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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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The Normal School and Educational Research.

There is one function which I believe could very advantageously be added to the various functions now served by Normal schools. A normal school ought to keep in professional contact with its graduates and to be a clearing house for much information that could be gathered from these graduates scattered over various fields of activity. It could also be a means for the distribution of information and the carrying out of certain experiments and investigations that need cooperation.

The advantage of undertaking work with normal school graduates will, I think, be obvious on a brief consideration. The normal school could become in this way a center for the continued training of teachers. The difficulty with much of our normal school work at the present time is that it gives an initial proficiency in the art of teaching but it does not prepare the teacher to become independent in later work. It gives so much attention to reviews of academic subjects and to the inculcation of methods of instruction that it leaves the student without any clear recognition of some of the problems which will arise and ought to be studied in later professional life. To keep a teacher alive to the actual study of educational problems is a relatively unsolved problem of American education.

Some concrete examples will make clear the meaning of this general proposition. Suppose that a normal school should undertake to investigate, through all of its graduates, the demands of various communities for changes in the course of study in the schools which these graduates serve. The very raising of this question would draw the attention of the teacher to the importance of studying his own relation to the community. He would be inspired to take up the careful examination of the needs of the community and such evidence of its intelligent demands as he could collect. If he formulated these wishes of the community in which he lived and reported them to some central alumni committee, a body of very valuable comparative material could be collected. When this material is formulated and reported back to the various contributors each would become clearly aware of the peculiarities of his own community on the one hand, and of their participation on the other hand in certain general needs. No individual could gain the broad view that could thus be collected through a large body of graduates. At the same time each individual would be guided through this investigation into productive channels of private study and educational development.

Another type of investigation would consist in the sending out from the central normal school a series of simple tests to be applied to the students in different communities. One of the great difficulties at the present time is the isolation of individual schools. A teacher and a group of pupils may think that they are doing good work and yet the absence of any definite standards may leave them so utterly without the possibilities of estimating their own efficiency or inefficiency that they stumble on and accomplish less than they might accomplish if they had the stimulus of a rational comparison with the work of others.

To be sure we try to furnish the means of such a comparison through county and state supervising officers. These supervising officers are sometimes supplemented by an examination scheme. The present agencies are, how-
ever, superimposed upon the individual 

teacher and upon the school system. The 
teacher and the pupils feel that the 
examination is without clear bearing 
upon their work. Adverse criticisms 
tend commonly to distress and dis- 
courage the teacher more than to help 
in reform. Let the teachers become in-
 terested themselves in the comparison 
of their methods and results with those 
of other teachers. Let the methods of in- 
vestigation be worked out carefully and 
the results of these investigations be 
made accessible to all not as instru-
ments of official condemnation or praise, 
but rather as instruments for the intel-
ligent consideration of one's own school 
problems.

I think a general test in arithmetic 
could be devised along the lines of the 
tests used by Mr. Stone and Mr. Cour-
tis and could be used by a committee of 
grads in a very productive exam-
ination of the arithmetic work of a 
whole group of schools. The enormous 
contribution to educational thinking 
that would come from a well-organized 
study of this kind is one of the possi-
bilities of the future which it seems to 
me ought to be recognized as the mission 
of the aggressive normal school.

A third type of investigation which 
could very properly be undertaken 
would be the accumulation of informa-
tion from various centers with regard 
to the elimination of students from 
grades and the relation of this elimina-
tion to the work of the school and to 
the social condition of the families 
invol-
ved. It has been amply shown in all 
of the recent literature on elimination 
that this subject needs to be worked 
out carefully by many investigators in 
many different communities. The ordi-

nor school course does not furn-
ish the opportunity to say very much 
about the reasons for elimination and 
its extent. Many a teacher who begins 
his work fails to realize the significance 
of the withdrawal of pupils from his 
school. He regards this withdrawal as 
does the pupil merely as a personal 
relation. Sometimes it is a personal 
relation to which the teacher feels enti-

rally indifferent. Sometimes the with-
drawal expresses itself in forms of acute 
personal antagonism. The teacher ought 
to be equipped with the general princi-

ples that will lead him to see that the 
elimination of a single student is a 
symptom of a far reaching and a gen-
eral condition in our school system. The 
individual anxieties that attach to 
the school organization will tend to fall 
away in the light of these broader con-
siderations. The teacher will gain a 
new insight into his functions as a mem-
ber of a large profession, he will be able 
to discuss with parents and with chil-
dren in a broad way their relations to 
the educational system of the country. 
In short, a study of elimination carried 
on in this fashion would turn what is 
now a vexing personal problem into 
genuine constructive educational 
thought.

These illustrations could be multi-
plied indefinitely. Let us turn, however, 
to the consideration of one or two of the 
practical difficulties which prevent at 
the present moment the carrying out of 
the program above suggested. The 
greatest difficulty is that normal schools 
have not regarded it up to this time as 
their function to carry out such investi-
gations and they are not equipped with 
the means to give proper attention to 
such undertakings. This particular con-
sideration means that we must enter up-
on a campaign for the education of 
boards of trustees and governing offi-
cers of these institutions. The fact that 
this work has not been done means that 
the equipment is not now at hand. It 
ought not to mean that the equipment 
cannot be obtained.

In the second place, graduates of nor-
mal schools and indeed all teachers are 
disposed to regard themselves as so 
fully absorbed in their regular routine 
work that investigations of this type 
are to be looked upon rather as nuis-
ances than as sources of assistance in 
their work. Here my only contention is 
that teachers do not realize the possi-
bilities of enlarging their influence and 
efficiency by a little additional attention 
to such investigations. The plan of cen-
tralizing these investigations relieves 
any individual of the labor of carrying 
on the whole work. It is my belief that 
there would grow up a sentiment 
among the graduates of any normal 
school which undertook such a program 
that would ultimately inspire individu-
eral to bear a larger portion of such investigations.

That young teacher who found himself through the agency of a normal school able to carry out a general investigation would cultivate a broad interest in education which would make him instantly available for spheres of larger influence. The ability to carry on research of this type ought to be one of the largest recommendations that a teacher could have for supervisory positions. A teacher who had a small school could by this means accumulate experience which would bring him into contact with the world more rapidly than he can ever hope to learn the educational world through his own personal movements from school to school. In short, the disadvantages that would come from additional work would be more than counterbalanced by the advantages that would come in breadth of experience and opportunity for development into larger positions.

A third difficulty which such investigations would encounter at the present time would be the suspicion if not indeed the opposition of the local school patrons. One can imagine some communities under the scientific microscope above suggested. There would be no limit to the possible suspicions that might arise in their minds. The introduction of a new course in algebra would become a very minor matter of gossip as contrasted with the interest the community would have in the investigations of their own peculiarities instituted by the new teacher. Let it be conceded at once that the investigations would have to be taken up with some tact on the part of the teacher. I doubt very much whether any teacher single handed should venture to make certain of these investigations. This is another point at which the advantages of cooperation appear in clear outline. If the teacher's inquiries were backed up by the authority of a co-operative investigation being made by the graduates of a public institution under the careful direction of some central committee at that institution, public concern lest the investigations lead to some erratic ends, would be very much reduced. A teacher would feel himself, even in the midst of a somewhat doubting community as part of a larger organization and he would cultivate in this contact with a sympathetic organization of co-workers a new feeling of independence and proper professional authority.

Other difficulties will undoubtedly suggest themselves to those who do not find themselves interested in the type of organization above proposed. These difficulties cannot be waived lightly aside by one who makes this proposition, and yet I believe that every difficulty could be met as presented by the skeptics and certainly these difficulties would be more than offset by the advantages to be gained by such an undertaking.

One can hardly refrain from indulging in extravagant speculation of the possibilities of such an organized system of research. The normal school would become the center for the life of the whole school community. It would constantly have pouring into it a body of information which would keep alive the contact of the normal school with the community that it supplies with teachers. The necessities of providing modification of courses of study would be continually before the normal instructors and their students. The social problems of the individual communities would be constantly reported to the central institution.

That this work must be done and will be done no one can doubt who has observed the recent development in American education. There are a number of institutions now making an effort to carry on investigations of this type. They are for the most part organizations in universities rather than organizations in normal schools. The work of these investigating institutions is tremendously handicapped at the present time by lack of general cooperation in such work. The educational field is too vast to be cultivated by any small band of laborers. The agencies of research must be multiplied and that rapidly. The normal schools and the schools of education in universities must recognize themselves as in no wise competitors and they must take up common problems and push forward the research upon these problems as their legitimate combined obligation.
At the present moment there is some tendency to regard the research problem as the peculiar problem of the higher institutions. It is for the purpose of counteracting any such assumption that the present suggestion is thrown out and the normal school is designated as the center for such investigations. It is certainly not in the expectation of the present writer that such research will be monopolized by the normal schools and yet there is just as certainly no agency in the country so well qualified by its relations to its graduates to develop a body of productive research as these same normal schools.

Charles H. Judd.
School of Education,
University of Chicago.

A Day at Lake Farm.

My watch registered 5:15 as the boys tumbled out of bed with a whoop, and amid the hurry and scurry some older boy cautioned the others, "Be sure you put on your work-waists and overalls." Shortly I met some of them in the wash room and as I was reading the "hot" and "cold" on the faucets a fat boy said with a grin, "you can't git any hot water till Harry starts the fire." This boy showed me the way to the kitchen where the day's work really started, for they all passed out through the kitchen door; the oldest boy to the barn with his milk-pails, three boys to the wood-pile, one putting up the school lunches, another preparing vegetables for the hot meal at night. Lamps were to be filled, chickens to be fed, beds to be made, tables to be set, floors and stairs to be swept, and even the smallest boy of six was bringing in the split wood. Whistling, singing, laughing—and work took the chill off the early morning air and brought them all in with rosy faces to a 6:30 breakfast. After the silent grace each enjoyed a generous helping of oat-meal and milk—with thick yellow cream. Each table had a boy for waiter who removed the bowls and returned with delicious hot johnnie-cake which was served to the boys with cocoa, and to the older people with coffee.

After breakfast again each boy hurried to his work—clearing the tables, dish-washing in the "serving-room," dish washing in the kitchen, more sweeping and cleaning, barn work and field work and so on until the bell rang at 8 o'clock for washing and changing to school clothes. At 8:30 I watched them scampering off down the road to the country school, three quarters of a mile away. The house was clean and all was quiet.

The Superintendent came in, drew up chairs to the fire place and sitting down I had my first chance to say to him: "Well 'Uncle Joe' this is a busy life." "Yes, but a busy life is a happy life." "But what chance do these boys have for play?" "To tell you the truth, the boys are just learning how to play. They have been running the streets so long that all their efforts are misdirected. That cleared space in the woods yonder is where they play ball, but if left alone for half an hour they will all be scrapping. That swing and horizontal-bar just beyond were put up by Mr. Dewing with the help of the boys but even with those simple things there must be a wrangle unless some one is with them to regulate things. Then they have their boats, fishing and swimming and altogether they have as much amusement as they can handle safely."

"What do you do with Sunday?"

"We try to make Sunday the happiest day in the week. We have a chapel service of forty-five minutes at which time we are a little more serious than at any other time in the week but not so serious as to make boys of this age introspective. The golden rule is what the boys try to practice in the daily life of the community and I might add, that this seems to me to be real religion."

During the rest of the day between "odd jobs" and visiting, we inspected the 55 acres, barn, chickens, pigs, etc., everything paid for and with only one discouragement—the lack of room for more boys.

At 2:15 I was a witness to a dead earnest foot-race. The fat boy won, the thin boy second and the "cotton top" third with the others straggling in, winded. They disappeared into the house, appearing later in their work clothes, and then disappeared again in
two's and three's to their respective jobs. The boys who work after supper have an hour for play before supper; the boys who play after supper work until the supper bell rings. The supper was a wholesome, hot meal, disposed of quietly, except for here and there a sly nudge or a wink.

Word had gone about that after the work "King Arthur" was to be read so I suspect the work was done up more quickly than usual. At 7 everything was clean again and there was a scramble to get as near the reader's chair as possible because, as I learned afterward, they could see the pictures better. But "Uncle Joe" upset the plan, telling the boys that the weekly meeting would be held tonight and not tomorrow night.

"Oh, I know what I'll talk about." "Yow, but I know what I'll bring up."

"Well youse fellers better believe I'll git that ax settled tonight."

So they jabbered until "Uncle Joe" called for order, and by 8 o'clock all the trouble was settled, some going to bed, sorrowful with no play time for a week, others deprived of fishing, others "not to enter a boat" and so on until each offense was fitted to its "punishment." "Uncle Joe" insists that every boy must vote "for" or "against" every question and even the boy who is to be punished is consulted as to its fairness before the fine is inflicted. Here's a square deal which every boy appreciates and one which he respects a great deal more than if some grown person were dealing with him.

"Uncle Joe" and I were talking over the day's doings when a small figure clad in white stole up beside "Uncle Joe" to say: "Chuck's got a string tied to Bill's toe and we can't go to sleep." "Tell Bill to cut off his toe and the string won't bother him," and the lad disappeared with a grin.

A FRIEND.

Comstock Consolidated School.

In 1906, a little more than a half township consolidated into one large district at Comstock, four miles east of Kalamazoo. This consolidation seems to have been the outgrowth of advanced ideals on the part of a good many public-spirited citizens of the entire community. In a very few weeks the old districts with their school houses, were abandoned and in their stead was organized one large school district with a full high school course of study. It was organized as a graded district with a board of education consisting of five members.

The school has been in operation four years with good results. Twenty-one boys and girls have been graduated from the courses offered. Of these seven finished this year and of the remaining fourteen two will graduate from the Western Normal this year, one is taking work at Kalamazoo College, one in the Michigan Agricultural College, and three have finished courses in good business colleges. Next year will find four or five of these graduates attending the Western Normal School, one will be located at Kalamazoo College, and three at the Michigan Agricultural College.

The plan of the school is much the same as all well regulated schools of its kind. Thorough courses in English, Latin and German, Mathematics, History and the Sciences are given; and in addition practical work in elementary Agriculture, Manual Training, Domestic Science and Domestic Art, Music, and Art, are all given the attention their importance suggests.

Pupils who live considerable distances from the school are transported in covered wagons, or on the interurban railroad. This means of getting to school has proved very satisfactory to those who have made the matter a study. One has only to think of the experiences of walking through the cold and storm in groups of boys and girls, some of whom are not the most morally inclined to conclude that it is far better for the child to get into a covered wagon and, under the care of a mature person, arrive at school dry and ready for work.

The laboratory facilities are being improved, and a library of nearly a thousand volumes is being enlarged. The rooms are light and airy, and the scenery in all directions from the building is all that can be wished as far as nature is concerned.
The school, during the last year, has attracted some attention as a social center. A number of public gatherings have been held intended to stimulate an interest in the school and to arouse an activity on behalf of the children for a better social condition. The school to a large extent entertained the Farmers' Institute and furnished music for the occasion. The meetings were well attended by the high school pupils who gave evidence of good interest and enjoyment.

A reunion of the old-time teachers, pupils, and citizens was held at the school building and on this occasion hundreds of pupils, citizens and friends of other days were present. All of these efforts have done much toward bringing about the much desired object of making the school a social center.

"The cost" is and should be looked upon as quite a large factor in social enterprise as well as other lines of endeavor. Perhaps its importance is sometimes allowed to overshadow the desired results. The average cost of seven Village schools of Kalamazoo County for the year 1908-1909 according to the official reports on file in the office of the County Clerk is $33.28 per capita. Of the Comstock school for the same time it was, according to the same report, $24.20. For this amount, we have instruction in the courses usually given in Village schools, plus music, art and manual training.

Before consolidation but 56.6 per cent of the children on the census list attended school. The first year after, 70 per cent attended. The percentage of attendance before consolidation based on enrollment was 83.3 per cent, while the first year after showed 91 per cent on the same basis, and the percentages have been growing better each year. The experience of the past four years in Comstock has made proof of several advantages of consolidation, viz:—Raising the average attendance and the age at which children leave school, making more years of home life, larger classes, better teachers, better school spirit, better sanitary conditions, less exposure to bad weather, good library and laboratory facilities and making it possible to teach agriculture and home making. It brings about a better social condition. Pupils meet together in a large group, and the gulf between the city boy and the country boy is eliminated. Loitering by the wayside and listening to bad language is avoided. Teaching cultural subjects is made possible, thereby securing a happier and better rural home with happier and better citizens in it.

A. M. Nutten.

LITERARY

Contributions by the Elementary School

A Trading Scene.

Scene:—King Harald’s palace in Norway (Soldiers sitting about the room shining their shields and swords.)

First Soldier:— (looking at his shield fondly) You have protected me from many a blow and ward off many bites of the enemies’ sword.

Second Soldier:— You talk as if that were an enchanted shield.

First Soldier:— Sometimes I think it is because it has guarded me so faithfully. It’s first owner, one of the bravest of our kingdom is now drinking in Valhalla.

Second Soldier:— Who was it’s first owner?

First Soldier:— Thorkel, the Mighty. When he received his death blow he gave me this shield and asked me to carry it when I was on the battlefield.

Third Soldier:— (laying aside his work) My shield is again ready for battle.

Fourth Soldier:— My spear is ready too.

Fifth Soldier:— Where are the other men this morning?

First Soldier:— They are guarding the ships down in the fiord.

Second Soldier:— Here are some of them now. I wonder if they are bringing any news.

First Sailor:— (Enter men from the boat) Yes, we have news. A strange boat is entering our fiord.

(Men spring to feet dropping shields and spears.)

First Soldier:— What does it look like?
Second Soldier:—Does it carry
friends or foes?
First Sailor:—We do not know. No
boat like it has ever sailed in our fiord
before.
(Enter Harald, noise stops. Soldiers
look toward the king.)
Harald:—Why all this clatter?
First Sailor:—A strange sail is enter-
ing our harbor.
Harald:—Tell me about it.
First Sailor:—Its sails are of beautiful
purple. There are three banks of oars
and it carries more men than our drag-
ons do.
(Thrall comes running in and bows
before the king.)
Harald:—What is it?
Thrall:—A messenger is at the door.
He comes from the strange boat.
Harald:—Show him in.
(Thrall goes out and returns with
messenger.) From whom do you come?
Messenger:—I come from Prince Hi-
ram of Phoenicia. He lies below in his
boat. He sends greeting to King Harald.
Harald:—Tell Prince Hiram I wel-
come him and his sailors to our court.
If he has brought goods to trade ask
him to bring them in. (Messenger goes
out) Thralls! (Two thralls come in.)
You, make ready a seat for the prince,
and you (turning to the second thrall)
bring in the Queen and her ladies. (An
extra seat is made ready and Queen en-
ters with her ladies.) We have guests
this morning.
Queen:—So the thralls tell me. Where
are they??
Harald:—Here they are now. (Enter
messenger with prince and his men.)
Messenger:—Prince Hiram.
King:—I welcome you Prince Hiram.
Queen:—I, too, welcome you.
King:—Have this seat. Why have you
entered our fiord?
Hiram:—In far Phoenicia we have
often heard of your beautiful amber.
The king, my father, wishes to give a
gift to my mother. He thinks she will
like nothing better than a necklace of
this amber. So we have come this long
way to trade for it.
Harald:—What have you to trade for
it?
Hiram:—(turning to servants) Bring
in the chests. (Chest is brought in) Un-
lock the chest and show the queen and
her ladies the beautiful silk. (Servant,
holds up purple silk) This beautiful
purple cloth was woven in Tyre and
was dyed with the color taken from the
murex, a shell-fish caught in the Medi-
erranean along the shores of Phoenicia.
Queen:—We must have some of this
beautiful cloth for King Harald’s royal
robe.
(Servant takes out of chest striped
silk.)
Hiram:—Long caravans of our cam-
els have travelled over desert to Arabia
for this silk.
Queen:—This silk will make aprons
for my ladies.
Harald:—Surely your people know
how to make beautiful things. Thrall!
(Thrall runs in) Bring in the chest of
amber. This is the most precious neck-
lace we have. I am sorry to see this go
away from Norway but seeing you have
come this long way for it, I gladly send
it to your father, King Abebaal.
Hiram:—We are grateful, King Har-
ald, I am sure it will please my father
very much. How much of my silk would
you want for it?
Harald:—Let the Queen answer that.
Queen:—Give us enough of your
beautiful purple cloth to make a robe
for King Harald and enough of the Ar-
bian silk to make aprons for my ladies,
and we will be satisfied.
Hiram:—Certainly, that is a fair
trade. Come, my sailors, we must be off.
Harald:—Surely you will not go un-
till you have had a horn of mead with
us.
Hiram:—We shall be glad to drink
with you.
Harald:—Thralls (Thralls come in)
Bring in the tubs of mead. (Thralls
bring in tub.)
Queen:—(Turning to ladies) Will
you serve these gentlemen? (Ladies
pass mead horns.)
Hiram:—Haven’t you a skald in your
court who can sing us a song before
we drink?
Richard:—No we have no skald in
court now, but, perhaps we can all sing
you a song.
Vikings sing:—
The dragon head, hurrah!
It shoots the water clear,
There’s clanging of the shields,
And of the shining spears.
Thor, the war god calls us,
To battle with our foes.
O'er rough and stormy seas,
How swift our dragon goes.

Our enemy is met,
The victory is won.
We spread our rainbow saild,
And home again we come.

Hiram:—That's a good fighting song.
Harald:—Let us all drink to Prince Hiram and his sailors and wish him a safe journey home.
Sailors:—King Harald! (all drink)
Hiram:—Now, we must say farewell.
Vikings:—Farewell!

Group Exercise—Third Grade.

Contributions by Students

The Experience of Doubt.

Doubt stood still contemplating Fortune with a downcast expression.

"Will you come?" asked Fortune.

"I dare not follow you," answered Doubt. "I am afraid of the ugly giant, World. If I ever got in his clutches, I would perish within a very short time."

"But," replied Fortune, "You possess the magic robe of Youth, embroidered with Purity and Virtue. If you take your sword, Confidence, along with you, the giant, World, will not hinder you from climbing the mountain of Achievement, but will respect your efforts. Decide instantly! I must go!"

Off started the care-free god, singing a merry song. Doubt, desperate with indecision, made a leap and caught his hand. Away they flew over lakes, rivers and valleys, and all at once fickle Fortune dropped Doubt right in the thick of the action of the Battle of Life. It took Doubt some time to collect his senses. Hardly had he done so when he saw the giant, World, advancing toward him. Emboldened by his sword, Confidence, Doubt rushed to meet him.

He struck the monster with all his might exactly in the middle of the forehead, and lo! the giant, World, was transformed into a majestic powerful prince. Doubt was so astonished that he forgot his own name. The prince began to speak with a voice that seemed to come from the depths of Infinity:

"I am Opportunity, master of human destinies am I. Your foe, Fear, changed me into an ugly giant, and I could be released from the influence of his sorcery only through the power of one of your God-given forces, the force of Action. I love and favor those who dare, and do, and labor, and I give them the kingdom of Success, and the crown of Character; but those who procrastinate, and neglect, and hesitate, I condemn to Insignificance; I imprison them in the dungeon of Poverty, and surround them with the impotence of Failure."

—Edith May Trattles, '10.

John James Audubon.

The constantly increasing interest in nature study brings to our minds the men and the kind of men who were the pioneers in this branch of science. The study of birds, especially, is today becoming very popular, this being shown by the great number of fascinating articles published in nearly all of the current magazines. Really the first man who ever gave to the world a book presenting bird life in an interesting and easily understood way was John James Audubon. Although his fame rested on practically one book, namely, "The Birds of America," nevertheless his work was so thorough and accurate in the volume that it was a very valuable book to science.

Audubon was of French descent and was born in New Orleans. From his early childhood the passion for nature study was well defined in him. He was sent to Paris when fifteen years old to study art under David the Painter. His knowledge of painting laid the foundation for his successful study of ornithology, because scarcely a bird in America was not impressed on his canvas. On returning to America, his father established him on a plantation in Pennsylvania and from here he began his first excursions into the primeval forests. He took many long and hazardous journeys in those early days and in these jaunts he acquired the faculty of making the wonderful life-like drawings of birds which added such value to his works published later. For fifteen years he traveled and studied merely for his own pleasure, because at this time he
had no idea of publishing the results of his research.

When he moved with his family to a town named Henderson on the banks of the Ohio river, new fields were opened for him and he spent several years in this locality completing his collection of bird sketches. At length he set out for Philadelphia with a wonderful portfolio of two hundred sheets filled with colored pictures of about a thousand birds. At this point came the most tragic event in his life. Being unexpectedly called out of town for a few weeks on business, he deposited his portfolio in a warehouse owned by a friend. Upon his return, to his intense mortification, he found that all the hard earned fruit of his labors had been destroyed by rats. This terrible shock threw him into a fever of several weeks' duration. His undaunted courage and rugged constitution, however, were displayed at their best at this stage of Audubon's life. Once more he took up his gun and brushes and proceeded to do over again the labors of many years.

After three strenuous years, he had again filled his portfolio. For the first time realizing the value of his works, Audubon set sail for England to exhibit them before the great ornithologists of the old world. Upon his arrival, the merits of his achievements were soon recognized. He exhibited them in galleries in England and on the Continent, and everywhere the sketches received enthusiastic praise. He now began to think seriously of publishing them in some form and his ambition was to have his book eclipse every other of its kind. With this in view he had a mammoth volume printed on so-called elephant folio paper, each bird being exactly life size.

This developed a book which met with instant approval, but because of its expense, it was difficult to obtain sufficient subscribers to make the publishing profitable. However, enough people realized the beauty of the book to pay for the cost of publication, although Audubon's remuneration for his extraordinary industry and skill was small. The entire works consisted of a series of four hundred and thirty-five colored plates containing one thousand and fifty-five life-size bird pictures. While this was being prepared for the public, Audubon made several excursions into the interior of Great Britain, studying and sketching the foreign birds. For several years after this, he divided his time between the two continents. His American wanderings at this period were confined mostly to the Southern States.

In the summer of 1832, he set out for the Northern States with the intention of studying the immigration of birds, especially that of the Passenger Pigeon. His observations of the life of this bird have proved to be of great value on account of its practical extermination. While working diligently at this latest branch of his study, he was arrested at Boston by a severe attack of cholera. This put a stop to his journeys in the United States for some time to come, although he took several long trips soon after this into the central and eastern parts of Canada.

He next took up his residence in Edinburgh and here wrote his second book, "The American Ornithological Biography," which filled five large volumes. This work was made wonderfully interesting by combining accurate bird observations with the thrilling adventures to be encountered by a naturalist of that period. In the year 1839, Audubon crossed the ocean for the last time and settling down again in his native land, he collected the most accurate and interesting of all his observations and gave them to the world in the form of a book named, "Birds of America." Accompanied by his two sons, he took many more journeys from his home, the results of which were two books dealing with a new subject. These were the "Quadrupeds of America," and the "Biography of American Quadrupeds."

Audubon died after a short illness at his home on the banks of the Hudson, after a long and well spent life.

He was an intelligent and accurate observer, of vigorous and healthy frame. He had, essentially, the qualities which make for friendship,—modest, unassuming manners, and the gift of animated and instructive conversation. He has won at all times the unstinted admiration of lovers of nature.

Character in Education.

We may speak of the world as God's workshop and men and women as the products of his industry. We are in the world to be made to be worthy of being called children of God. This demands a triple process of acquisition:—that of knowing the outer world, of knowing the inner worlds, and of deducing conclusions from our observations of both worlds. The result of this process gives us what we call "knowledge." To get knowledge:—to get regulated passions, appetites, and desires, to get a strong will that gives us control over ourselves—this is education.

A few years ago Dr. McManis asked his students what they considered was the aim of education, and eighty-five out of the class of one hundred and ninety-five said "to train the mind" or "to give knowledge." This seems to be a popular conception, and it is not entirely wrong if we consider what knowledge is. Is it information? Not more than a generation ago the aim of education was to cram and train. Information was crammed into the youth ful mind like sausage meat into skins. This method is applicable even today, though the idea and theory have improved beyond that extreme condition. Rather than thinking of the mind as a receptacle which is to be filled, let us think of it as an organism capable of growth. The mind absorbs and digests useful knowledge. By useful knowledge, we mean that which can be nourished. A mind that is filled but not nourished is subject to dyspepsia.

But this knowledge alone is not sufficient. No doubt you have heard the saying "Knowledge is Power," but consider this: The Chinese knew gunpowder long before the Europeans and Americans, but what did they use it for? Fireworks, a mere plaything! Knowledge is applied power. The function of knowledge is to supply—not power—but stuff that can be worked up into power. Thus it becomes the duty of the school to provide this something, and then to help the child apply his power, thus fitting him for the immediate future. It should also provide for the child certain environments, reactions to which will give him certain experiences that will become serviceable to him.

But our schooling constitutes only a part of our knowledge. In the words of Lyman Abbott, "Knowledge is acquaintance with God, with his works and the noble lives he has inspired." We need not go to the theologian alone to learn about God; we may go to nature—beauty, harmony, love—these are all attributes of God, revealed to us through nature. With this kind of knowledge our moral powers are trained, we receive a strong will and a strong character. I have heard men say that strong wills are needed for men, but weak and pliable ones for women. No indeed! For a strong will implies a stronger character, and we need women with strong characters as well as men.

In order to develop this character we must begin with the child. As individuals we are born free. Do you doubt me? You say there are obstacles, heredity, habit, environment. Is the grasp of one's heredity stronger than one's self? No indeed! Nature gives each a new start with which to begin life. Only the weak use heredity as a cause for their failures.

Habit? Gain control over your habits! Break down the evil ones; "Habit is a good servant, but a poor master." Recall Demosthenes with his habit of stuttering, yet he became a powerful, world known orator.

Environment is the greatest obstacle yet it is surmountable. Rise above your environment as did Joan of Arc, John Bunyan, Martin Luther, and Abraham Lincoln whom we respect and even reverence for his honor and justice. Again I say, "as individuals we are free; free to develop our own character."

There are two main requirements to be satisfied before moral character can come to its full maturity, that of forming co-ordinate habits and of sound judgment. Aristotle's doctrine shows that in any fully developed character, habit must be found side by side with a sound practical judgment. There come times in our lives when we meet problems which must be solved, and this cannot be done unless with our habits run prudence, shrewdness, sagacity, sound judgment—call it what you
may—which is the crowning virtue of good character.

But to what does this knowledge lead? What does this character stand for? From the side of psychology the growth and development of character is synchronous with growth of control—control over instincts and impulses which are the great dynamic factors in human life. They supply the energy that keeps the machine going. By means of knowledge we recall past events, and plan and anticipate for the future. In the act of acquiring knowledge the mind is disciplined.

Let me draw your attention to two of our great educators of the past. What did they consider was the aim of education? Comenius, our first educator of any importance said, "Life is a preparation for eternity." But how narrow! Instead of living for the future life alone, we should seek for "life more abundant here on earth." We should strive for the lateral look as well as for the upward look, for "Not only in our infancy, Doth Heaven with all its splendor lie. Daily with souls that cringe and plot We Sinias climb and know it not."

Herbart, a later educator, maintained that the ultimate aim and end of education was to develop moral character. The difficulty lies in the fact that we do not all agree as to what constitutes morality. Herbart says that the child is not born a moral being but becomes so by a long process of training—a process that we may justly term education. Moral character must be developed and the only way is by education. If a school turns out young people who do not lie nor steal nor are unchaste in thought or deed, it has certainly accomplished its purpose. But a well trained character is not merely one who does not lie nor steal, but it is one, which, in these perplexing days of changing standards and ideals, is able to discern wherein lying and stealing consists; he must be able to judge between right and wrong. This reveals real moral character.

Character, then, the fundamental aim and end of education leads to the hard but lofty pathways of our most difficult educational idealism.

Nettie DePagter, 1910.

*RETROSPECTIVE

Education Department.

One of the foremost departments in the Western State Normal School is the Education department. From 1904 'till the summer of 1908, Dr. J. T. McManis was in charge of this department. He was assisted at first in the Methods work by Miss Martha A. Sherwood and later by Miss Ida M. Densmore. During the period, besides the regular required work, elective courses in the Psychology of Occupations and Educational Classics and Theory, were offered.

Dr. McManis left the Normal for work in Chicago and Mr. Frank A. Manny of the Ethical Culture School in New York, became the head of this department in September, 1908. The department now has three instructors including Miss Emilie Townsend and Mr. T. P. Hickey and eleven courses are offered for some of which credits are given according to the work done by the individual student. Among the elective courses are: School Hygiene, School Organization and Administration, Secondary Education, The Curriculum as a Social Growth, and the Journal Club.

Mr. Manny has written the following statement of the required courses in Education:

The old normal school student was said to be too devoted to methods and the old college trained teacher had too much faith in bare subject matter. The former had the advantage of knowing what to do the first day of school even though he kept repeating that program to the end of his teaching. The latter had more growth in him although he might "waste a whole hatful of eyes" in learning at last to perform successful operations.

Modern conditions show each school advancing in appreciation of the other's services and an attempt to combine

* Retrospective in this number was intended to conclude the articles dealing with historical life of the institution. However, it has been necessary to omit special mention of the Department of Rural Schools and the Extension Department. These omissions will be given attention in early Fall issues.
the good features of each with considerable elimination of former waste.

A part of this change appears in the courses given in pedagogy or education. In this school the plan is something like the following:—Education 101 is an introduction to the study of education. The student is helped to find out that he has done more thinking and has more of a system in his own mind regarding his experiences in personal and social matters than he had supposed. Simple problems in psychology and sociology, personal and school hygiene etc., lead him to work over what he has already thought out with the help of text books, reference works and general reading and observation. He at least finds out what are some of the sources from which help will come to him in his thinking.

Next follow four courses taken according as a student is preparing for manual training, kindergarten, general elementary or high school teaching. These are intended to help to acquaintance with the problems, terminology, references, etc. the student is likely to meet in his special field. A part of these courses is given to child study, including observation in the class rooms, the study of some child, some comparison with subjects in biography and fiction and the organization of some curriculum material with reference to the needs that are made evident by the study of the interests, activities and occupations of an individual. This course with Teaching 101 have especial reference to introducing the student to the point of view of the teacher and also to the training school.

Much attention has been given to social problems and these are now studied against the background of the history of the modern school. About half the time is given to relating these by a study of the work of eleven men from Comenius and Locke to Harris, Hall and Dewey. The rest of the time is taken for continuing acquaintance with the psychological problems these social studies lead to and with the history of education in the making as seen in the journals, reports and other publications constantly appearing.

All of these courses will be made much more adequate when we have our laboratory building with rooms in which psychological and educational problems can be worked at with reasonable economy. This need is especially evident in the concluding required course (107). To this the student comes with the results of what has been outlined as well as with what has come to him from his work in various subject matters and in teaching in the training school. The course has as its aim an attempt to aid the student to relate these various experiences and to restate for himself his attitude toward teaching problems and the larger problems they represent.

Psychology in life, laboratory and text book ought to be of considerable service to him in his undertaking.

Minnie Williamson, 1910.

English and Expression.

Language is a medium of expression, and the purpose of all language study is to develop ease and accuracy in its use. The aim of the English Department is two-fold, to train the student in the accurate use of English as a means of expression, and to cultivate an appreciative understanding of the best thought and feeling that has found expression in the form of literature. Of necessity, this work must include a careful study of the technique and license of literary art, such as form and figurative language, the understanding of which is so absolutely essential to full appreciation and interpretation of literature. Oral and written composition is made a part of all courses in literature, and in the composition courses standard selections are studied as models of style. For the benefit of teachers methods of accomplishing the purpose of language instruction are incidentally suggested, and formally considered whenever suitable opportunity presents itself.

The history of the development of the department of English Language and literature is typical of the development of the institution in general. This essential department was first in charge of Miss Mary Lowell who came here in 1904 to conduct the work in Life and Preparatory Courses. Miss Lowell came
here directly from Vassar where she had been Instructor in English for one year. Previous to this she had graduated from the Michigan State Normal College, had taught in Traverse City and Owosso, and had received the degree of Master of Arts from the University of Michigan. Miss Lowell conducted this Department for four years, establishing high standards of scholarship. She resigned in June, 1908, to travel in Europe. In the mean time, Miss Marion Brownell had been assistant in History and English for the year 1905—06.

Miss Alice Marsh came to the Normal in 1907 to assist in History and English. She had recently completed a two years course in Teachers’ College, Columbia University, leading to the degree of Bachelor of Science, and had occupied the chair of Methods at Geneseo, New York State Normal one year. Miss Marsh now has the entire charge of the English work in the Preparatory and Rural Departments, and has 160 pupils enrolled in her English classes alone. Miss Christine Keck, principal of the Sigsbee High School of Grand Rapids has had charge of American Literature for Children during three Summer terms.

In September, 1908, B. L. Jones, head of the English Department in the Manual Training High School, Louisville, Ky., took charge of the Department of English Language and Literature. Mr. Jones received his degree of Bachelor of Arts from the University of Chicago, and since he has been in this institution he has pursued post graduate work there. At the opening of the school year 1910, Mr. George Sprau was added to the department, and now divides the work with Mr. Jones. Mr. Sprau had just completed a two years’ residence course at Harvard, leading to the degree of Master of Arts.

When this department was established in the Fall term of 1904 there were three classes in the department, a class in the History of English Literature, a class in Elementary Literature, and one in Method of Composition, with a total enrollment of 46. Now, in addition to this work there are courses in Elementary and Advanced English Composition, English and American Literature, Mythology, Technique of the Drama, Literary Materials for the Grades, Chaucerian Literature and Lyric Poetry, with a total enrollment this term of 280.

The Department of Expression in this institution has been in charge of Miss Mary M. Master, since its organization in 1906. Miss Master is a graduate of the Cumnook School of Oratory, Evanston, Ill., and before she came here was Assistant in the Expression Department of the Michigan State Normal College. This department is now on a strong foundation. Courses in Reading, Story Telling, Extemporaneous Speaking, Shakesperian Reading and Oratory are offered. Special attention is given to the needs of individual students and, on this account the enrollment is limited to suitable numbers for each class. Story Telling is one of the most interesting and enjoyable courses. In this course special emphasis is placed on the basis of selection of material. A study is made of the special value and the place of Fairy Tales, Myths, Bible Stories and Folk Tales in the realm of story telling. Much attention is given in the Department of Expression to careful preparation for, and presentation of standard plays. "Twelfth Night", "The Little Minister", "The Knight of the Burning Pestle", "The Shoemaker’s Holiday", "The Chaplet of Pan", "The Land of Heart’s Desire", and "Messer’s Mouse Trap", besides several farces are among the plays that have been presented by students of the Normal under the direction of this department. The work of this department is not only of inestimable value to the students enrolled, but it furnishes much pleasure to the rest of the School and to the general public.

Edith M. Trattles, 1910.

Latin and German.

The work in Latin was not organized into a separate department until the summer of 1908. Previous to that time the Latin and German had shared equal distinction under the broad classification of the Language Department. Miss Zimmerman at first, had charge of all the classes in both of these subjects but, as the work became too heavy for one teacher, Miss Braley had under her supervision part of the work in ad-
vanced Latin. Not only did the ever increasing number of preparatory students desiring this kind of work, make it imperative that each branch should be in a department by itself, but also the large number of High School graduates entering the regular Life Course who wished to take elective work in the languages. Therefore, it was divided. Since that time it has come to feel the dignity of its position and now the individuality of the Latin Department makes itself felt as a strong factor in the interests and activities of school life. Not only are the regular courses of High School Latin taught, but also two years of advanced Latin for all those desiring to specialize in this branch. In this latter connection, a new and interesting feature of the department is worthy of note,—the organization of practice work. By this arrangement, specializing students may obtain their practice in the preparatory classes of Latin.

The history of the German department is connected so closely with that of the Latin Department that it is unnecessary to say more than a few words concerning its inception and growth. Miss Zimmerman has had charge of all the work in German since its introduction in 1905 and under her able management, it has steadily increased in size and efficiency.

A recognition of the cultural and practical value of German has determined the aim of the course. This aim is to teach not merely the German language but German which includes the civilization and culture of the German people together with the literary productions.

German is studied as a living, growing organism. The feeling for the language is developed by deducting the grammar from the language itself, by the discussions of texts, and by original compositions.

Students preparing to teach German supplement their work in practice teaching in the preparatory classes of German, with a course in German conversation. The German club organized in connection with the German work is of great benefit to its members especially to those who are preparing to teach the language. By means of games, informal talks, easy reading, the memorizing of poems, and by the singing of German folk-songs, an ease and facility in speaking German is acquired. Meetings are held, usually every week, at which no English at all may be spoken and if by some unlucky chance that unruly member, the tongue, does let a word of English slip, its owner must pay a fine of one cent for each word. At the end of the year the fund in the treasury, consisting entirely of money paid for fines, is used for the worthy purpose of giving a banquet for the members of the club.

Shirley Eberstein, 1910.

Art Department.

The Art Department was established the summer of 1905. Miss Emelia Goldsworthy, formerly supervisor of Art in Calumet, Michigan and assistant art director in the public schools of Indianapolis, Indiana, was given charge of the department. Miss Goldsworthy received her training in the Art Institute of Chicago, Pratt Institute, Brooklyn, and studied under various private masters in Chicago, New York, Indianapolis and London. Miss Goldsworthy has been assisted in the Art work by Miss Mary Dennis, Miss Eleanor Judson and Miss Anna Morrison during summer school work and by Miss Janette Reitler during three years of regular school work. Miss Reitler received her training at Pratt Institute and was formerly art director at the Normal School at Stevens Point, Wisconsin and assistant in the public school work at St. Louis and Cleveland.

The work of the art department has been exhibited each year at the Western Drawing and Manual Training Teachers' Association and has been given recognition as equal to the best work done in the country. Besides the regular class work required of all students, there is a special art class composed of students who are making a special study of art, preparatory for work as supervisors of public school Art. In this department are given courses in advanced drawing, painting, applied design, history of art and practice teaching in the Training School, besides the usual courses in
psychology, history of education, and other subjects.

Some of the graduates of this department are supervisors of Art in Michigan and Indiana. The special art students have contributed during the past three years, to the Moderator Topics, a monthly calendar which has been used by teachers in the West for blackboard decoration. Miss Goldsworthy has contributed numerous articles on public school art, illustrated by work done by students in the department.

A correspondence course for primary, elementary, and grammar grades was published last year by the Interstate Correspondence School of Chicago, illustrated principally by students' and childrens' work. The school bulletin covers have always been designed by special art students.

The school has made yearly exhibitions of students' work at the Normal School along various art lines, including drawing, painting, hand-work, in weaving, clay modeling, stenciling, basketry, leather and metal work. Besides the exhibitions of regular school work, various exhibitions of fine works of art have been held, including exhibitions of water-color and oil paintings from the Hoosier group of artists, fine color and carbon reproductions from the Thurber galleries in Chicago—besides various exhibitions of Japanese prints from New York and Japan.

The largest exhibition took place in the Assembly room of the Normal School this spring from April 5th—12th under the auspices of the Kalamazoo Art Association which was organized Jan 1st, 1910, with a membership of 250 citizens of Kalamazoo.

Membership to the Art Association is $1.00 a year and the money is used to bring fine works of art to the city, to engage lecturers on art topics and to encourage the work of local art students.

This exhibition of fine works of art was from American and European artists, including Willy Martens, George Inness, Joseph Israels, Johannes Leurs, Martin Rico, Henry Hubbell and others, besides a fine representation of the Hoosier artists, consisting of T. C. Steel, William Forsyth, Otto Stark and J. O. Adams.

During the exhibit, the public schools of the city from third to eighth grades, were invited to attend, accompanied by their teachers. From five hundred to eight hundred children were in attendance daily and derived great pleasure and benefit from the fine exhibit.

The public showed great interest, and, including the attendance Sunday afternoon there were several thousand who enjoyed the fine art treat afforded by the newly organized art association.

A permanent feature of this exhibition was the purchase through public subscription of one of the finest pictures shown in the exhibition—the Willy Marten's "Feeding the Chickens"—which will be placed in the Public Library and be loaned during the school year to the various schools of the city.

Cecil Smith, 1910.

Sciences.

The scientific phase of the curriculum of the Western State Normal was at first entirely in the hands of Mr. L. H. Wood; but as the school became crowded there was too much for one man to handle, and Mr. Fox was secured to teach Physics from 1906 to 1907. The steady increase in demand for training in chemistry and physics had necessitated the securing of Mr. Worth to handle chemistry from 1905 to 1907. Mr. Worth, however, has handled chemistry and physics every summer term since the institution was started in 1904.

The general growth in every department of the school was well shared by science and in 1907, William McCracken Ph. D., took charge of both Physics and Chemistry. In 1909, existing laboratory facilities were found inadequate and more room was made just north of the original laboratory proper. This extra floor space is devoted to Physics. At the beginning of the present school year W. J. Sprow was secured to aid in the teaching of Physics. Although Chemistry and Physics are now in a flourishing condition, we are all very anxious for a new science building.

The courses in Geography have been in charge of Mr. Wood from the beginning. Assistance has been given him during the summer terms and at other
times by Misses Townsend and Harrison, Mr. H. W. Lee, and superintendents C. H. Carrick and F. E. Robinson. The equipment for instruction in this subject, which has been brought together by Mr. Wood, is the subject of very favorable comment by visitors and students. The local field work and the excursions forming a regular part of the work in Geography are features of much interest.

The department of Biology was founded in the fall of 1908. Until the organization of the department under the charge of Dr. L. H. Harvey, the only work of this nature offered was limited to review courses in Botany and physiology, given at the Summer School by Prof. W. E. Praeger of Kalamazoo College and Prof. E. N. Worth of Kalamazoo High School, and the courses in Nature Study and Systematic Botany were offered by Prof. L. H. Wood in addition to his regular work in the department of Geography.

The department now offers two years required work in general Biology and three years elective work in Zoology, Human Physiology, Botany, and Field Biology. These courses are carried out by means of lectures, laboratory and field work. This department has begun the introduction of native trees and shrubs in the campus. Advanced classes in Botany are working on a Flora of the County and a biological survey of the region is in progress. The equipment in this department is steadily growing, though rapid acquisition of material and apparatus will be hampered by lack of room until the erection of a science building. A plant house is planned in connection with the new building. A large house is planned in connection with the new building. At present there is a working library of nearly a hundred volumes, with ten periodicals, besides bound copies of such magazines as, The Botanical Gazette, American Naturalist, Science, etc. A large number of microscopes, compound and dissecting, with many prepared slides and much preserved material for morphological and histological work; a lantern and several hundred lantern slides; aquaria; nature study charts; a skeleton; and several pieces of Ganong's physiological apparatus make good results in laboratory work possible. Since the beginning of this year Miss Catherine Koch, a graduate of the Michigan Agricultural College, has assisted Dr. Harvey. Miss Koch has taught the Nature Study and Agriculture in the rural school courses.

Charles Jickling, 1910.
Lee Barnum, 1910.

Mathematics.

Dr. David Rothrock of the University of Indiana, who was in charge of this department in the summer of 1904, was followed by Dr. Thos. J. Riley of the University of Chicago. Dr. Riley was in our institution for two years, and then accepted a position in Missouri University.

The department of mathematics was given to Prof. John E. Fox in the summer of 1906. This branch of the institution has grown rapidly. In 1906, the Life Certificate and graded School Teachers' Arithmetic course was separated from the Rural course; the following year practice teaching, preparatory to special high school work, was begun in mathematics; and now, elective courses in College Algebra, Trigonometry, Analytic Geometry, and Calculus are offered.

In these elective courses, especially in Trigonometry, much actual work is done in the field. As an aid to this department, Mr. W. D. Cook, a member of the present class, was instrumental in obtaining a good outfit of surveyor's instruments for class use.

Carl Rolfe, 1911.

History.

At the opening of the Normal in 1904, the department of History was organized by President Waldo. In 1905, due to the growth of the school, Miss Marian Brownell of the University of Michigan, assisted in History.

Miss Daisy Longwell, A. B. became the head of the department in 1906. In 1908 and '09 another assistant was added, in the person of Mr. Spaulding, a graduate of Wabash College, and next year Mr. Hickey, a graduate of Michigan and for several years past the Principle of the Battle Creek high school will teach some of the courses.

Vernon Culp, 1910.
Music.

In January, 1905, the music department was organized in the Normal, Miss Florence Marsh supervisor of music in the Grand Rapids public schools having been added to the faculty at this time. A class of three students started at once to specialize in music, Miss Bertha Thoms, now director of music in a suburb of Chicago; Miss Grace Mosher a teacher in the kindergarten department of the Kalamazoo schools and Mrs. Bernice Cran dall Forsythe now of Chicago. Sight reading, harmony, history of music, kindergarten music, methods and voice culture classes were organized at this time and many of the students in other departments chose their electives from the music department.

The Choral Union had its beginning in the fall of 1905 and for its initial presentation sang the opera "Martha" in concert form. The solo parts were sung by Mrs. Sheridan F. Master, Miss Winifred McKee, now Mrs. Goble of Chicago, Gareld Whitney and Arthur Wilkie of Detroit. Each year concerts have been given by the Choral Union, drawing large audiences on each occasion. Among these may be mentioned the presentation of "The Rose Maiden" with Miss Gertrude I. Smith, Miss Delia Sprague, Gareld Whitney and Louis Lehman as soloists; Haydn's "Creation" in which the principal parts were sung by Miss Gertrude I. Smith, John Read of Chicago and R. R. Langhlin of Waukegon, Illinois; "Olaf Tryggvason" by Edward Grieg sung by the chorus and assisted by soloists of prominence. The most pretentious undertaking of the music department was the production of the opera "Chimes of Normandy" in the spring of 1909, professional costuming and staging adding much to the event. The opera "Erminie" will be similarly produced next year.

In the summer sessions there have been a number of assistants in music, among whom are: Mrs. Alice Spencer Dennis of the Detroit Conservatory of Music, who will be back in the Normal this summer and Mrs. Bertha Shean Davis whose solo work was a most enjoyable feature of the summer session of 1908. Miss Margaret Eldred has been a member of the music faculty for two years, assisting ably in the training school.

The Normal Conservatory of Music was organized in 1905-06 and from time to time has given recitals reflecting credit upon its faculty. The following instructors have been associated with the Conservatory: Gertrude I. Smith, Delia Sprague, Marguerite Schau, Winifred Hutchins, Mrs. Edith Forbes Hacking and Arthur Bryce of Battle Creek.

There have been a number of graduates in the special music department and among these Miss Ethel Fusselman is teaching at Atlantic Mine; Mrs. Mabel Thorpe Jones, Indiana; Miss Bertha Thoms, Downer's Landing, Ill., Florence Barrett, Lawrence; Frances Duncombe, Bellevue; Mrs. Jeannette Cauffman, Romeo; Hazel Sevey, Stanton; and Ruth East, Three Oaks.

Grace Newton, 1910.

Domestic Science and Art.

From an elementary beginning, the Domestic Science and Domestic Art departments of Western State Normal have developed into strong features of the school curriculum. These courses were started in 1904 and until the summer of 1908, were carried on in connection with high school classes in the Manual Training building of the Kalamazoo public schools. The Domestic Art was in charge of Miss Charlotte Waite and the Domestic Science was taught by Miss Louise Kingsbury, both teachers in the city schools.

Miss Florence Pray, a graduate of Teachers' College, Columbia University, came in 1906 and continued to combine Normal and public school work until the new gymnasium was completed in 1908 and rooms were fitted up in the basement for cooking and sewing. That year Miss Pray became the head of the department of Domestic Science in the Normal.

For Domestic Science work there is a large cooking laboratory equipped with all of the necessary utensils, that will accommodate twenty students at once, a pantry, dining room, store-room, etc. The design class of last fall made attractive stenciled curtains and runners for the dining room, the design
having been made by Miss Theresa Menge, a Domestic Science senior.

For the work in sewing there are two large rooms, one for juniors and the other for seniors in this department, both having cutting tables, machines and other equipment. Miss Anne Wright has had charge of this work since the fall of 1908. She received her training at Teachers College and before coming to Western Normal assisted in Domestic Art work at Michigan Normal College at Ypsilanti.

There were five graduates each for the years 1906, 1907 and 1908. In 1909 there were seventeen graduates and the year 1909-10 started with thirty-two juniors and seventeen seniors. Out of the thirty-two graduates twenty are teaching Domestic Science, Domestic Art or Manual Training. Among the cities to which the Normal graduates in this department have gone are Kalamazoo, Jackson and Grand Rapids.

In the new training school building a laboratory, two pantries and a dining room are equipped for Domestic Science and one large room for sewing. The pupils of the seventh grade have stenciled curtains for this dining room, the design having been selected from a number submitted by the seventh grade. Two attractive breakfasts were served in this room at the end of last term, one by the sixth and the other by the seventh grade, each inviting two guests.

From time to time there have been opportunities for the young women of the Domestic Science and Art departments to put their abilities to a practical test. The largest undertaking of this kind was the banquet for the young men of the Normal in honor of the football team last November. Covers were laid for about 100 and all of the dishes were prepared and served by the Domestic Science girls. The decorations and place cards were the work of the young women in the Domestic Art department.

Under the supervision of the Domestic Science department a lunch room was started for both Normal and Training School students in the fall of 1909. Each noon one hot dish was prepared and served at small cost to the students. Miss Marie Sayles, assistant in Domestic Science, directed this work which is planned as a permanent feature in the school.

CARRIE BRIGGS, 1910.

The Amphictyon Society.

Soon after the opening of the first school year, two societies were formed: the Amphictyon, for women; the Riley, for men, founded by Dr. T. J. Riley. The former had for its founder Miss Mary Lowell, then of the English department, while Mrs. Thomas James Riley was also interested. During the first years, the lives of these two societies were closely linked and together they worked in harmony—becoming the center of social life. The Riley disappeared but the Amphictyon is still here in a most flourishing condition. The latter derived its name from the Amphictyonic league which guarded the temples in early Greek days.

The object of this society is well expressed in their constitution,—“To promote such a liberal interchange of thought and social interests as will aid the development of right character, the spirit of good fellowship, and the highest freedom and efficiency of mind.”

Besides maintaining a high degree of lyceum work, the Amphictyon began, and continues to be, an important factor in social life of the school, weekly meetings are held and at least one open meeting during the term. Authors are studied, current events reviewed, and debates on questions of the day are given. Musical talent also has an important place in these meetings.

In the Oratorical Contests held during 1909 and ’10 gold medals were won by Edith Trattles and Nettie DePagter respectively, both of whom were representatives from this society.

NELLIE M. BEK, 1911.

The Normal Literary Society.

The first meeting of this society was called by Norman Luneke, on Friday evening, November the fifth, 1906. The chairman appointed the following committee to draft a constitution: the Misses Traut and Henderson and Messrs. Phelan, Overholt and Martin. At a
meeting the next week, the constitution was submitted and adopted.

From a mere handful of hard workers, the society has grown until more than one-sixth of the entire student body have added their names to its list.

The aims of this society, which is democratic in form, are well stated in the preamble to the constitution: "To attain through practice to a higher degree of excellency in the art of public speaking, and to enrich our lives by the culture that comes from mental contact and social fellowship."

Both literary and social meetings are held, the former, once a week; the latter, about once a month. During the winter term of 1909 "The Sleeping Car Farce" was given in the gymnasium of the Normal by the society.

The following people have served as presidents of this organization: S. O. Martin, John Phelan, Norman Luncke, Oscar Drake, John Salisbury, Palmer McGuinness, Daniel Simons, Parnell McGuinness, Lee Barnum, Chas. Poor, and Chas. Harper, the last of whom is acting at present.

C. A. Bean, 1911.

Rural Sociology Seminar.

The Rural Sociology Seminar had its origin in an informal discussion of the need of such an organization as a means for making the students enrolled in the department of rural schools familiar with the questions of current progress in rural life, as well as with sufficient historical study along the same lines, to form a proper perspective for the matters of more immediate interest. At a meeting held January 18, 1905, a constitution was adopted.

During the first four and a half years of the organization, it was the custom to hold monthly meetings, usually in the evening and programs consisting of music, book reviews, topical papers, debates, research reports and talks by members of the faculty were given. During the present year, meetings have been held every fortnight, as the number belonging has seemed to call for multiplied opportunities for individual participation. The Seminar was represented in the school oratorical contest in 1909 and again in 1910.

Membership and participation have been voluntary, but beginning next fall the work will be required of all seniors in the rural school courses and the organization will meet in two sections. Meetings will be held in the Library of the Practice School. The Juniors in the rural school courses will be organized for literary work under the direction of Miss Koeh.

Nellie Cassel, R. S. 1910.

Erosophian Society.

The Erosophian was founded in October, 1907, by students of the Preparatory Department. Starting with a membership of thirty-five, it now numbers more than one hundred and thirty on its rolls. The aim of the society has been two-fold: to make a study of sociological conditions both here and elsewhere; and to develop in its members ease and power in the presentation of material.

As first taken up, broad movements, such as the work of Tolstoi in Russia, the Bishop of London, Jacob Riis, and Jane Addams were treated. Later, the club grew into the feeling that the most effective way would be to study its own environment. Hence, during 1909-1910, parties of from ten to twenty students have visited institutions, industries, municipal buildings, etc., the material thus gathered, being preserved in magazine form for future reference. Plans for next year are already nearing completion. The origin and growth of Kalamazoo’s educational institutions will form the central theme.

Any account of the Erosophian Society would be incomplete without a list of those who have aided most, bringing the club to its present standing: Milton Billingham, Willis Cook, Frank Seager, Frank Martin, Neil Verburg, Robert Doherty, Jane Stoddard, Belle Sweetland, Edith Sweetland, Keturah Waite, Bessie Samson and Edouna Armstrong.

The society has taken part each year in the oratorical contests, and in 1909 one of its candidates, Milton C. Billingham won second place and the silver medal in the "finals," participated in by all the societies.

Neil Verburg, H. S., 1911.
EDITORIAL

Future. Estimates of success in teaching are extremely difficult to make, because teaching is a spiritual, intangible process. There is some objective evidence of success, but most of the result is in soul growth, only discernable by mutual qualities of spirit. Increased interest in life in general, and in subjects, objects and persons in particular; increased power of mental grasp, i.e., more and clearer apperceiving centers, and greater power of application both objective and subjective,—these are some of the proofs of a good teacher’s teaching. Personal excellence in a teacher is evidenced by classified, accurate and constantly used knowledge; by conduct sensitively responsive to the impulses and inspirations of a personally refined and a socially cultured nature; and by a spirit mutually responsive with Christ’s spirit to the highest and best things in present, immortal life. We covet for the young people who go out from this institution and kindred schools this month the excellence and the exultation of personal and professional success.

Question. Long and familiar association with the activities of any organization fixes certain centers of interest which are destined to be permanent. These interests have great initial impetus given to them by some extraordinary wonder in environment, by the magic power of some personality, and by native inspirations. Schools conserve and develop these initial stimulations chiefly through science, society and art. The vital questions of institutional introspection which each recurring Commencement reiterates focus thought upon the mastered, typical experiences in science, society and art for which the graduates are indebted to their Alma Mater. The exhibit of the Department of Practice the first days of June made adequate answer to the self conscious questions of the elementary school. The adult student and the instructor must meditate seriously upon the multiplied and far less obviously articulated activities of the year to derive any worth-while appreciation of his own increment of growth. The greatest institutional benefit from Commencement results from the socialization of the same serious inquiry. Does this school, both consciously and unconsciously, efficiently establish in the lives of the youth who attend it, true scientific, social and artistic types?—This is the question of the hour.

Sinews. As stated in our May issue the real sinews of war necessary to the running of a magazine are furnished by the advertisers. The first question asked by the prospective advertiser is “how many subscribers have you?” The price one may ask for advertisements and the willingness of the advertiser to take space, are both based on the subscription list. We submit this issue to you as a sample of what we hope to realize on a permanent scale in the fall. A magazine to be of any use to the school must have readers, and these readers must of necessity largely be the alumni and students. The price for the year’s subscription beginning with the first fall number has been placed at the extremely reasonable figure of fifty cents. The managers entertain the confident hope that a number of subscribers sufficient to secure the
postal rates given to mail matter of the second class may be secured before the end of the Summer term so that we may start next year with an increasing advertising patronage and with the additional advantage of economical postal rates.

**Instruction in English.** When the question of the aim of the department of English in any normal school is raised, the ultimate purpose of this department must resolve itself into a clear conception of the peculiar function of the normal school as an educational institution. In minor details each particular normal school will present a course of study in English that varies with the personnel of the faculty; but in the main it will never be forgotten that the large body of its graduates become teachers in the elementary public schools. This narrows the problem, in general, to the presentation of practical composition and a solid groundwork in literature.

This statement is concerned with the latter half of the problem. Briefly, the work of faculty and student teacher is to seek a practical knowledge of the psychology of children between the ages of six or seven and fourteen or fifteen years; added to this is the necessity of working out some usable system of literary criticism which will facilitate the selection of such wholes or parts from the works of the masters as will supplement the experience and tastes of children of public school age. This presupposes a fairly wide reading of literature on the part of students in the normal school. Here lies the real problem. Subject-matter, psychology, criticism: with the first insured, criticism will readily follow, and psychology will strengthen either. Without a liberal sprinkling of subject-matter, the burden shifts; this is what actually proves to be the prevailing situation.

Barring the extent of the present two year course, the following suggests itself as a temporary method of procedure: an attempt at a more thorough study of fewer masterpieces of epic and lyric poetry (the drama may be better approached through composition); and of folk-lore, fable, myth, and short story, all with a constant and intensive application of critical principles. The result should be, the ability of the student to select wisely a limited, but varying number of good things from the wilderness of so-called children's literature.

**B. L. Jones.**

**A Teacher's Bookshelf.** Modern life makes it possible to produce machinery which enables us to get at work in a moment's time which years ago would have called for much preparation and the expenditure of energy now available for the task itself. Publishers have made great advance in furnishing us books and periodicals at little cost. One of the teacher's problems is to equip a corner somewhere in which his reading and studying and writing will be ready for him whenever there is a little time, which belongs to that side of life.

The desk may be only a refitted box and the shelf a planed board, or one of the "unit" cases which can be added to as the books increase in number, or a revolving case costing less than ten dollars—these details are less important than it is to have desk and shelf near together so that the worker need not get up from his work to find his dictionary or other advisers and that they are so placed that he can leave his work knowing that it will be ready for him when its turn comes again.

It is good to have something in fiction always here against the time even to read a page or two, as well as those longer sittings when the rest of the world waits upon the end of the book. A rack like that on the back of a church pew will hold the local paper, and some other paper that belongs to the larger world like the Weekly Springfield (Massachusetts) Republican costing a dollar a year. A magazine club will cost its members very little and will furnish them in turn the American, McClure's or Everybodys; Harpers, Century, Scribner's or Atlantic; Outlook or Independent, and by all means the Survey. An educational journal will be in place even though the club members are not all teachers for home and school are nearer together than they used to be. The Journal of Education has much of general inter-
est. Of course the teacher needs his state paper and according to his special interest the School Review, Elementary School Teacher, School Science and Mathematics, Manual Training Magazine, Journal of Home Economics or some other of the happily increasing number of special journals.

A few minutes writing will bring to this corner the reports of the United States Commissioner of Education, the State Superintendent, the State Board of Health and of some community enough like the one worked in for direct helpfulness and enough unlike it to give the reader a broader outlook. Two or three pigeon holes (pasteboard boxes will serve) will hold the circulars etc., that come in response to cards sent out once in a while to the publishers and dealers mentioned in "Where to find it" that you got at the normal school or in the American School Board Journal of Milwaukee. If there is not a place ready these will go too easily into the waste basket (for of course a work corner has a waste basket in it.) Whatever reference books can be gathered together will be at hand. Among these will be an atlas or a good geography with a pocket pasted inside the cover, where will be kept maps cut out of newspapers or copied hastily from reference books in some larger library for use in the quiet corner.

The respect felt for a book because it is a book is a vestige from the days of more general illiteracy. It is this feeling that leads many families to place on the parlor table from year to year subscription books bought on the installment plan. These lie in state in their fancy covers for the most part unread but valued because they are books.

There are many books of use to the teacher today which will be improved upon within a few years. So while looking to future value be sure of a book's present service before putting good money into it. Beware of most agent's bargains and of "sets" in general. Book loaning and borrowing is frequently badly done, but done intelligently and co-operatively it is a great help. Book clubs are just as feasible as magazine clubs. Both mark advances in civilization over individualistic exclusiveness or theft.

In this number there is only space to mention a few educational books, that may well be placed where one can turn to them as he thinks over the questions that he has noted down during the day spent in the school room. One real problem hunted down for even a few minutes is often worth hours of desultory "studying." There will soon appear from Macmillans an encyclopedia of education in several volumes which will serve better to answer one's questions than anything we now have. But of what is now available there will be the text books in Psychology and History of Education you studied. Shaw's School Hygiene or one like Barry's (in the State Reading Course) will be indispensable to one who wishes to make physical conditions as good as it is in his power to make them. Kirkpatrick's Fundamentals of Child Study answers many questions about physical and mental characteristics and needs. The best work dealing with one's special subject should be secured. Most of these are in the series published by Longmans, Green and Co. (including Carpenter, Baker and Scott's book on English) and by Macmillans (including Chubb's Teaching of English). High School teachers will find help in Brown's Making of our Middle Schools and Hollister's High School Administration.

Remember that these books supplement "subject" books and "real" material. A few of them used will count for more than many read.

Frank A. Manny.

NEWS ARTICLES

Base Ball.

The twentieth of May was an ideal day for base ball and just to show his appreciation, Spaulding led his ball tossers down to battle against the Dutchmen at Hope College. The Holland papers stated that the game was the best witnessed in that town for several years.

In the first inning the happy Dutchmen scored a home run and we evened things in the second by also getting one. Neither side could get two hits in the same round after that, the game going to the fourteenth inning when Hope
added another run, and won two to one. Berger allowed only four hits and struck out eleven men, but luck was slightly against him. Martin, Damoth, and Maltby played their usually steady game.

In a slow and loosely played game, we shut out Battle Creek High School and piled up a total of twenty scores. The high school boys were entirely helpless before our heavy hitters and at no stage of the game did they have any chance to score. In nearly every round the visitors were put out in one, two, three order and but one man reached the second station of the circuit. The feature of the game was the pitching of Berger, who fanned fourteen of the visitors and allowed but three scattered hits. Martin, Fillinger, Parsons, and Berger all hit the ball hard.

Our ball team again won from Albion College by the score of eight to three in a very fast and snappy game in which both teams showed good form. At the start it looked as if the bleachers were going to be treated to a pitcher’s battle between Berger who was at his best, and Miller, Albion’s star. the first two innings resulted in blanks for both sides. In the third, the Normals took to Miller’s curves and piled up four scores, in the midst of which Emmons relieved Miller in the box. Albion also annexed two scores in their half of the third by succeeding in beating out three bunts toward third base. In the fifth Albion scored another run. Then for the next three innings both sides went out in one, two, three order. In the ninth our boys again hit the ball hard and when the smoke had cleared away we had four more runs and as Albion could do nothing in the hitting line the game ended eight to three in our favor. The feature of the game was the fielding of Sanford who by swell pegging cut off two scores at the plate. Soule caught a fine game and his base throwing looked like big league variety. Berger, Blake and Captain Martin did excellent work with their sticks. All three driving the ball for extra bases at opportune times.

The Normal Reserves closed their season by trimming the Galesburg Independents in a fast and errorless game on May 28. Reynolds seemed to have everything up his sleeve and forced fourteen men to fan the air. Hutchins, Cramer, Wilson, and Gorbutt featured in fielding while Snow, Knauss and McGuinness clouted the ball hard and often.

Commencement.

For the sixth annual commencement of Western Normal an unusually attractive program has been arranged, opening Friday afternoon, June 17th with the presentation of "As You Like It" by members of the senior class, and closing Tuesday afternoon, June 21st with the annual alumni banquet.

The cast for "As You Like It" which will be given in Normal grove under the direction of Miss Master follows:

Duke, living in exile... Bernard Roberts
Amiens... Trevor Munif
Jaques... Otto W. Ling
Lords attending Duke
Oliver... M. C. Gorbutt
Orlando... Glenn Sooy
Adam, servant to Oliver... Carl Rodgers
Touchstone, a clown... Vernon Culp
Corin, shepherd... Charles Stubig
Silvius, shepherd... Arthur Cross
William, a country fellow in love with Audrey... Lynn S. Blake
Rosalind, daughter to banished Duke
.................. Grace Newton
Celia, daughter to Frederick
.................. Nettie De Pagter
Phebe, a shepherdess... Eleanor Gardiner
Audrey, a Country Wench
.................. Jane Wakeham
First Lord, attending Duke
.................. Parnell McGuinness

Only the forest scenes are to be presented.

Costumes will be furnished by Schoulz of Chicago and the music will be by the Normal orchestra. Songs used by Amiens are taken from the Book of Shakespeare Songs. The scene is the Forest of Arden in the 17th Century.

The play will be given at 3 o’clock in the afternoon and in case of rain the date will be changed to Monday, June 20.

On Sunday evening, June 19, the baccalaureate sermon will be given at St. Luke’s Episcopal Church by the Rev. F. A. Roudenbush, rector of that church.
For Monday, June 20, only one feature of commencement time is planned. This will be the party for the alumni and seniors in the gymnasium and is the first event of its kind ever arranged. Many former students have expressed their intention of attending the commencement festivities and this social reunion will be planned for a permanent event.

Professor Charles Zueblin of Boston has been engaged to deliver the commencement address Tuesday morning, June 21 at 10 o’clock. His subject will be “Democratic Culture”. Professor Zueblin is a sociologist and author of national recognition who, for several years, was professor of sociology at the University of Chicago but who recently has made his headquarters in Boston. He is numbered among the three most popular extension lecturers in America.

Following the address by Professor Zueblin and presentation of diplomas, will be the alumni banquet at 12.30 in the training school building. Dr. William McCracken of the faculty will act as toastmaster on this occasion, President Clark Doolittle of the Alumni Association, making the introductory remarks. Zell Donovan of the 1907 class will speak for the alumni, Wm. J. Sanford, president of the class of 1910, for this year’s class and the commencement speaker will respond to a toast. There will be other toasts and music by the musical talent of the “past and present”.

Training School Exhibit.

The Training School held the first exhibit of grade work in their new building on June 1-2. During the morning sessions regular class work was conducted in all grades and special programs showing typical features of the year’s work were arranged for the afternoon sessions. There was also an exhibit of written exercises, art and construction on display in the grade rooms and in special departments.

On Wednesday afternoon a program of elementary and domestic science was given. In this program the most distinctive feature of the year’s work was selected by each grade. The exercises of the kindergarten, first and fourth grades were illustrative of their nature study observations. The pupils of the sixth year took for their topic “The Weather” which was an outgrowth of their work in geography. It was quite evident to the audience why the seventh grade class rooms were the only rooms equipped with electric bells after seeing the interesting experiments performed by the pupils of that department. The program in domestic science especially pleased the mothers because it showed them most clearly how the work of the home was being supplemented by the skillful training in the school.

On Thursday afternoon the program centered around the reading and history. Stories were told and dramatized very entertainingly by the Kindergarten, and the children of the first and second grades. The third grade gave an original dramatization of “A Trading Scene” between the Vikings and Phoenicians about whom they had studied during the winter term. The reading from “William Tell” was given by the pupils of the sixth grade in a most artistic manner. This program was planned to show the progression in reading throughout the grades. The topics in the history were selected by the children as being the most interesting phases of the year’s work. Excellent musical numbers from the various grades were interspersed throughout the program.

The physical training exhibition was especially pleasing because of the variety in the work and the skill in execution. The exercises shown fully exemplified the broadest aim of the physical training work in that it should be recreative as well as hygienic and educational.

Perhaps the most entertaining program of the exhibit was that given on Wednesday evening when the parents and friends were received by the Training School faculty in the rotunda of the new building. The minuet was danced by eight fifth year children dressed in colonial costume. In the Sargent free exercises, executed by a group of children from the fourth grade the corrective value of the physical training work was well demonstrated. Keen interest was manifested in the
spelling match between the two divisions of the fifth grade and their proficiency was the subject of much favorable comment. After the completion of this program the audience inspected the exhibits in the various departments. These exhibits were especially noteworthy because they showed how closely allied were the art and construction to the regular classroom work. As one after another of the audience bade their hosts farewell on Wednesday evening it was the general verdict that this exhibit had been such a success that it was hoped that the Training School might make it an annual affair. The special programs of the exhibit were as follows:

PROGRAM

Giving Typical Features of Work in Elementary and Domestic Science.

Wednesday Afternoon at 2 o'clock, in the Rotunda.

Song—Daffodils ...............Grade VII

Elementary Science—

2. Story of Robin ..............Grade I
3. Story of Our Aquarium. Grade IV
4. The Weather .............Grade VI
   (a) Instruments used in predictions.
   (b) Making of a weather map.
   (c) A weather prediction.
5. Experiments in Electricity
   Grade VII
   (a) Making a wet cell.
   (b) The electro magnet.
   (c) The electric bell.
   (d) Telegraph instrument.

Song—Romance ...............Grade IV

Domestic Science—

1. Making of Butter and Cheese
   Grade II
2. Problems in Houskeeping
   Grade III
3. Setting of Table .............Grade VI
4. First Aid to the Injured
   Grade V
   Song—Little Oh Dear, Boys of Grade VI

Wednesday Evening at 7:30 o'clock, in the Rotunda.

Song—Spring ... Quartette, Grade V
Story of Arbor Day Exercises, Grade VII
Type Exercises in Physical Training—
Minuet ...............Grade V
Sargent Free Exercises .... Grade V
Song—Hark! Hark! the Lark, Grade VI

Spelling Match ...............Grade V
Song—The Naughty Tulip...H. Hinga
Reception to Parents and Friends.
General Inspection of Exhibits.

Thursday Afternoon at 2 o'clock, in the Rotunda.

Song—Flower Songs...........Grade II
Reading—
1. Story—"Little Red Hen and Grain of Wheat"
   Dramatized by Kindergarten
2. Reading and Dramatization
   Grade I
3. A Fairy Story ..............Grade II
4. Dramatization—'A Trading Scene'
   Grade III
5. Reading from William Tell
   Scene at Altorf Grade VI

Song—Summer Rain ..........Grade III

History—

1. Stories of Early Discoverers and Explorers .............Grade IV
2. Debate—Who was the Greater Man, Hannibal or Alexander?
   Grade V
3. Making of a Knight........Grade VI
   (a) The page.
   (b) The squire.
   (c) The ceremonies of Knighting.
4. The Story of Western Expansion
   Grade VII
   (a) United States at close of Revolution.
   (b) The Louisiana Purchase.
   (c) The Oregon Claim.
   (d) Texas, California and New Mexico.

Song—Little Boy Blue........Grade V

Typical Exercises in Physical Training.

Thursday Afternoon, 3:30 o'clock, Normal School Gymnasium.

Action Story ...............Grade I
Folk Dance ..................Grade II
Game .........................Grade III
Dumb Bell Exercise ..........Grade V
Dance ..................Girls of Grades VI-VII
Exhibition in Marching
Boys of Grades VI-VII

The May-Day Festival.

The department of expression decided that the longed for return of spring was rather neglected these days, and that we really appreciated its coming very much more than we acknowledged, so we planned to revive the olden
custom of holding a May-day Festival in its honor.

When we began the preparation for the festival, we were confronted by the following problems: first, what should be the nature of the festival; second, what should be our working basis; third, where should we find our material; fourth, how should the material be organized and presented; and last, of what value would the work be to us.

We knew in a general way that a great many nations in all times have celebrated the return of spring in various ways, and it was decided that a program which presented several types of May-day festivals would be more interesting than one presenting only one kind. The Greek and English celebrations were selected as being most characteristic and a third was added, to be of a miscellaneous nature. The work was divided between three classes, one being given the Greek work, one the English, and the third, the modern.

The method of working out the different parts was practically the same for each class and the Greek part will be taken for illustration.

The first thing necessary for any success is to have the proper spirit; therefore we read all the Greek myths we could, and told these in class until we became more familiar with the life and feelings of the Greeks. At the same time we looked up all we could find on their festivals in general, and their may-festivals in particular. We learned that these usually consisted of songs, dances, games, and the dramatization of some myth, and we planned to follow the program as closely as possible.

Several committees were appointed; one for games, one for music, another for dances, and another for the myth. Each committee found material on its subject and brought the reports to class. The story of Plato and Proserpine was chosen as being the myth most appropriate to the season, and the committee decided that the myth should be told, and the dramatization worked out in pantomime. The other committees found good material, a dance of Grecian maidens, and parts of a flower dance from which they originated a complete dance; and the music committee found a Greek song and some Greek games.

Each member of the class then wrote out a complete program, using the reports of the committees. These were read in class and criticized and a committee was appointed to look them over, select the best in each one, and formulate a composite program. The parts were assigned so that no one was without something to do, and the rest of the time was spent in rehearsals.

After three weeks' work, the festival reached its culmination in the presentation of the entire program on the campus, having for the first part a modern program devoted to the May-time spirit with an original masque written by Mabel Chaffee; and for the second part an old English program with a dramatization of a Robin Hood Story, written by Aileen Hoffmaster and for the last our Greek Program.

The sort of constructive work on festivals and pageants is not, as might be supposed, out of place in a course in expression. The festival was not a finished product; it did not pretend to be, but was on the other hand rather crude. However, it was of far more value than one on which was spent a greater amount of time, as is necessary in the interpretation of a finished product; and in reality paved the way for the latter. Every attainment of any worth must have its foundation. So a great character cannot be interpreted justly until the interpreter has built his foundations. The festival work illustrates on a small scale how the foundation must be constructed in working out a process from its beginning. In this work a certain portion of the problems are met which the dramatist has to face when he creates his characters and fabricates his drama. And, so through recognizing the greatness of small beginnings, our ability is increased and our experience is broadened, both to appreciate masterpieces and to interpret them.

DOROTHY UPJOHN, 1911.

Hiawatha—A Dramatization.

On May 19, the pupils of the Rural Observation School, under the direction of Miss Ensfield, gave an interesting dramatization of Hiawatha under the Greenwood at Lake Farm. It was the outgrowth of the reading and language
work of the sixth grade, all the children helping in the dramatization and in working out details of costume and ingenious stage arrangements. The wood and the lake formed a picturesque setting, especially for the scenes of the calling of the nations, with the approach of the armed warriors from across the lake, and the impressive departure of Hiawatha, floating quietly away in his canoe.

The children's simplicity and utter lack of self-consciousness was the most pleasing feature of the work and made the presentation an ideal working out of the dramatic instinct in a group of children. As a program of the Lake View Literary Club, it presented an interesting phase of the co-operation between the school and the community.

Anna French.

NEWS NOTES

Dr. L. H. Harvey has accompanied the students in his advanced botany class on a number of interesting trips recently. These have included trips to the glacial out-wash valley at Alamo, to Gull lake and on Saturday, June 4 to New Buffalo to study the flora of the dunes.

The Juniors had charge of the chapel exercises on June 7. The features of their program were vocal and instrumental musical selections by various members of the class and a story by Helen Andrews.

The Erosophians held their first annual banquet Tuesday evening, June 7th at 6:30 o'clock, in the gymnasium of the training school building. Neil Verburg acted as toastmaster and several members of the society responded to toasts.

The gardens for the training school are coming up in splendid shape and the outcome will be a competitive display before school closes. In the rural school garden experiments in corn germination, soil inoculation for clover and fertilizing have made an interesting study for the classes.

The seventh summer term of Western Normal will open Monday, June 27th. At the present time indications point to a large attendance representing a wide territory. Inquiries have come in from many parts of Michigan and from other states.

For the members of the faculty who will be away from the Normal next year, Miss Goldsworthy gave a farewell dinner Saturday evening, June 11. The party included Prof. and Mrs. Ernest Burnham, Prof. and Mrs. J. E. Fox, Miss Reitler, Miss Smith and others.

One of the most enjoyable of the meetings held by the Amphictyon society this year was one recently held in which original work constituted the evening's program. The society turned out in a body for the oratorical contest and gave the winner, Miss Nettie De Pugter, a great ovation.

On May 12th a lecture on history and geography of Switzerland, illustrated by stereopticon views, was given by Miss Zimmerman of the faculty to the students of the second year German classes and to the children of the sixth grade of the training school who are reading an English adaptation of Wilhelm Tell.

A fine course of lectures for the summer term has been arranged and includes besides Dr. Frank M. McMurry of Teachers' College, Columbia University who will be here July 1, the following people: Mrs. Gudrun Thorne Thomsen of the School of Education, University of Chicago, July 20; Miss Mabel Carney, a rural school authority, July 25 and Dr. Charles H. Judd of the University of Chicago, July 27.

A wedding of interest to many of the groom's friends took place Tuesday afternoon, May 31, when Marion J. Bosier, a former student at the Normal and Miss Nina Robinson of Bangor were united in marriage at the residence of the officiating clergyman, the Rev. H. W. Gelston. Mr. and Mrs. Bosier went at once to Jackson where the former is a teacher in the manual training department of the public schools. Mrs. Bosier is a graduate of Michigan State Normal College.
Two members of the Normal faculty will spend the summer in European travel. Miss Mary M. Master of the department of expression will sail in June for three months of travel and Professor George S. Waite of the manual training department left Kalamazoo June 1st for several months abroad.

The "play" spirit has been given an impetus in the Practice School since the installation of play-ground apparatus on the campus south of the training school building. A number of teeters and swings have been put up for the use of the children and are proving a most attractive feature of the spring term.

An interesting book has been compiled by the senior class for its souvenir. It contains the pictures of all members of the class with the history and various other features of permanent interest to the class and cuts of the members of the faculty. With its binding in brown the book is a most attractive "memory book".

Miss Margaret Eldred who for two years has efficiently assisted in the department of music in the Normal has accepted the position of supervisor of music in the Hastings schools. She will begin her duties in the fall. Miss Eldred has delighted many audiences in the Normal with her singing, having a voice of unusual beauty.

Western Normal faculty will have two valuable additions next year in the persons of Principal T. Paul Hickey of the Battle Creek High School and Dr. J. B. Faught now of the Northern State Normal at Marquette. Mr. Hickey will teach in the departments of mathematics and history, and Dr. Faught will have charge of the department of mathematics.

In a program prepared and presented by the Rural Sociology Seminar for chapel Friday, May 27, many features of interest were discussed. Clarence De Vries presided and talks were given on rural school topics by the Misses Pearl Geiger, Ellen Bachelder, Fanny Palmer, Alvin Granger and Karl Kelsey. A voice number was given by Miss Bertha Collis.

Professor Ernest Burnham has had the following commencement addresses to deliver this month and last: Climax, May 22; Tustin, May 25; Richland, May 26; Berrien County Normal at St. Joseph, June 1; Augusta, June 2; Cass County Normal at Dowagiac, June 3; Tekonsha, June 10; Caledonia, June 17 and for the eighth grade commencement of the Kalamazoo public schools June 17.

Miss Janette Reitler has been the guest of honor on a number of occasions recently in honor of her approaching marriage, June 22, to Dr. Tasjian. A faculty party was given June 10 with a picnic supper as the principal feature. Many other social affairs have been given by individual members of the faculty. Several of the instructors in the Normal will attend the wedding in Chicago.

President Waldo has had and will have a number of commencement addresses to deliver this month. He addressed the High School students at Kalkaska May 31st; gave the commencement address for the County Normal at Grand Haven June 3rd; the address at Sunfield, June 2nd; at Athens, June 8th, at Midland June 9th; for the Muskegon City Normal class June 15 and on June 23 he will make the commencement address at Parma.

The members of the special visiting committee appointed by the department of public instruction made their visits to Western Normal in May. The first of the number was Superintendent F. A. Jeffers of Atlantic Mine who spent two days at the school. He addressed the students in the chapel during his visit. Later in May Superintendent W. C. Martindale of Detroit and Mr. Van Leuven of Mt. Pleasant, visited the Normal together, inspecting the buildings and visiting various departments of work. Both spoke in chapel.

An exhibition of work of students was sent to Minneapolis in May for the meeting of the Western Drawing and Manual Training Teachers' Association. This exhibit consisted of thirty or more art books made by students in the various classes of the art department,
representing their class work and bound with decorated covers and title pages. The exhibit covered representative work in nature study, animal and figure work, cylindrical and rectangular, perspective, design and history of art.

An event of interest especially to the rural school department was the visit of Miss Mabel Carney to the school Tuesday and Wednesday, May 31st and June 1st. Miss Carney is one of the foremost workers in rural school advancement and has spent the past year in Teachers College pursuing work. She will teach in the state of Washington next year. Miss Carney addressed the rural students Wednesday afternoon and will return to the Normal for a series of lectures on rural topics July 26th.

The first of the annual banquets planned by the Twelfth grade English classes under Miss Alice Marsh was held May 25 in the training school building. About 35 students were present, this year’s class entertaining the class of last year. George Albertson acted as toastmaster and toasts were responded to by Allen Petrie on “Parodies”, Win-ship Hodge with a parody on Virgil; Mrs. Emma Smith on “Thoroughness”; Miss Bessie Samson on “Lords of Creation”, and Mrs. Rhodes gave an original poem on “The Class of 1910.”

Many former students have made visits to the school within the past few months and among these are the following: Blanche Pepple of Berrien County Normal; Charlene Fogarty of Jackson; Mary Fogarty, Lansing; Myrtle Smith, St. Joseph; Minnie Hart, Battle Creek; Mary Richardson, Jackson; Lena Hackett, Benton Harbor; Ruth East, Buchanan; Genevieve Miller, Hastings; Nora Colburn, Zeeland; Florence Esselburn, Traverse City; Annette Brody, Lawton; Jennie Mereen, Vicksburg; Virginia Forest, Detroit; Palmer McGuinness, Camden; Bessie Haner, Sturgis; Zell Donovan and John Phelan, University of Michigan; Leo J. Pritchard, Pontiac, Illinois; Norman Luneke, University; Lulu Broeens, Holland; Melvin Myers of Port Huron and others.

ALUMNI

1905.

Lewis Fee of the class of 1905 completed a course at the University of Michigan after leaving the Normal and is now principal of a school in the state of Washington.

1906.

Charles Appleton who received a life certificate from Western Normal in 1906 is now superintendent of schools at Nashville, Michigan.

Miss Olive Breese who was active in class affairs during her two years at the Normal, has been teaching in the Portage Street school of Kalamazoo for two years and previously taught in Holland.

Miss Maude Grill taught in Indianapolis the first year after her graduation and since that time has taught in Battle Creek with success.

Ira J. Hayden of this class was married to Miss Nellie Johnson a student in the Normal soon after his graduation.

Miss Myrtle Hawley is teaching in the Kalamazoo schools and last year taught in Dowagiac.

Miss Aleha Hinkle is teaching in Montana.

Miss Clara Hochstein has taught in the kindergarten department of the city schools since her graduation.

Miss Lilian Knapp went to Grand Rapids from the Normal and has since taught in the state of Washington where she married.

Miss Winifred McKee was appointed supervisor of music at Paw Paw after her graduation and later had a similar position in Polo, Illinois. Last fall she was married to Mr. Goble and resides in Chicago.

Miss Marjorie Pritchard went to Ironwood from the Normal and is now teaching in Albion.

Miss Fannie Pierce has taught in the kindergarten department of Kalamazoo schools since completing this course at the Normal.
Miss Lucretia Youngs taught in Indianapolis her first year out of the Normal and the following year taught in Kalamazoo. Last summer she was married to Archibald D. Polley of the class of 1905.

Miss Maude Speyer is teaching in the kindergarten department of the Kalamazoo schools.

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1907.

Miss Alice Barron holds a position in the manual training department of the Grand Rapids schools.

Miss Annette Brody taught in Traverse City in 1907-08 and has spent the past year at her home in Lawton.

Miss Winifred Brownell has taught in Kalamazoo since her graduation.

Miss Cleo Hoyt accepted a position at Manistique in 1907 and has since taught there.

Miss Marie Rasey taught in the Galesburg High School for one year and since then has attended the University of Michigan from which she will be graduated this year.

Miss Jessie Stout was supervisor of art at Traverse City for two years and this year has held a similar position at San Fernando, California.

Howard Rice has been teaching in the manual training department of the city schools since his graduation and spent one summer at the University of Chicago. He married Miss Maude Scott.

Mrs. Lily Robinson has been director of the Mason County Normal at Ludington since her graduation.

Marion J. Sherwood went to Grand Rapids after his graduation, teaching manual training in that city, and this year he has spent in study at the University of Michigan.

Miss Jessie Kern was married to Hollister H. Savage of Marcellus the fall after her graduation and resides on a farm near Marcellus.

Norman Luneke has held positions at Nunica and Edmore since graduating and is this year attending the University of Michigan.

Miss Doris Keables taught in Sturgis and Traverse City respectively after completing her course at the Normal and this year has been in New York doing settlement work.

George Judson has taught continuously in the Kalamazoo schools since his graduation.

Miss Ella Grable has taught in Kalamazoo and Albion since leaving the Normal.

1908.

Miss Carmelita Barton taught high school subjects at Comstock in 1908-09 and next year will teach in the Grandville High School.

Miss Lulu Broceus has taught in Holland since leaving the Normal.

Mrs. Emma Edwards has held a position in the English department of the Cassopolis schools for two years.

Miss Charlene Fogarty has assisted in the department of domestic science and art in Jackson for two years and Miss Mary Fogarty has held a position in the Lansing kindergarten department for a similar period.

Miss Grace Marshall has charge of the cooking and sewing in Paw Paw.

Miss Edith Klose is employed in the schools of St. Joseph and last year taught in Niles.

J. Byron Mott is superintendent at Climax.

Miss Lydia Dennis has taught in St. Joseph since her graduation.

Stanly Claflin has taught successively in Albion and Houghton.

Clyde W. Overholt has been superintendent at Richland and Caledonia since his graduation.

Miss Ethel Monteith assists in the domestic science and art department of the Kalamazoo Schools.

Miss Zoe Shaw who received a life certificate in 1908 has spent this year at Teachers' College, Columbia University.

Miss Violet Trudgeon, since her graduation in 1908 has taught at Escanaba, Michigan. She has accepted a position in the schools of Boise City, Idaho, for next year.
Miss Bonnie Adams has taught in Kalamazoo the past year.

John G. Chapel is attending the University this year.

Miss Bertha Barkenbus is teaching in Cheboygan this year.

Miss Rosa Blomfield has taught in the manual training department of the Grand Rapids schools the past year.

Carleton Ehle has attended Kalamazoo College this year, and he will teach in the Kalamazoo public schools next year.

Miss Winifred Trabert and Miss Blanche Eaton have taught in Niles since graduating.

Miss Lillian Grable, Miss Harriet and Miss Florine Barrett have taught in Flint since their graduation.

Miss Florence Esselburn is teaching in Traverse City.

Dan Simons has held a position at Houghton during this year.

Miss Ida Shaffer has assisted in the domestic science and art departments of the Normal since January.

Miss Blanche Spalding, since her graduation, has assisted in the training school.

Miss Sue Neasmith is teaching in Ludington and Miss Elizabeth Neasmith in Hastings this year.

Miss Anna Murray has a position in South Bend, Ind.

Mrs. Lena Bauerle Barker is teaching in the manual training department of the city schools.

Miss Lizzie Day has accepted a position in Big Rapids for the second year.

Miss Florence Barrett has charge of the music at Lawrence.

Miss Cornelia Brinkerhoff has taught in Kalamazoo this year.

Miss Edyth Grimes organized the domestic science work in Albion last fall.

Miss Minnie Hart has taught in the Adventists’ Academy at Otsego the past year. Next year Miss Hart will teach in Mt. Vernon College, Ohio., in the Normal department.

Miss Barbara McAlvay has taught in Lansing this year and next year will do settlement work in New York City.

Mrs. Jeanette Cauffman has charge of the music at Romeo, Michigan.

Joseph Walsh who finished the rural course last year has completed a very successful year in a rural school in Sanilac county and has re-entered the Normal.

BOOKS AND PERIODICALS

New Books to Read.

It is almost bewildering to go into a large library and look over the new material. One finds that he must learn to choose and decide for himself. He can use all the guides and helps available and then find that there are large fields whose charts he has no clue to.

One class of books is comparatively new. It is like the new magazine article which has learned to be accurate and at the same time entertaining and popular. Gulick’s “Efficient Life” I have known a half dozen persons to read within twenty-four hours after it was brought to a home from the library. Woods Hutchinson’s “Instinct and Health,” “Preventable Diseases,” and “The Conquest of Consumption” are of this delightful type. Allen’s “Civics and Health” is less successful, but is a remarkable book and well repays acquaintance. The Gulick Hygiene Series is intended for use from Grade IV up through Grade VIII but adults and children alike read the books with interest and find answers in them to questions they have often wondered about.

The Report of the Committee of 100 on the Conservation of National Vitality is a valuable document. Professor Fisher of Yale has put into it in attractive form an amount of substantial material on personal, social, sex hy-
giene, etc., not available before for the non expert. The journal called Hygiene and Physical Education is the survivor of several experiments in publications in School Hygiene, etc., and serves to guide the reader who is concerned in health and the related subjects of which every village is coming to take account.

In social studies there is much that is helpful. Best of all is Jane Addams' "Twenty Years in Hull House" beginning in the April American Magazine. Nowhere else has there been made so clear and heartfelt a statement of what modern social relationships mean. "The Spirit of Youth and our City Streets" by the same author shows not only the waste of our most precious asset, young life, but also the means of conservation which this expert has found to be most serviceable. The "Survey" each week gives one a host of contacts with things to be done and with what settlements, churches and the great company of new movements are doing to meet the needs of people.

New writers are turning to these questions. James Oppenheim after giving us "Monday Morning and Other Poems", and "Dr. Rast" has in the May American "The Hired City". This is an arraignment of Pittsburgh which has truths that smaller cities can drive home to advantage. The illustrations which really illustrate are by Lewis W. Hine whose picture stories mean so much to the readers of the "Survey", the "Outlook", "Everybody's", etc. Mr. Oppenheim in the June American goes a step farther and tells under the title, "He's only a pauper whom nobody owns," of conditions in county houses which the prison reformers of a century ago had to denounce elsewhere.

Woodberry's "The Torch" like his "Appreciation of Literature" will be a great help to the student who wishes to come close to a simple and delightful statement of a great critic's view of life as it appears in literature. Long's English Literature will find a place on many teacher's book shelf not only for reference but also for reading for enjoyment.

Mrs. Humphrey Ward in by no means one of her greatest novels, Lady Merton, has grasped the meaning of the Canadian west as no one else has seen it. This is a section which we need to understand for soon it will concern us consciously more than older countries do. Her hero and heroine in the breath of the Canadian Alps attain to a humanity denied to most of her creations.

With the increasing interest in outdoor life there have come the garden stories. Mabel Osgood Wright or "Barbara" began in "The Garden of a Commuter's Wife" and has run through a half dozen volumes, the latest of which is "The Open Window". They meet one side of a student's needs and it is a side he is apt to neglect. Even more entertaining are the "Jonathan" stories by Elizabeth Woodbridge. They tell of the country life of the long term city resident. Two have appeared in the "Outlook" during May.

The best work in "education" this year is Dewey's "How We Think". In it he puts into form for general readers (if they will exert themselves a little) that material which was so long only available for his students and in recent years has only been accessible in technical studies. In this book the ethical view of life is predominant and decisions as to what we shall do are shown to us in "How We Think." Charter's "Method of Teaching" is an advance on other books of the kind and Miller's "Psychology of Thinking" will help students to get at the most recent statements of psychological material. Kirkpatrick's Genetic Psychology gives more biological material than has appeared in a psychology before. Miller and Kirkpatrick between them cover the ground the teacher wishes to keep informed upon. The Journal of Educational Psychology published in Baltimore is intended to make studies in practical school questions available for school workers. The three or four numbers that have appeared are feeling their way into this need and the June number shows that the new periodical has found itself.

These are ramblings in a small arc of the circle of new books and articles.

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has led the Young Men's Christian Association of Michigan to make
the following increases from 1903 to 1908.

<table>
<thead>
<tr>
<th>Description</th>
<th>1903</th>
<th>1908</th>
<th>Increase</th>
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<tbody>
<tr>
<td>Value of property, from $543,050 to $1,296,101</td>
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<td>149%</td>
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<tr>
<td>Enrolled in Educational Classes, 632 to 1,359</td>
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<td>Fees paid by students, $1,682 to $11,766</td>
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<td>600%</td>
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<tr>
<td>Enrolled in Bible classes, 1,340 to 2,305</td>
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<tr>
<td>Attendance at Shop Bible Classes, 778 to 43,544</td>
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<td>5,496%</td>
</tr>
<tr>
<td>Attendance, all Religious Meetings, 54,940 to 212,227</td>
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<td></td>
<td>286%</td>
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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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