springsteen, Imogene Hitchcock and Agnes Sisson, Plainwell; Mabel Chaffee, Paw Paw; Viva Osborn and Maude Fox, Coldwater; Evabelle Turnbull, Winona; Frances Dewey, Monroe; Iva Weightman, Bellevue; Fanny Lindsey, Otsego; Gladys Cramer, Comstock; Laverne Argabright, Dowagiac; Grace Newton, Music, Three Oaks, and Parnell McGuinness, Kalamazoo.

President Waldo, Miss Densmore and Professor Wood from the faculty, and Misses Frances Bachelder and Mamie Bishop, and Messrs. W. D. Cook and C. L. Poor, from the students were chosen directors of *The Kalamazoo Normal Record*. The board of directors will perfect the permanent organization and elect editors for next year. In the meantime the board has asked the following students to assist with the current number: Parnell McGuinness, Frances Haskell, Dwight Paxton, Bessie Putnam, Nellie Cassel, Shirley Eberstein, Vernon Culp, E. C. Rolfe, Lee Barnum, Charles Jickling, Cecil Smith, Grace Newton, Edith Trattles, Carrie Briggs, Nellie Bek, Anthony Bean, Nettie Whitney, Neil Verberg, Helen Andrews, Virginia Greenhow, Belle Sweetland, Evabelle Turnbull, Chas. Harper, Elizabeth Jones, Arthur Cross, Nettie De Pagter, Jennie Stoddard, Frank Martin, Lulu Baines, and Karl Kelser. Minnie Williamson has been named for student associate editor, and W. D. Cook for student associate manager.

Since January 1st nearly 500 new books have been added to the Western Normal library. Among these are the following:

- *Dictionary of National Biography*—English—22 volumes.
- *Houghton—Mifflin edition of Thoreau*—20 volumes.
- *Brinkley's Japan and China*—12 volumes, with beautiful illustrations.
- *Hulbert Historic Highways of America*—16 volumes.
- *Complete Works of James Whitcomb Riley*—12 volumes.
- *Campyre's Pioneers in Education*—6 volumes.

The following periodicals have also been added recently:

- *Bulletin of American Geographic Society*.
- *Scottish Geographic Magazine*.
- *Good Health*.
- *Good House-keeping*.
- *Youths' Companion*.
- *St. Nicholas* (Training School Library).
- *Poet Lore*. 
Miss Bessie Ashton, after her graduation in 1905 taught in the Kalamazoo public schools and is this year attending the University of Chicago.

Miss Hebe Hunt has been a teacher in the Benton Harbor schools for a number of years.

Archibald D. Polley, president of the first class to graduate from Western State Normal completed a course at the University of Chicago in 1909 and is teaching in Wisconsin. He was married to Miss Lucretia Youngs, a Normal graduate, last summer.

Miss Vivian Simmons of this class was married to Warren Carlton and moved to the state of Washington.

Zell Donovan, class president, will complete a course at the University of Michigan in June, 1910 and previous to entering the University taught one year in the country.

Miss Mary Ensfield, '06, taught in Traverse City and Grand Rapids before taking charge of the rural observation school of Western Normal in which work she is meeting with great success.

Miss Pearl Ashton, Domestic Science and Art, has taught with success in the Grand Rapids Manual Training department since her graduation. She plans a course at Teachers' College, Columbia University for next year.

Miss Lois Bishop has also been a teacher in the Manual Training department of the Grand Rapids schools since her graduation.

Miss Daisy Brodhed has been teaching in the schools of Ironwood for three years.

Miss Charlotte Brooks has also taught in Ironwood since her graduation, having supervision of one of the kindergartens.

Miss Jessie Every, after teaching in Ironwood and Kalamazoo, was married last summer to Earl Chapman of Kalamazoo.

Arthur Mason, '06 is supervisor of Manual Training in the Jackson, Michigan schools, having gone to that position from the Kalamazoo schools.

Leo J. Pritchard taught in a private school at Hudson, Wisconsin for two years, returning to the Normal for a Life Manual Training diploma in 1908. He is now employed in Pontiac, Illinois, in the Manual Training department.

Miss Ethel Raab is teaching in the Tekonsha High School with success.

Mrs. Netta Sooy has been director of the Branch County Normal at Coldwater since she was graduated from Western Normal in 1906.

George Sievers has held a number of excellent positions in manual training work since his graduation and is now supervisor at Pocatello, Idaho.

Henry D. MacNaughton, president of the class of 1907, is principal of the Godfrey Ave. School, Grand Rapids. He was married to Miss Marguerite Haines of this class soon after their graduation.

Miss Nina Daniels, since her graduation in the Domestic Science and Art course of the Normal has been director of this work in Owosso.

Miss Besse Everest accepted a position in the Battle Creek schools in 1907 and was later married to Martin Luther of Kalamazoo.

Miss Edith Griffin, after teaching with success in the Battle Creek public schools, entered the University of Michigan from which she will be graduated in June of this year.

Miss Friederika Hacker has taught in the Grand Rapids city schools since her graduation.

Gale Hambleton was principal of the Climax school the first year after his graduation and since then he has been the successful superintendent at Rockford. He will spend next year in Chicago studying music.

Miss Hazel Hayden has taught in the kindergarten department of the Otsego and Hastings schools respectively since her graduation.

Miss Stella Hayden was in charge of the music and art in Allegan for two years and is now studying music in Chicago.

Charles Johnson was superintendent of schools at Ambia, Indiana, for two years and is this year at the University of Michigan.
1908.

Howard Doolittle of the class of 1908 has taught in northern Michigan for two years, now being superintendent at Winona, Michigan.

Clark Doolittle taught in the Plainwell High School in 1908-9 and this year has had charge of the 8th grade of the Vine street school, Kalamazoo. He will study at the University of Michigan next year.

Clifford Ball has taught manual training in Butte, Montana for two years.

Miss Ruth East had charge of the music and art in Cassopolis after her graduation and last summer taught music in the State Normal of Louisiana. She has spent this year at her home in Buehnanan.

Mrs. Emma Edwards has had charge of English work in Cassopolis since her graduation in 1908.

Earl Garinger is in Traverse City where he has had charge of the manual training work for two years.

Miss Ethel Gibbs, Music 1908, was at first supervisor of music in Hastings and is now holding a similar position in Traverse City.

Miss Jessie Linton has held positions in the Kalamazoo and Otsego kindergarten departments since her graduation.

Alva E. Heaton taught in Houghton County after graduating from the Normal and is now teaching in the state of Washington. He was married to Miss Bessie Barber last Summer.

Fred S. Huff has been a teacher in the manual training department of the Kalamazoo schools for two years.

President Dan W. Parsons of the class of 1908 has spent the past two years at the University of Michigan.

Miss Blanche Peppe taught in Grand Rapids after her graduation and is now director of the Berrien County Normal at St. Joseph.

John Phelan is at the University of Michigan and next year will be a member of the faculty of Western Normal.

Miss Anne Scherer has been director of the Domestic Science and Art work in Jackson since her graduation.

Miss Myrtle Smith taught in Sturgis the first year after graduating and is now in St. Joseph where she will be next year.

Miss Lela Spaulding of the class of 1908 was a teacher in the schools at Sault Ste Marie last year, and this year is teaching in California.

1909.

Gareld Whitney is in Pittsburgh, Pa., teaching manual training.

Harry Whitney has been appointed supervisor of manual training at Atlantic Mine for the second year.

Miss Ethel Fusselman has been re-appointed director of music and art at Atlantic Mine.

Miss Alice Thackeray is instructor in the manual training department of the Kalamazoo schools and will spend this summer at Teachers' College, Columbia University.

Palmer McGuinness, president of the 1909 class has been superintendent of schools at Camden the past year.

Miss Bonnie Avery has had charge of the music and art work in Allegan since her graduation last June.

Miss Elizabeth Crotser has been a teacher in the public schools at Niles during the past year.

Miss Mary Duncan '09 has taught in Ironwood this year.

Miss Virginia Forrest has been in Detroit teaching since she left the Normal.

Miss Nina Coleman spent several months in New York City after graduation and is now teaching in the kindergarten department of the Kalamazoo schools.

Melvin "Tub" Myers has been a successful instructor of manual training in Port Huron and has maintained his athletic standards in directing the athletic work in the Port Huron High School.

Miss Marie Sayles, a graduate in the Domestic Science and Art departments of the Normal last June, has been assistant in Domestic Science this year in the Normal. She will spend next year at her home in Flint.

Miss Vera Smith is teaching Domestic Science and Art in Ashland, Wisconsin.

Mrs. Hazel Allgeo Heath is living in Otsego.

Emanuel C. Judd has been principal of the school at Freda, Houghton county the past year.

Miss Mabel White has taught in St. Joseph this year.
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The seventh annual summer term of the Western State Normal School will open June 27 and continue six weeks, closing August 5. Students will be enrolled and classified on Monday, June 27, and classes in all departments will begin recitations on Tuesday June 28. Nearly all of the regular instructors of the Normal School will remain in residence during the Summer term, and will be assisted by a number of outside teachers, selected for their efficiency in special lines of work.
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WESTERN STATE NORMAL SCHOOL

SUMMER TERM
1910

June 27       SIX WEEKS       August 5

50 Instructors    95 Courses

Thorough reviews in all the common branches for students preparing for the county examination in August.

Regular courses giving credits that apply toward life, graded and rural school certificates.

New, modern, well-equipped buildings.

Training school open first four weeks of summer term.

Special course of lectures by prominent educators.

Five tennis courts for students' use.

Expenses moderate. Tuition free in rural course. Three dollars per term in all other courses.

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D. B. WALDO, President