Western Michigan University

Kalamazoo Normal Record (1910-1918)

Western Michigan University  Year 1910

The Kalamazoo Normal Record Vol. 1
No. 3

Western State Normal School

This paper is posted at ScholarWorks at WMU.
http://scholarworks.wmich.edu/kalamazoo_normal_record/28
## CONTENTS FOR OCTOBER, 1910

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATIONAL</td>
<td>Special Courses for Rural School Teachers in State Normal Schools, Ernest Burnham</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Recent Criticisms of the Kindergarten, Lucy Gage</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>N. E. A. Declaration</td>
<td>75</td>
</tr>
<tr>
<td>LITERARY</td>
<td>Contributions by the Faculty—</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pages from a Note Book, George Sprau</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>A Street in Holland, Frank A. Manny</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Contributions by Students—</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adonais, Lois H. Decker</td>
<td>78</td>
</tr>
<tr>
<td>RETROSPECTIVE</td>
<td>Extension Department, Katherine Newton</td>
<td>81</td>
</tr>
<tr>
<td>EDITORIAL</td>
<td>Acquaintance, Proprietorship, Participation, Ernest Burnham</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Extension Work, Frank A. Manny</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>General</td>
<td>84</td>
</tr>
<tr>
<td>NEWS ARTICLES</td>
<td>Changes in the Football Rules for 1910, W. H. Spaulding</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Athletics, W. H. Spaulding</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>The Hillsdale Game</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Training School Changes</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>New Faculty Members</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>A Course in Personal and School Hygiene, Frank A. Manny</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>The Michigan State Teachers’ Association</td>
<td>89</td>
</tr>
<tr>
<td>NEWS NOTES</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>ALUMNI NOTES</td>
<td>Katherine Newton</td>
<td>92, 94, 96, 98, 100</td>
</tr>
</tbody>
</table>

For the Editorial and Business Advertisement of the *Kalamazoo Normal Record* see page 82

### ILLUSTRATIONS

- Rug Weaving in Third Grade: opposite page 77
- Book Binding by Sixth Grade Children: opposite page 85
The Completeness of Our Facilities---

Officers

E. J. Phelps, President
M. J. Bigelow, Vice President
W. L. Otis, Vice President
H. Den Bleyker, Cashier
L. M. Phelps, Ass't Cashier

Directors

H. B. Osborne, M. J. Bigelow
W. B. Milham
W. L. Otis, H. H. Everard
A. S. White
J. Den Bleyker, E. J. Phelps
J. T. Upjohn
E. B. Desenberg, F. B. Lay

Combined With Our Desire to Meet

Every legitimate demand of depositors insures service that is satisfactory, even to the smallest detail.

We take pleasure in extending to our customers every courtesy permissible under sound banking procedure.

Accounts of individuals, firms and corporations are invited. Our officers may be freely consulted at any time relative to banking matters.

Kalamazoo National Bank
In the Big Building

Tailor

It takes quality to carry the Hershfield Label

Oldest and Most Reliable

Established 1868

Largest Stock Best Facilities

H. F. Weimer
107 West Main Street

H. F. Weimer
121-125 East Main Street
Among the New Books we have published since January 1, 1910, we announce the following:

Lucia’s Stories of American Discoverers for Little Americans $0.40
Otis’s Mary of Plymouth 35
Otis’s Ruth of Boston 35
Otis’s Stephen of Philadelphia 35
Otis’s Richard of Jamestown 35
Otis’s Peter of New Amsterdam 35
Otis’s Calvert of Maryland 35
Gilmore’s Birds Through the Year 50
Beebe’s Picture Primer 25
The Healy System of Free Arm Movement Writing, each 10
Golden Treasury Primer 32
Golden Treasury First Reader 32
Golden Treasury Second Reader 42
Davison’s Health Lessons, Book One 35
Davison’s Health Lessons, Book Two 60
Cummings’s Nature Study for Lower Grades 60
Aiken’s Melody Studies for Primary Grades 15
Aiken’s The Flower Queen 20
Maxwell, Johnson and Barnum’s Speaking and Writing, Book One 20
Farmer’s Nature Myths of Many Lands 45
Gillette’s Vocational Education 1.00
Baldwin’s Stories of the King 50
Metcalf and Rafter’s Language Series, Book One 40
Metcalf and Rafter’s Language Series, Book Two 60
Garner’s Introduction to Political Science 2.50
Apgar’s Ornamental Shrubs of the United States 1.50

School Boards and Teachers should correspond with us before selecting new text books in any branch of study. We are constantly adding to our list, and you should know what we have to offer.

AMERICAN BOOK COMPANY
521-531 Wabash Ave., Chicago
NEW YORK CINCINNATI CHICAGO

WESTERN STATE NORMAL
Manual Training Department

The Manual Training department of the Western Normal offers a two years’ life certificate course for young men.

Graduates of the Manual Training class of 1910 are located as follows:

Edward Chambers, - - - Owatonna, Minnesota
Karl Knauss, - - - Kalamazoo, City Schools
J. Pierre Osborn, - - - Bloomington, Indiana
Dwight Paxton, - - - Bay City, Michigan
Carl Rodgers, - - - Keokuk, Iowa
R. M. Sooy, - - - Chicago Heights, Illinois
Fred W. Sowle, - - - Mannington, West Virginia
Peter Tazelaar, - - - Kalamazoo, Normal School

High School graduates can complete the regular Manual Training course in two years of residence at the Western Normal. Bulletins containing full information regarding the course will be sent upon application.

D. B. Waldo, President
Kalamazoo, Michigan
Kalamazoo-City Savings Bank

Largest Capital and Surplus of any Bank in Southwestern Michigan

Assets over $3,000,000.00

Main Office, Main at Portage    South Side Branch, Portage at Washington Ave.

In selecting a place of deposit for your funds the chief consideration should be security and facility.

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

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

Safe Deposit Boxes are rented at from $2 to $20 per year

Fountain Pens

7 leading makes in our store

Your best choice here

80¢ to $10.00

Ihling Bros.-Everard Co.

Wear

Bryant’s Stylish Shoes

$2.50, $3.00 and $3.50

The latest shapes combining elegance, comfort and service

Headquarters for athletic shoes

Shoe Repairing Done

Rest Room for Ladies

W. M. BRYANT

113 MAIN STREET, WEST

Stationers 233-9 E. Main Street
WE HAVE
filled many large equipment orders for the
MANUAL TRAINING DEPARTMENTS
of the
WESTERN STATE NORMAL
and the
KALAMAZOO CITY SCHOOLS

In doing so we have acquired a knowledge that should be valuable to committees having the establishment and equipment of such departments in view.

We shall be glad to correspond with or interview such parties.

Strangers visiting Kalamazoo will find our Store one of the sights of the City and will always be cordially welcomed.

The Edwards & Chamberlin
Hardware Company

Sketch of the Establishment of the Western Normal

The first bill looking toward the establishment of a normal school in southwestern Michigan was introduced in the legislature of 1901 by Hon. Lucius Lugers of Holland. Nothing came of this effort. In 1903 however a bill authorizing the establishment of such a school in this section was passed and signed by Governor Bliss. After a careful canvass of the various places that were anxious to have the Normal established within their borders, Kalamazoo was finally selected out of 23 cities as the best location for the school.

Before selecting Kalamazoo as the site for the Normal, the State Board of Education exacted the following conditions. The city of Kalamazoo must provide, first, 20 acres of land; second, gas and electric lights; third, streets adjacent to site to be graded; fourth, cement walks; fifth, the use of public school buildings until such time as the state could build a training school; sixth, the payment of one half of the salaries of the teachers employed in the training school so long as the public schools were used; seventh, an appropriation of $40,000 for building purposes.

The members of the State Board of Education who had to do with the establishment of the Normal School were Superintendent of Public Instruction Delos Fall of Albion, Hon. P. H. Kelley of Detroit, Hon. J. H. Thompson of Ev-

(Continued on page 67)
During the fall and winter unexpected vacancies occur in good Schools and Colleges. Many of them excellent positions, and we always have a chance to fill them. In business 25 years. If not comfortably located write us. Do it now! Terms easy.

The Albert Teachers’ Agency
378 Wabash Ave., Chicago, Illinois

The Fisk Teachers’ Agency
Suite 815, 39 Jackson Blvd., Chicago
Over 32,000 positions filled 28th year

We have this year broken all previous records of the Agency. We are now seeking teachers for emergency vacancies and for next year. Write us if available at the present time or in the fall of 1911.

Circular and membership form sent on application.

Don’t Forget

We carry a large line of
Foot Ball Goods,
Sweaters, Jackets,
Cameras and Supplies,
Umbrellas, Cutlery, Etc.

Wm. Locher
220 East Main Street Kalamazoo, Mich.

This is a picture of the man who would like to take your next photograph.

High Class Work
Special Rates to Normal Students

Phone 1130
The Siewert Studio
Ground Floor 414 West Main

W. W. Olin & Son
Dry Goods, Carpets and Ready-to-Wear Garments

In selecting our merchandise we place quality first, then price. On the other hand we will not buy any article unless the price is also reasonable. When you trade with us we give you the best that you can buy for the price you pay, with our guarantee. Your money returned if not satisfied with your purchase. We solicit your patronage, with a special inducement of price discount to all Normal Teachers and Students.

Every drawing, art or manual training teacher should have our
450 Page Catalog of
Drawing Instruments,
Boards, T. Squares, Triangles,
Papers, Water Colors, and all
Drawing Room Accessories.
We specialize on school business.
Mail orders and inquiries handled promptly.

The Frederick Post Co.
Chicago San Francisco
Makers of “POST’S DRAWING INKS,” the finest ever produced
The Best Of All
Ice Creams
and Ices

Fine
Chocolates and Bon Bons
of the Highest Quality

SALTED NUTS Fresh All the Time

Harvey Candy Co.
114 South Burdick St.

G. M. HARVEY  B. L. KITCHEN

Mrs. L. A. Kline
Announces to the Public
that she has added in connection with her
Millinery
Parlors

Fancy China, Cut Glass
Brass and Other Novelties
Suitable for Gifts, Prizes, etc.,
at very moderate prices

Every Friday Special Sales
Your inspection is solicited in
both departments

144 S. Burdick St., Kalamazoo, Michigan

Sketch of the Establishment of the
Western Normal

(Continued from page 65)
art, Hon. L. L. Wright of Ironwood. Of these Mr. Wright, at present Superintendant of Public Instruction, is the only one now a member of the board. The committee of citizens who represented Kalamazoo in the negotiations was composed of Mayor Samuel Folz, Postmaster II. B. Colman, President A. Gaylord Slocum, E. S. Rankin, N. H. Stewart, Col. P. L. Abbey, George Winslow, E. N. Worth, Dr. C. K. LaHuis, E. J. Phelps, Representative Sheridan Masters and George S. Waite.

In April of 1904, President D. B. Waldo, then in charge of the Northern Normal at Marquette, was selected as the head of the Western Normal. The school was opened June 24, 1904 in the High School building. There were twelve instructors and 116 students. In the fall of 1904, sessions were held in the old college building at the foot of the hill between Lovell and South streets. In the fall of 1905, the main building was completed and occupied. By the fall of 1908 the gymnasium was ready for use and in 1909 the Training School went into commission.

During the fiscal year beginning July 1, 1909 and closing June 30, 1910, there was a total enrollment of 1419 different students. In the summer term of 1910 forty four counties and one hundred and ninety nine townships, villages and cities of Michigan were represented in the student enrollment.

George S. Waite.
Gilmore Brothers

Make it a strong feature of their business to show every business day of every month in the year very complete stocks of seasonable merchandise.

Goods of Fashion, of Merit, of Satisfactory Excellence, such as are always found in a Dry Goods Shop of the first class.

Courteous treatment of every patron, and satisfaction with every purchase, are cardinal rules of this progressive store.

121-123 S. Burdick St., Kalamazoo

VAN PEENEN & SCHRIER

“The Different Store of Better Clothes”

Presenting at all times all that is new and fashionable in Clothing, Hats and Furnishings. We are sole representatives for the famous B. Kuppenheimer & Co. and Schloss Bros. & Co. lines of clothing.

Prices range $16.00 to $28.00

SAM FOLZ

Big Corner
Clothier, Hatter and Furnisher

Chanticleer Browns

are just now leaders in Folz Clothes; only another pace maker in

Heavy Weight Materials

We have all sizes in distinctively Young Manish patterns and materials—made for us exclusively.

Suits and Overcoats from $10 to $40.

Your visit will be appreciated and be mutually beneficial.
**EDUCATIONAL**

*Special Courses for Rural School Teachers in State Normal Schools.*

The rapid multiplication of means of communication in rural communities in recent years has resulted in an increasingly sensitive self-consciousness in these communities. The feeling of social inadequacy which has been personal to the ambitious young people going from country communities to urban communities for secondary instruction has now come to be a social feeling more or less felt by whole rural communities. The direct result has been community introspection and this study has revealed the inefficient institutional agencies which now exist in these communities. The response is as natural as that in individual cases and it is as varied between communities as it has been between individuals. Some communities find an expression of their new purposes in an active campaign for more complete mail and telephone service; some in a propaganda for better roads; some in social and fraternal organization; a few in better churches, and many in closer attention to and larger appropriations for public education.

Discussions of the present status of rural elementary education in educational meetings and through educational and other periodicals have centered about three topics: 1st—reorganization into larger district units; 2nd—the industrializing district units; 3rd—the industrializing and socializing of the course of study; and 3rd—better supervised and more efficient instructors. The chief arguments for reorganization are better results economically, the provision of secondary instruction, and the hope that the organization of larger schools in the country will draw to country service a due proportion of prepared teachers, who are now trained to serve only in larger schools. The chief arguments for the industrial and social evolution of the course of study are the use of much local material in instruction, thereby capitalizing the present ideas of the children; and enlisting more interested cooperation on the part of the adults in the communities served by the school through showing them that the school is really their own institution.

The chief arguments for better prepared instructors have been: 1st—the relatively low grade of instruction now given in country schools; 2nd—the necessity for teachers who are made capable and inspired for leadership in the industrial and social redirection of the course of study by special preparation in these lines; and 3rd—the desperate necessity of changing the balance of interest in country life from urban to rural ideals.

While it is true that the leadership of the National Educational Association especially as expressed through the report of the “Committee of Twelve on Rural Schools” appointed in 1895, and as repeatedly discussed in that organization has been the pathfinder of progress for rural schools it is also true that this new path has been worked and made passable only in those communities that have received the vision and by local initiative started to realize it. This academic leadership of the educators has found life and power through its union with localized intelligence and self interest in the country communities. Enough such communities will make it impossible to postpone further reconstructive legislation, and on the basis given by the

---

* A paper read before the Normal School Section of the N. E. A. at Boston, July 8, 1910; and before the Illinois Country Teacher's Association at Bloomington, Ill., July 13, 1910.
rapidly developing body of new laws it will be necessary to do much care-
ful constructive work within the educa-
tional system.

Insofar as the better preparation of teachers for rural elementary schools is concerned, experience has been the
chief available means, but this has lacked full fruition because efficient supervision, the chief aid to growth by experience, has not yet been thorough-
ly worked out for rural schools. Aside from supervision the whole recon-
structive process has found expression chiefly through three lines of activity: 1st—the granting of certificates to
Teach in rural schools to students who have partly or wholly completed the sec-
ondary school; 2nd—the granting of such certificates to applicants who in
addition to part or all of the secondary school course, take one year of
special preparatory work in a county normal training class, and; 3rd—the
establishment of courses in state nor-
mal schools which are intended to be
especially adapted to the needs of
teachers of rural schools.

All of these movements have contrib-
uted in a cumulative way to the rap-
idly growing appreciation of specially prepared teachers in rural commu-
nities. They have all been handicapped
by the tradition that little if any speci-
al preparation is needed for teaching the common country school, and it is
this tradition plus the static circum-
stances growing out of it that has dic-
tated the elementary character of the courses thus far offered for prospect-
ive country teachers. A very low min-
inum of academic and professional re-
quirements has been necessary since
only on this basis could enough young people be interested in the matter to
insure a sufficient number of students to set the activities in motion. However,
in the brief years through which these activities have made returns to the
rural schools, there has been such an accumulation of this service in spite of
its meager nature that an increased minimum has been made possible and
the promise is that the extension and enlargement of courses for country
teachers will be possible in much more
rapidly increasing measure as the years pass.

The local county or bi-county train-
ing class has the advantage of more conscious public attention and wider
opportunities for practice teaching than have thus far been afforded in any
state normal school. These local classes have made and are making a rich con-
tribution to rural elementary educa-
tion and their most serious fault is
that they may perpetuate by their
brief courses the belief that little pre-
paration is needed to teach a rural
school. It is this belief that is the fund-
amental obstacle to a just solution of
the problem. However, in spite of their
brief courses, these classes are doing
much to break down indirectly, the very belief they seem to perpetuate,
since in many of the young people who have the advantages of these classes,
there is bred a belief that their prepar-
ation is inadequate and their seeking in higher institutions for more ade-
quate education will help to destroy the traditional handicap of the rural
school.

State Normal schools in many states
are becoming conscious of the necessity for grappling with the question of pre-
paring teachers for service in rural elementary schools. Dr. W. T. Harris
some years ago clearly pointed out the many essential differences in the teach-
ing of a school of many grades with
few pupils in each grade from the teach-
ing of one grade with a large number of pupils in it. The rural school is thus
seen to demand a distinctive character of organization and a direct and well
articulated application of the best
known facilities for instruction. Cur-
rent rural progress has fixed attention
upon the great social significance of
the rural school, and thus has been
emphasized the necessity for rural
teachers receiving some specific train-
ing for social service. In 1892 Dr. Hen-
ry Barnard, after fifty years of close
identification with state normal school
work, said that he regarded the rais-
ing up of a corps of teachers prepared
for service in the country as an un-
solved problem.

This problem is still unsolved. Vari-
ous plans are in process of develop-
ment in the different states general reference to which has already been made. The limits of this paper permit but a single state example, and for this illustration the plan which has been developed in the state normal schools of Michigan, and the particulars of that plan as found in the Western State Normal School at Kalamazoo, will be taken.

County normal training classes were authorized in Michigan in 1903. Forty-two of these classes have been established and a total of 2129 graduates have gone out from them to teach rural schools. The training given is one year. The entrance requirement is the completion of ten grades of public school work or its equivalent. The certificate granted is good for three years. Renewals have been granted to 342 of these teachers after three years of successful experience. These classes are really more effective than appears from the foregoing since many of their students have had teaching experience and some have graduated from high school before entering the classes.

By multiplying the centers of interest in the betterment of rural elementary education; by making necessary in their own instructors the identification of well paid, trained and experienced teachers with this field; and by the rapid sending out into the service of the rural school of hundreds of young people who have heard that the teacher of a country school, at least in as large a measure as the teacher of children anywhere, is working at the fountain head of progress—by these direct and specific results the county normal training classes have richly proven their right to be.

Through these particular services these classes are a large factor in the accomplishment of a more general, and obviously, ultimately to be a far greater service to rural elementary education. Michigan State Normal schools were already making some attempt to serve the rural schools when the county classes were established in 1903. At first there was a disposition on the part of some State Normal school people to discount the county classes, but this had to stop for within a year it became evident that the county classes were likely to get better results than had thus far been secured by the State Normal course for rural teachers. This course offered two years work to graduates of the eighth grade, the county class course was one year to graduates of the tenth grade. That the State Normals had underestimated the status of the rural school was proven by the greater success of the county classes. That the present status was still underestimated, or else was rapidly advancing, was proven four years later, when the State Normals established a course two years stronger than their original course and one year better than the county classes, for there was no serious problem in enrolling students for the new course which is academically equal to graduation from the standard twelve grade high school.

The fears of some friends of the rural school and the hopes of some others who were ignorant of, and therefore, indifferent to the needs of these schools, that the State Normals would abandon the field to the local classes are alike laid for all time in Michigan. The spirit of the times forbids the continuance, for a longer time than is made necessary by the present order, of paid public instruction to rural children by instructors who are two, three, four, and five years less well prepared than the paid public instructors of urban children. Present public service ideals also forbid any State Normal school, supported proportionately by all of the taxable property of the State, concentrating its activities and consequent expenditures upon the needs of urban education. Country property, from one-third to one-half the total and country children in somewhat the same proportion to the whole in many of the most populous states, have but to ask, in the court of public opinion, to receive a verdict against urbanized State Normal schools. This is a verdict with its roots in the past and its fruit in the future. The fruit is not forbidden to the State Normal schools of America.

Returning to the promised illustration of special courses for rural teachers in a State Normal, found in the Western
State Normal at Kalamazoo, Michigan, the facts follow: The law establishing the school, in common with the laws of the State establishing other normal schools, definitely stated that it should always be one of the purposes of the school to train teachers for rural schools. In compliance with this law provision was made, when the new normal was organized six years ago, for a department of rural schools to be directed by a man ranking officially and in salary with other heads of departments. It was proposed that the department should concentrate the interest in and activities for the preparation of teachers of rural schools; and force the necessary constructive evolution of the Normal's course of study and enlist all available special aids for the training of country teachers. This department has grown proportionately with the other parts of the school. There has been constant sympathetic cooperation by all department heads and continued enthusiastic support by the administration. Constant work in teachers' and farmers' institutes and associations has brought the department a rapidly increasing appreciation in the State. All of these encouragements have made possible more and more satisfactory results. At the end of the first year four students finished the course for rural teachers, the second year twelve, the third year eighteen, the fourth year twenty-eight, the fifth year fifty-seven, and the sixth year seventy-six. The rapid increase in the past two years was caused by offering a more advanced course of study. This year forty-one completed the original course (two and one-third years' work by eighth grade graduates) and thirty-five completed the new and more advanced course (two years' work by graduates of the tenth grade). There were ten men in the class this year of whom seven were in the better course. The original course will be discontinued after one more year, when it is believed, the enrollment in the more advanced course will reach the present capacity of the school in this department.

Aside from the regular academic subjects of high school instruction which are quite held to, there are three groups of subjects through which special adaptation to rural school teaching is sought: First, the professional, including psychology, method and management, twelve weeks' instruction being given in each. Observation of children both with and without definitely assigned problems is given in connection with the study of psychology and the class work is unified by the use of a text book. In method the State course of study for rural schools is carefully considered and observations with reports and discussions of the same are assigned in both the urban and rural training schools. The fundamental subjects of the elementary school curriculum are emphasized, and special attention is given to the more recent addition of the rural school course of study, such as hand work, nature study, and agriculture. In management the larger problems of the organization of the rural school together with its relation to the township, county and state phases of the educational system, and the laws governing school officers, teachers, and pupils are studied. In connection with this work observations are assigned in the training schools and in the neighboring schools.

The second group has to do with the localization of the school by the introduction of home geography, nature observation, agricultural investigation, and application in the school of some definite problems in domestic science and art. Laboratory and garden work and the successes of farmers who are within traveling distance are carefully observed. Affiliation is also had with the farmers' institute movement which is satisfactorily developed in the state and the generous cooperation of the agricultural college has always been had. A graduate of the agricultural college gives the instruction in this group of subjects.

The third group is intended to develop social intelligence and inspire to purposes of rural social leadership. A rural sociology seminar has fortnightly meetings in which papers, research reports and debates are had touching topics of rural industrial, social, and moral significance. This work is supplemented by
a brief classroom course in rural sociology. In recognition of the exceptional importance of this group a series of annual rural progress lectures was instituted four years ago. The lectures have been given by President K. L. Butterfield of Massachusetts Agriculture College; Dean L. H. Bailey, of the New York State College of Agriculture; Dean Eugene Davenport of the Illinois Agricultural College, and Henry Wallace, editor of "Wallace's Farmer." Representatives of the various farmers' organizations of the state attend these lectures, and the students of the department of rural schools give a reception in honor of the lecturer and the guests. In 1910 the lecturer of the State Grange held a lecturers' conference at the school in the afternoon of the day of the lecture. This was attended by about 70 local and state grange officials nearly all of whom remained for the evening lecture and the reception. The president of the State Association of Farmers' Clubs, and two professors from the Agricultural College were present. This gives the young people in the rural school courses an occasion peculiarly their own which is intellectually and socially as significant as anything that forms a part of the annual life of the school. The importance of dignifying and in the best realizable sense standardizing the work of State Normal schools for country teachers cannot be over-estimated.

The greatest special agency thus far developed by the Kalamazoo Normal for the assistance of prospective teachers of rural schools is a rural observation school. This is a real country school within ten minutes car ride of the normal, and in it candidates for graduation in the rural school courses are given repeated opportunities to observe expert rural school teaching. This school is in process of realizing the possibilities of the present rural school. It finds a new frontier each year and occupies the new field without losing its distinctive country school characteristics. It is hoped that opportunity will soon be found to make similar affiliations with an adjacent two-room school, and with a fairly convenient consolidated school. It is no more the business of State Normal schools to typify urban schools, as is now done, than it is their business to develop types also for schools in smaller communities.

The conscious and purposeful identification of the normal schools of America with the intellectual and social phases of the great conservation movement is an impending educational problem of vast proportions. The normal school has a strategic position in the current campaign for rural progress. The local school is the most peculiarly democratic and public institution in rural life. The teachers of these local schools, may, in so far as they are individually equal to their opportunities, dominate these schools and fix their type on the rising generation. From this vantage point the teacher may become the local, personal realization of the best type of human life; and likewise the school may localize a typically efficient social institution. Rural progress awaits the multiplied localization of these two constructive types. The teacher is the shortest cut to public participation in rural progress. As this fact comes into full public appreciation there will be a rapid evolution in American state normal schools.

Ernest Burnham.

Recent Criticisms of the Kindergarten.

Professor Charles Mills Gayley of the University of California, in his recent book entitled "Idols of Education" furnishes us with a viewpoint held by some University men regarding elementary education.

His sharpest criticism seems to be directed towards that phase with which he is the least familiar namely the kindergarten. This he terms a place of "coddling and dawdling and marking time" fit only to be known as a "public-day nursery" where "play meanders pleasantly to an external end with no significance". The author even goes so far as to assert that "play is not a factor in education" thus revealing his ignorance of the growing child and his needs, whatever may be his position in the University world.

One is strongly reminded of another strong assertion against the kinder-
The kindergartens from the pen of Marion H. Carter in her article called "Pursuit of Joy" in which she refers to the kindergartens as an "Infant Vaudeville" where the child gains nothing but an insatiable thirst for entertainment and change; where the educational life of the child is broken in such a way that order can never again be restored. In a tone of final despair she sums it up thus, "Probably the most vital question before the American public today is whether or not enlightenment can come in time to check the kindergarten evil before a whole generation turns flighty and goes in for the sugar coated life."

The danger of such sweeping condemnation from a University professor and such a well known magazine contributor as Miss Carter lies in the fact that the average reading public can so easily be misled by cleverly coined phrases. There is a great difference between destructive and constructive criticism, the one unfair and almost malicious in its motive with no desire to assist, the other most helpful because of its intelligent appreciation that points the way to clearer insight and larger realization.

To those who are honestly endeavoring to interpret the worth of the kindergarten this latter type of criticism has been most welcome. Experts in the fields of psychology, biology and child study have pointed out our weaknesses but have not left us stranded. The kindergarten is being tested out along these lines and the fact that it is big enough to modify, adapt and re-construct in the light of such criticism be-speaks its function as a factor in the educational world.

From the world of psychology we have been warned against over-stimulation which results in sentimentalism and disintegration instead of healthy, wholesome attitudes on the part of the child, where proper outlets are provided that use up his powers normally. Again psychology confirms Froebel's principles but shows us new and better ways of interpreting them in practice.

Biology thrust its finger of scorn at the fine hand work and small play materials and it was timely for this evil has been largely corrected by eliminating much that was harmful and substituting larger, coarser materials which in many instances may be found in every home.

School men, especially those in training centers, have helped the kindergarten to see it was in danger of an overdrawn effeminate interpretation if left wholly to women, and these men appreciating its importance as the first organized phase of education have studied its worth and their view point has contributed largely to saner, more balanced training of the young women in kindergarten work.

Public school superintendents and primary supervisors have pointed out the segregation of the kindergarten, its lack of power to assimilate because of the attitude of the teacher. This should say much to the training teacher that she may overcome. The recognition of the kindergarten in relation to the whole educational process and a belief that this phase of the process is no more important than any other, that all teaching if it be true is equally worth while; that Froebel had no corner on Truth; that school process is as fluent as life process and no breaks can be bridged by outward appliances and devices but only in a saner understanding of the child, his powers and capacities and their organization.

This type of criticism is appreciative of the kindergarten in the large and has been most helpful and essential to its growth while that of Professor Gayley and Miss Carter is biased and unfair.

There has no doubt existed a type of kindergarten such as Professor Gayley and Miss Carter describe where the teacher in charge has been superficial and sentimental where devices have been handed out in small packages to try on the children and the ideal been no higher than a place of amusement for the wealthy few or a day nursery in the slums. But to class the whole army of 10,000 American kindergartners with no higher purposes educationally is to say the least unjust and unintelligent of the progress of the kindergarten movement.
It would be as sane to judge the world of medicine by one quack doctor who fools the public, as it is to accuse the whole profession of earnest women for the short comings of a “Miss Besse” type who is obliged to employ sugar-coated devices or fail utterly.

We would distinguish then very clearly between this sane wholesome criticism of intelligence as contrasted with sensational statements in the spirit of ridicule, which serve no purpose other than to create blind prejudice that must be lived down by honest endeavor. Miss Hill puts it well in a recent paper, “While it is readily confessed that the kindergarten has many faults and short comings it is generally acknowledged today that Froebel gave a philosophy of education which was epoch making not only in the history of the kindergarden, but in the history of education as a whole.”

The spirit in which the kindergarten has met criticism has been its salvation. With knowledge of our weaknesses has come the opportunity to grow strong and in each instance has the worker been led back to the child for guidance and suggestion. Truly then is the modern kindergarten moving along Froebelian lines for the founder declared all education must be following in character and all methods be the outgrowth of the child’s needs. Whatever then tends to enlighten his students from the world of science must necessarily bring about a more conscious attitude and this alone will free the kindergarden from cherished traditions that we have long ago outgrown and outlived.

Lucy Gage.

N. E. A. Declaration.

The National Education Association, now holding its forty-eighth annual Convention in the City of Boston representing every educational interest of the Nation, makes the following declaration of principles:

1. We reaffirm our faith in the schools of the Republic, believing that it is impossible for the citizens of a great democracy to develop power and efficiency without the public schools, owned and controlled by the people.

2. A Federal office of Education is necessary to the best development of education in the several states. The National Bureau of Education has for many years rendered a splendid service in disseminating information and developing educational ideals. During the past few years its increasing service and enhanced efficiency have been marked and stimulating. The plans which are now projected have the earnest approval and the enthusiastic endorsement of the educational interests of the entire country. The members of this Association hereby express their appreciation of the provision made for the better housing of the Bureau and the enlargement of its staff. We further respectfully urge on the Congress an increased appropriation for its support. In particular we urge that in addition to the usual appropriations the sum of $75,000 be made available at the next session of Congress for the organization of a more adequate staff of specialists with particular reference to work in the field.

3. In the judgment of the National Education Association, the time has arrived for the formation of an International Council of Education, to be composed of leading educators from all the principal nations of the globe; the first meeting of the Council to be held in Washington, D. C., at some time during the year 1911. The Association hereby appoints the United States Commissioner of Education, the President and all living ex-Presidents of the National Education Association, and seven others, to be chosen by the above designated persons, as a committee to formulate plans for such an International Council and to attend to their execution.

4. The fundamental consideration in any system of schools is the development of inflexible integrity and strong moral character in those receiving instruction. The Republic cannot survive without a citizenship with high ideals of patriotism, duty, and service. This Association, therefore, commends most heartily the growing interest in the moral development of the children of the nation.
5. While the members of this Association are of the opinion that the old courses of study, which had as their chief object the giving of culture to the individual and of transmitting to him the best ideas and ideals of the past, should in no manner be weakened, we, nevertheless, very sincerely endorse the movement to make the courses of study offered in our schools more democratic, that they may meet the conditions of our modern commercial and industrial life. However, to meet adequately these new demands imposes upon the schools of the country additional financial responsibilities, and this Association appeals to the Nation and to the states for more liberal appropriations for educational purposes in order that this additional work in agriculture, in the trades and industries, and in home economics may be effectively undertaken.

6. No country that is physically weak or physically diseased can attain its possible greatness. All efforts, therefore, to make the condition of our educational plants more sanitary and to impress upon the minds of the children and citizens of the Nation the importance of the observance of the laws of health—public and individual—should receive the support and hearty cooperation of American teachers.

7. The abuses attending the employment of children in industrial occupations tend to limit their educational opportunities, and this Association, therefore, endorses all such wise and humane legislation as shall make possible the broadest development of all the children.

8. The character and efficiency of the schools must depend in the future, as in the past, upon the character and efficiency of the teachers. The profession of teaching should, therefore, attract men and women of the highest intellectual attainments, broadest culture, most thorough training, and loftiest ideals; to this end the salaries paid American teachers should be commensurate with salaries paid in other professions and in commercial and industrial pursuits.

9. The Association reaffirms its declaration in the year of the last Hague Conference of the preeminent duty of the teachers of the United States, and of all the nations, to advance this commanding movement of our time for the world's peace; and we record our profound satisfaction at the noteworthy development of attention to this high interest in our schools and colleges, and the rapid progress of the cause among all peoples. We herewith express our special satisfaction in the recent declaration of the President of the United States in behalf of the settlement by arbitration of all differences whatever between nations. With equal gratitude we endorse the resolution adopted by the Congress of the United States for the appointment of a commission to consider measures for the reduction of the burdensome armaments of the nations.

10. The National Education Association reaffirms its unalterable opposition to any division of the public school funds among private or sectarian schools and believes that any appropriation from the federal or state treasuries in support of private educational institutions is in direct contravention of the fundamental principles upon which our system of American public school education has been founded.

Respectfully submitted,

JULIUS I. FOUST,
of N. Carolina, Chairman.

JOSEPH SWAIN,
of Pennsylvania.

HOMER H. SEERLEY,
of Iowa.

GEORGE B. COOK,
of Arkansas.

KATHERINE D. BLAKE,
of New York.

Committee on Resolutions.

Adopted by unanimous vote of the Active Members in session, July 7, 1910.

IRWIN SHEPARD, Secretary.
Two weeks ago today I made my first visit to Walden Pond. The woods were in their rarest autumn colors. I think I never saw the hills so beautiful, never was I so much impressed with nature’s power of artistically blending colors. The sky has always been my favorite art gallery, but this time the autumn hills were grand enough in their sublime beauty to become a powerful rival. The day was calm; the sun had a gentle brightness; the whole landscape lay still, peaceful, as if in the first moments of rest.

Of course no one who really cares for Thoreau and the principles of life that he so wonderfully practiced will even think of riding to Walden. Much of the richness of experience that one gathers from a visit like this comes to one as he walks along the road where Thoreau must have walked, and as he hunts his way through the woods just as Thoreau must have done. Who would think of asking for a guide to Walden! What matter if he wanders in the wilderness for an hour or more hunting for the pond or the mound of stones that marks the exact spot where the famous hut stood! It is from experiences like these that our finer impressions are born. It is for this wandering alone in the vastness that Thoreau was led to Walden. Only in the presence of the sublime do we experience sublimity.

Much of the forest has been destroyed since Thoreau’s time, but perhaps the wilderness is as great, and the pond still lies peaceful and quiet among its forest-covered hills as it did when the hermit walked along its shore or paddled his light boat over its clear, smooth waters. One cannot grasp in an hour or in several hours all this quiet spot has to give. If it took Thoreau more than two whole years of constant intimate association even to begin to comprehend the soul of this bit of nature, what can a lesser man hope to gather from a few hours’ acquaintance? He sees but a transient expression, hardly sufficient to indicate one of many various moods.

If it is true that there is such a thing as free will, and that men do consciously direct and govern their lives, then it seems to me it must follow that the environment in which one chooses to live is a sure index of his soul’s caliber. Only a great soul will build his habitation on a spot where nature is constantly giving expression to the best that is in her. Neither will one choose to live where there is no harmony between the life within and the life without. In the great symphony of universal life, like is blended with like, deep calls unto deep, there must be an intimate correspondence of tone and relation of vibration although the volume be as infinite to finite. Every spot where man has made his home has in it something that moves as counter current to some secret spring of human life. Like phases of divinity in nature and in man may be part of the free will that guides us. How fine must have been the timbre of Thoreau’s nature, how perfect must his heart and mind have been in tune with the best that the world has given to life, that made it possible for him to respond to the spirit of Walden and find his greatest and most perfect joy in the companionship of its rare inspiration.

Geo. Sprau.

A Street in Holland.

Face north on West street—keep going until you know that you are in Holland. The little streams that line the
road are not large enough to bear the sail vessels one sees moving calmly through a Holland field nor are they fierce enough to require dykes, but as much is made of them as can be. Each little house has its bridge across to the road and many of these bridges have latticed sides reaching up a distance of four or more feet. The base may not be more than eighteen inches wide but the sides spread out like a hay rack. Just what the function of these wings is might be hard to tell, but they are quaint and Hollandish. Here and there is a shallow dove cote placed on a pole—these are in apartments one above another. In one very old worldly barnyard the single story buildings come together in three sides of a quadrangle and from the corner rises an especially intricate pigeon house like a companile.

Colors appear in odd contrasts—strong reds with vigorous greens seem to predominate. One row of houses similar in form has a succession of brilliant gable fronts—it took thought to find such a variety of staring colors—a veritable chromatic scale—there are eight of the houses.

One wonders what the spring will reveal in these door yard gardens—tulips perhaps. Just now (last fall) the celery beds stretch back into space west and east, great reaches of blackness with little streams here and there. Near the house and the barn in almost every place is a triangular glass covered forcing house surmounted by a windmill, which buzzes away as merrily as if it were not the only energy which does not serve an end.

The children are evidently little accustomed to strangers, when spoken to they grow bashful and giggle or turn away. One lot of four when reversed looked like a purposely arranged decorative row. A middle aged women in cap and short skirts made a picture against a white wall.

The willows along the little brooks are in many cases polled. Those whose turn comes next year were bursting out in yellow-green radiance forming strange contrasts with some of the color schemes but blending joyfully with one little home decked out in robin’s egg blue.

Frank A. Manny.

Contributions by Students

Adonais.

In this elegy Shelley mourns the death of his friend, John Keats. He uses the myth of Venus and Adonais as a comparison. Venus, or Urania, as she is occasionally called, was accidentally wounded by one of her son Cupid’s arrows. Before the wound healed she met the youthful hunter, Adonais, and fell in love with him. She followed him about on earth and spent much of her time hunting in order to be with him. But she feared for his life in hunting the more dangerous beasts and urged him to leave them alone. But once while hunting a wild boar he was wounded and died. Urania heard his cries and came down from heaven and mourned for him.

Shelley was a dear friend and admirer of Keats and felt that in his death, poetry lost a great champion. In the first stanza he bids us weep for the dead Keats or Adonais as he is called throughout the poem, even though it may not bring him back. He bids the sad Hour in which Adonais died, rise and proclaim that his fame shall be a light unto all future hours.

Keats, as a most exquisite poet and at his age a most promising one for the future, is represented as the son of the muse or spirit of poetry and also as Adonais in the story of "Venus and
Adonais”—Urania representing in another way this spirit of poetry. The fond mother and loving Urania, together seem to represent a sort of feeling or appreciation for poetry—perhaps that of the English people. Shelley asks where these two were when Adonais died, then answers that they were listening to those melodies with which he hid the “coming bulk of death”.

In the third stanza he bids the mother wake and weep for Adonais, but immediately says, “Yet, wherefore?” It is useless, for he is truly dead and she should keep silent and uncomplaining as he is.

Milton himself, the father of immortal poetry, blind, old, and lonely, amid the strife and degradation of his country and his times, died, unterrified and still his spirit reigns over the earth, third in rank of poets, Homer and Dante only excelling.

But the influence of many who have not yet arisen to such a station, has lasted; others have early sunk into oblivion, while some still live and struggle against fate for fame.

But now Keats, the youngest and dearest son of Poetry, has perished as a lily in a storm. The storm passes on and leaves quiet and peace but the lily lies broken. Adonais has paid the price of a pure life for a seat among the eternal. He lies as if in peaceful sleep. The mourner bids none disturb him but let him rest forgetful of all ill. For he will not wake. It will not be long before the “Invisible Corruption”, or the law of change will end his earthly life and until then, pity bids the eternal Hunger wait.

In the IV stanza he begins again, “Oh, weep for Adonais.” Then he gives a beautiful personification of Dreams, Thoughts, and Feelings of various kinds which were as his flocks, feeding near the “streams of his young spirit”, or were the results of his mind, but now wander no more but mourning, droop there whence they sprung but where they will never find a home again. One of these dreams vainly hopes he is not dead for on his eyelid she finds a tear which some dream must have caused to form. But it was herself who brought it though she knew it not and fled. Another bathes his limbs in dew; one makes for him a wreath of her hair, begemmed with frozen tears instead of pearls; one, Splendor, alights upon his mouth from which it usually drew its breath but its caress is quenched upon his icy lips and disappears. Many others,—“Desires, Adorations”, and so on,—all that he had loved and formed in thought, come in “slow pomp like pageantry of mist upon an autumnal stream”. Mourning weeps tears that shall adorn the ground. Thunder, Ocean, and Winds mourn in sorrow.

The next reference is to another myth, that of Echo who loved Narcissus but could do nothing but repeat his words, and failing to win him, pined away until nothing was left but her voice. Now that Adonais is dead, she will reply to nothing, except in a low murmur, since she can no longer mimic his lips which were dearer to her even than Narcissus’ own had been. Even Spring went wild with grief that he had left for whom she waked the year. Here is another reference to mythology concerning two flowers, Hyacinth and Narcissus. Phoebus and Hyacinth were firm friends but the latter was accidentally killed in disc throwing, by Phoebus who caused the flower to spring from his blood. Narcissus was a youth fond of his own image in the water which he could not reach and for which he pined and died. When his
funeral pyre was about to be burned it disappeared leaving the flower, Narcissus. Shelley represents Keats as more dear to Hyacinth and Narcissus than Phoebus and Narcissus themselves and for him they wither and fade. The nightingale, the spirit of song, sister to that of poetry, mourns with greater melody for Keats than for her mate; Albion or England wails more loudly for him than the eagle, who soars as high as he, screams about her empty nest. Here the author calls down a curse upon the one who caused his death, perhaps referring to some of Keats’ harshest critics—for his first works were severely criticized.

Then follows a description of the return of Spring and the general awakening of everything, but with it the return of grief. But everything seems to mock death, for flowers of sweet fragrance spring even from the decay of a leprous corpse. Nothing really dies but only changes form. Should we think then that the soul, that of us which alone is capable of knowing, shall die, as a “sword consumed before its sheath”? For the soul is truly the sword and the body merely the sheath. Shall the sword be destroyed before the sheath? It does not die, this soul, but disappears to us, as a bright spark fades after glowing a moment. “Alas”, to think that if it were not for our grief we would forget all that we loved of him, and even grief can die. “What are we?” asks the poet; Actors or Spectators, and what is the scene? Whatever we are on earth, we all meet alike in Death, who merely loans us for our life and claims us back again.

Adonais will awake no more. Misery calls Poetry, his mighty mother to awake and let her sorrow cause a wound in her heart deeper than his. The Dreams and Echos called Urania who sprang up, swiftly as a “Thought stung by Memory.” Sorrow and Fear drew her to the place where Adonais lay. Here is a picture of Death, shamed by the living presence of Urania and for a moment, Life returns. Urania pleads for him to stay and leave her not, as a flash of lightning leaves a dark night, but in vain. She cries that if he will but kiss her once again, that the kiss shall survive all other thoughts in her brain, as if it were a part of him. She longs to be dead as he is but “Time” holds her here and she can not leave. “Why,” she asks, “did he leave the common paths of men and encounter dangers too great for his hands though not for his heart?” Had he completed his full life, all dangers would have fled from him instead.

Then follow symbolical descriptions of the spirits of numerous poets who come and mourn at the bier of this fellow member of their band.

But Shelley displays great bitterness against some one who he thinks must have caused Keats’ death. He describes him as a nameless, murderous worm, which was the only one who could escape the magic of the prelude of the song or the beginnings of Keats Poetry. But he never lived to complete the song and the master hand is now cold, his lyre unstrung. Shelley bids the murderer live with but Remorse, Selfcontempt and Shame for chastisement.

In the next stanza (XXXVIII) Shelley gives his real views of immortality. He bids us no longer weep for one whose Spirit has returned to its source, the Eternal Spirit, just as his dust returns to dust. He is not asleep but has awakened from the sleep of life to everlasting peace, free from “contagion of the world’s slow stain.” It is we who sleep and dream and struggle with “invulnerable nothings”, Fear and Grief.
Adonais has become one with Nature and his voice and presence are in hers. His spirit is raised among the dead. Many are there whose names are dark on earth but whom he sees there robed in "dazzling immortality". They all rise and welcome him among them.

Now, who can mourn for Adonais. Rather, let him long to seek shelter in the tomb and follow Adonais. Shelley bids his own heart not linger, or shrink from death but hasten to where Adonais calls and let Death join those whom Life keeps apart. The eternal Light, Beauty and Love descend upon him and urge him on toward the abode of the eternal where Adonais' soul beacons like a star.

Lois H. Decker, 1911.

RETROSPECTIVE

Extension Department.

In 1905 the State Board of Education authorized the granting of an extension life certificate to mature students who (1) are high school graduates, (2) who have taught successfully for six years or more and (3) who have completed work under the direction of the faculty of the Western State Normal School, covering two years of non-residence and three summer terms of residence work.

The success of the project has been pronounced from the first. Designed to meet the needs of those who are otherwise deprived of opportunities for growth and advancement, this department has developed until in the list of its graduates are more than forty teachers in the public schools of Kalamazoo, Grand Rapids, Niles and many other places in Michigan. This number also includes several superintendents.

During the years that this course has been in operation classes have been conducted in Grand Rapids, Niles, Allegan and Kalamazoo and correspondence students have been enrolled from over thirty cities and towns in Michigan.

The non-resident work is either class work at some center within range of the Normal so that the instructor may meet the students once a week, or carefully organized courses taken by correspondence. When the extension department was first started Dr. J. T. McManis, head of the department of Education; Miss Mary Lowell, head of the work in English; Mr. L. H. Wood, geography and nature study and Mr. Ernest Burnham of the rural department were the principal instructors to offer courses. Since then Mr. Frank A. Manny, head of the department of education, has been made director of the extension department. Work in expression under Miss Mary Master, work in history under Miss Daisy Longwell and Mr. T. P. Hickey, in mathematics under Mr. John E. Fox, in English under Mr. B. L. Jones and in other departments as occasion has demanded, has been added to the course.

From the first the matter has been conservatively handled and the groups on a whole have been strong ones. Many graduates in the life extension course have returned to the Normal to complete the regular life course, a fact which has strengthened the value of the extension department in the minds of the faculty of the Normal.

Numbered in the list of extension graduates are Miss Zoe Shaw, primary supervisor in the Kalamazoo public schools; Miss Almeda Bacon, principal of the Evening Press school in Grand Rapids; Miss Grace Norton, director of the Van Buren County Normal; Supt. G. I. Leavengood of Shepherd; Principal Ira Arehart of Hart; Supt. J. H. Goldring of Stockbridge, and others holding equally high positions.
EDITORIAL

Acquaintance. In this, its third issue the Record seeks to extend the very agreeable acquaintance, which was begun through the initial numbers published just at the close of the last school year. We covet for ourselves and for all the stimulation of acquaintance, identification, recognition, appreciation, co-operation, at-homeness. The best hope for this Journal is in concentrated absorption in the exhilarating function of publishing ideas. The departments of a normal school monthly should be numerous and varied enough to afford opportunity for the participative co-operation of its friends. If the department of the Record are too restricted, expansion is easy. Constructive suggestions will be welcomed by members of the board of directors and by the editors. The Record will endeavor to constantly merit the same large measure of generous assistance by contributors, advertisers and subscribers, which it had last year. This aid was greatly appreciated and we turn cheerfully to the work of the new year in the confident hope that it will be continued.

Identification. A new venture, whether in the form of a new faculty member, a new student, or a new school paper needs to become assimilated quickly into the life of a Normal school. Definiteness and limitation of aims and trails already blazed to the accomplishment of purposes should become known quickly in a school like this. The student, here as in other schools, is the focus of institutional activity as expressed through the faculty, the library, this Journal, student organizations and other agencies; but by reason of the brevity of the courses of study offered and the consequent short term of residence of students, the need of alacrity in getting at work is here imperative. Every possible wholesome stimulation must be invoked from the start and the genius of direction has the fine problem of determining that this conscious pressure of working under a brief time limit shall be identified by each worker, whether student or teacher as an exhilarating rather than as a disturbing handicap. A normal school needs an organization so complete, harmonious and sensitive, that every teacher, as a person, will disappear into it, and that every student will be personified, gain conscious identity, and constantly emerge as a participant in the front of various activities.

Proprietorship. Much quiet thinking and careful planning by each member of the faculty in adjusting the work of his own department to the exigencies of the situation is necessary; else presently there will be heard inferences relative to a typical long eared animal taking the whole time of the student. Proprietorship works itself out through three degrees: personal, institutional, and integral. Each degree needs every possible enrichment in its regalia, ritual, and fine human relationships. May it not be presumed that normal school teachers are so absorbed in the institutional degree of proprietorship that the personal degree with its insignia exists only subconsciously, at least during their public working hours? Is not the indirect, incidental and unconscious revelation of personal riches by the teach-
er the most effective stimulation which ambitious students get in their strong struggle for personal proprietorship? Is there any more certain way of initiating in students that institutional spirit which begets in them ambition and generously voluntary institutional co-operation by all members of the faculty? The faculty member or student who does not get the democratic proprietorship spirit of this institution misses the best gift it has for him; and without this spirit there is lost also the richest diadem of education, the open sesame to the personal achievement of an integral human soul.

**Participation.** Proprietorship begets in sane minds an urgency to do, to participate, to cut some figure. Students of serious purpose, and most students are such whether or not they admit it even to themselves, will sooner or later discredit both for themselves and for the public every institution which does not make it difficult for them to avoid a varied participation in its activities. The preparation and reviews of early lessons in classes and out will be the major activity of students and teachers alike. The number and scope of minor activities will depend upon many considerations. Students who are working for self support will necessarily curtail their school activities, but this need not discourage them since their work becomes an experience capable of being capitalized on demand; however they can find time to establish active relations with their class organization, with a literary society; for uninterrupted attendance upon assembly exercises, for participation in social functions, and for such religious identifications as they may choose. Students who spend Sundays at homes outside of Kalamazoo will also, of necessity restrict their school participations, but this will be compensated for, at least in part, by activity in the home community. The majority of students spend their whole time in residence for the sole purpose of getting the full service of the school. Some of this majority will find an undue proportion of their time demanded by lesson getting by reason of inadequate previous preparation. These students have the serious questions of how much class-work to attempt, and how many of their natural human relationships to forego in an attempt to keep their balance in the life of the school. There should be time available for some teacher to give early personal aid to all such students. As a general rule, in the absence of trustworthy particular suggestion, it is safer to take minimum work in class subjects and keep the humanizing social relationships. This will of course require a longer term of attendance, but it will prove more economical in the long run, as attempts to telescope any experience necessary to a natural human growth are futile. Students or teachers who find that they are not responsive to at-hand activities at least comprehensive enough to include the life currents of a normal school need to arouse themselves, locate the atrophy and shake off the dry rot from their souls. The immediate purpose of each one may well be to know himself, to quit posing, to use his own capital, to get in line of activity, to take all his own chances, to defy the glare of the luminary,—in short to assume the revealed role of a citizen and play it with a conscious increment of service.

**Extension** In another column is a Work. statement of what has been done in the extension department. This is a section of the school which is easily misunderstood but which has, we believe, an important place in the training of teachers. Large sums are taken out of every state in the union each year by correspondence schools not infrequently with very inadequate returns. Yet a teaching tool which appeals to so many people must have some real serviceability.

Various commissions from England and elsewhere have looked into the movement and have found in it much that is valuable. Even some of the conservative universities are giving correspondence courses.

Our work here has some features, which we believe add to its effective-
ness. Students are expected to spend a part of their time in residence. This is arranged for in the summer terms during which there is an opportunity to gain acquaintance with the instructors with whom the students continue their courses after they have gone to their homes. There is also an attempt to make the exercises of the courses real communications between the persons involved. In addition to the systematic courses in various subjects there have been several given which are adaptable to the special problems of the workers. Thus at present a principal of a school is at work under direction upon the regrading and re-classifying of his school. He is introducing the special class and the departmental system. By means of the course he is able to secure advice, criticism, references, etc., in relation to what he is doing. Another principal is at work upon another series of organization-administration problems. Others work out in this way new statements of their courses of study and the reports which they make to the communities they work in. From a class conducted in a neighboring city last year as a center there were developed plans for successful festivals of real educational value in the schools of several cities and smaller communities.

The class and correspondence system will prove in time, we believe, in the hands of progressive superintendents and county commissioners valuable means to aid in the continued growth of teachers in service.

F. A. M.

The launching of a paper is an event in the life of a school. It means that the school has life and that it has been making progress.

With this number, the Record begins its first regular year. Although the need for such a journal had long been felt, nevertheless, it was with some misgivings as to the result, that the first two issues were put out in May and June of the current year. The response however on the part of the advertising public and the student body was so prompt and encouraging that those having the movement in charge could not but feel that the Record had made a most auspicious start. Much of the credit of this is due to the editor-in-chief, Mr. Burnham, for it was through his tireless efforts that success was attained. The present editor, in assuming his duties, has the uneasy feeling that there is much hard work before him, if he keeps up to the standard already set.

A magazine of this kind, reflecting as it does the life of the school, bears a very vital relationship to the school itself. Its real value to the faculty and students will depend upon the use they make of it. Through its pages there is opportunity offered for the expression of the literary life of the school and it is the hope of the management that all will avail themselves fully of this opportunity. Indeed this may be taken as an invitation from the editor to the literary minded to come forward with their productions and give him a chance to become the godfather of some budding geniuses.

It is the expectation of those who have this venture at heart, that the school will regard the magazine as its very own. There is just one good and sure way of showing this and that is by becoming a subscriber and a reader. The subscription price has been put so low, that no one really can excuse himself on the score of expense, for not taking it. The Western State Normal School gives its students so many and such excellent advantages at such a ridiculously low cost, that the addition to the budget of each student of fifty cents a year for a school magazine, is an item of no importance at all. We do not urge you to take the Record because the cost is low, for we hope to give you much more than value received, "good measure, pressed down, and shaken together, and running over." But we do urge you to subscribe because you owe it to the school and because in that way only will each student fully identify himself with its real life and activity.

To the alumni we offer this as a sample of what will follow. You will need the Record, first, because of the value you will get from its educational and literary articles; second, because in its
NEWS ARTICLES


The field shall be marked off at intervals of five yards with white lines, the longitudinal lines now being omitted as the quarter-back may cross the line of scrimmage at any point and likewise a forward pass may be thrown over the line at any point.

The time for play is divided into four periods of fifteen minutes each. The usual intermission between the second and third periods, but an intermission of three minutes only is allowed between the first and second period and the third and fourth period. At the beginning of the second and fourth periods the teams shall change goals, but the possession of the ball, the down, the relative spot of the down, and the distance to be gained all remain the same as at the termination of the preceding period. The teams do not change goals after a touchdown or after a goal from the field, but the side scored upon has the option of kicking off or having its opponents kick off.

A rule has been passed which provides that a player who has been removed for any cause except suspension or disqualification may be returned to the game once at the beginning of any subsequent period.

Crawling, after the ball has been declared dead, is penalized.

Seven players on offense shall be on the line of scrimmage when the ball is snapped back.

The player who first receives the ball when it is snapped back may carry it across the line of scrimmage at any point.

Interlocked interference is forbidden and pushing or pulling the man carrying the ball is penalized.

The flying tackle has been eliminated by a new ruling which provides that a player must have one foot on the ground when tackling an opponent.

No player may make a forward pass, nor kick the ball unless he is behind an imaginary line five yards behind the line of scrimmage. A forward pass is not legal if it goes more than twenty yards beyond the line of scrimmage, but an on-side kick does not become an on-side kick unless it goes at least twenty yards beyond the line of scrimmage. No player may interfere with an opponent who is in the act of catching a forward pass except in an attempt to get at the ball. In case of a kick the players on the defense within the twenty-yard zone must not interfere with the ends, or other players until

NEWS ARTICLES.
they have advanced twenty yards beyond the line of scrimmage.

W. H. Spaulding.

Athletics.

Athletics at the Western Normal for the next few weeks will center in football. The success of the team this year will depend largely upon the material which the fall student body will produce. With the loss through graduation of such men as Sowle, McGuinness, Harry and R. M. Sooy, the situation is about the same as that at the opening of the season of 1909 when the school sustained the loss of Myers, Whitney, McClintock, Maloney and Scougale. The new material unearthed such men as Berger, Damoth, Rhinesmith, Martin, and H. Sooy, who made up a strong part of the championship team of 1909 and if the new recruits of 1910 develop the strength of these men Western Normal will not come far from carrying off the Normal school and local honors in football.

Last year's team is regarded as the strongest in the history of athletics in the Normal, especially as a scoring team. The manner in which the team handled a varied attack and execute the on-side kick, line bucks and end runs accounts for the success. The defense was slightly inferior to that displayed by the team of 1907 which allowed a total of only 4 first downs against its defense in the three championship games that year. On offense this team was not weak however, using the old style football for short but consistent gains.

The opening of the season of 1910 finds on hand, Bean, guard; Martin and Sooy, quarterbacks; Berger and Damoth halves; Vandewalker, Russell, Conklin for ends. Missing from the ranks are Dewey, Blake, Grant, Salisbury and Osborne besides those before referred to.

Because several of the high school teams have found the Normal too heavy for them in games of the past, they have thought it advisable to play lighter teams. As a result the schedule for this year has been difficult to arrange though the following games will be played: October 8, Hillsdale College at Hillsdale; Oct. 15—Albion College at Albion; Oct. 22—Culver Military Academy at Culver; Nov. 4—Mt. Pleasant Normal at Kalamazoo; Nov. 12 or Thanksgiving Day Kalamazoo College. The last mentioned game is not definite and it is possible a game will be later scheduled with Hope College.

The Hillsdale Game.

Western Normal (5)
Hillsdale College (3)

With less than two weeks training the football team opened the season with the strong Hillsdale College team at Hillsdale on Oct. 8.

The game was close as the above score indicates and the outcome was in doubt until the final whistle.

The first quarter ended in a tie—neither team scoring. It was evident from the start that Hillsdale intended to play the old style game, depending on line bucks and short end runs for gains. This proved their undoing as the lighter normals were good on defense and held like a stone wall, when their goal was threatened.

The only forward pass attempted by the Collegians was intercepted by Berger who ran 40 yards far for the only touchdown of the game, evading the entire opponent eleven.

Near the close of the 2nd quarter, shortly after the Normals had scored, Hillsdale received the ball on a fumbled punt and Gillett dropped a beautiful goal from the 40 yard line.

The Normal depended upon open football, using the onside kick and forward pass, and an occasional end run for consistent gains. Damoth and Sooy outshone their rivals in the handling of punts and it was more knowledge of the fine points of the game that brought victory to the Pedagogues.

Hillsdale
De Lapp, Schwartzbough
Conklin
R. E.
Stuart
Windoes
R. T.
Teglund, Squires
Tomlinson
R. G.
Adams
Bean
C.
Wilson
Russell, Slover
L. G.
Summer School of 1910.

In the seventh summer session of the Western Normal which closed August 5th, the best six weeks' term in the history of the school was held. From various parts of the state and country superintendents, principals, special teachers and other students came for the high grade instruction in all departments. In the list of nearly 830 students 44 counties in Michigan were represented breaking last year's record by six counties—and besides Jamaica and Canada, Illinois, Indiana, New York, Idaho, Washington and California sent students to the summer school of the Normal.

The faculty numbered over 50 instructors including in addition to the regular teaching force of the Normal, several well known educators of Michigan. Among these were Principal T. Paul Hickey of Battle Creek, Mich., Supt. R. M. Reinhold of Hart, both of whom from now on will be regular members of the faculty, Mrs. Alice Spencer Dennis of the Detroit Conservatory of Music, Miss Frances Beek, supervisor of art at Jackson, Miss Sybil Robinson, supervisor of art at Albia, Supt. W. E. Conkling of Dowagiac, Principal R. R. N. Gould, and Mr. E. N. Worth of the Kalamazoo Central High School, Alba G. Hill of Rock Island, Ill., and Supt. C. H. Carrick of Charlotte.

A number of special features were planned for the enjoyment of the large body of students, a list of lectures by educational leaders of the country comprising perhaps the most important of these. On the first of July Professor Frank McMurry of Teachers' College, Columbia University, delivered the first of the lectures, giving to the students many ideas on teaching. Dr. McMurry is author of McMurry's "How To Teach" and prominently identified with the educational work of the country.

Mrs. Gudrun Thorne-Thomsen of the School of Education, University of Chicago, gave two delightful storytelling talks, Miss Mabel Carney of Teachers' College, a rural school enthusiast and authority, made two fine addresses, and Dr. C. H. Judd of the School of Education, University of Chicago, gave one lecture during the summer session.

The various counties affiliated with Western Normal took an active part in summer school affairs, the commissioners spending one or more days each week at the school in conference with the students from their respective counties, and the instructors. County organization was effected under the direction of the commissioners and on July 25th a general "county" party was held at the Normal in which more than 400 participated.

Attention was paid to the social life of the summer students as well as the educational side, a series of parties in charge of the social committee having been held in the gymnasium. Besides these a number of excursions to points of interest, as the paper mills, asylum, stove works and other manufacturing plants, were enjoyed by the students.

Training School Changes.

The opening of the fall term of the Normal shows a number of interesting and important changes in the training school, affecting the course of study of the school in general.

With the addition of an eighth grade it is now possible to have a continuous course under Normal supervision from the kindergarten through two years of college work. A child may enter kindergarten in the training school, continue through the eight grades and enter the Kalamazoo High School or take four years of preparatory work in the Normal and enter the University, or, he may continue for the two year life certificate course which makes it possible to complete the literary course at the University in two years.
One of the important changes in the training school this year is the departmental supervision in the sixth, seventh and eighth grades. Miss Spindler is in charge of the eighth grade and has the history work in the sixth, seventh and eighth grades. Miss Townsend, who has assisted in the department of education during the past two years, now has charge of the seventh grade and the work in mathematics in the sixth, seventh and eighth. Miss Harrison continues in charge of the sixth grade and has geography and nature study work in the three upper grades.

The training school faculty for the year 1910-11 follows:

Ida M. Densmore, Director.
Edith C. Barnum, First Grade.
Nellie M'Connell, Second Grade.
Bessie B. Goodrich, Third Grade.
Katherine Mulry, Fourth Grade.
Edith Seekell, Fifth Grade.
Lucia Harrison, Sixth Grade.
Emelie Townsend, Seventh Grade.
Lavina Spindler, Eighth Grade.
Lucy Gage, Director of Kindergarten.
Florence Pray, Domestic Science.
Helen Balch, Director of Art.
Beulah Hootman, Director of Music.
Mildred Davis, Director of Physical Training.

New Faculty Members.

Many additions to the Western State Normal faculty have been made since July 1st, the beginning of the fiscal year, and with the opening of the fall term the teaching force will number about 50 people, many of whom are new to the Normal. Of this number are several well known factors in the educational work of Michigan and graduates of prominent institutions of learning.

Former Principal T. Paul Hickey of the Battle Creek High School is now in charge of work in history. Mr. Hickey is a graduate of the University of Michigan, and has traveled extensively in this country and Europe.

Dr. John B. Faught who has had charge of the work in mathematics at the Northern State Normal for a number of years, is now head of this department here. Dr. Faught is a graduate of the University of Indiana and received his doctorate from the University of Pennsylvania.

Professor R. M. Reinhold, who has been superintendent of schools at Hart, Michigan, the past two years, will have work in education in the Normal this year. He is a graduate of Michigan State Normal College.

Miss Helen Ballek, of Teachers' College, Columbia University, will succeed Miss Reitler in the department of construction and design. Miss Balch comes to the Normal from the Duluth, Minnesota Normal.

Miss Adele M. Jones who has had charge of the domestic art work in the Stout Institute, Menomonie, Wisconsin for several years, comes to Western Normal this year to succeed Miss Anne Wright in this department. Miss Jones is a graduate of Teachers' College, Columbia University.

Miss Beulah Hootman whose training has been in New York City, will have charge of the assistant's work in music this year, succeeding Miss Margaret Eldred.

Miss Edith Seekell comes to the Normal from the Grand Rapids schools, as fifth grade critic teacher in the training school. She has had her training at Teacher's College.

John Phelan, a graduate of Western Normal in 1908 who received his degree from the University of Michigan in June of this year, is now in charge of the rural school department in the absence of Prof. Ernest Burnham who is pursuing work at Columbia.

George Jillson, a graduate of Albion College is assisting in the science department; Miss Beatrice Pomeroy, a graduate of the University of Michigan, succeeds Miss French in the library; Mrs. Dora I. Buckingham of this year's kindergarten class is assisting in the kindergarten department and Miss Carrie Briggs also a graduate of the Normal in 1910, is assistant in domestic science.

Miss Caroline Wakeman, a graduate of the University of Chicago, who taught last in Missoula, Montana, takes the place of Miss Daisy Longwell, who recently resigned from the department of history.
A Course in Personal and School Hygiene.

During the spring term a course in hygiene was given to a section of the seniors. A number of interesting plans were worked out by members of the class. Thus one of the students gave a demonstration of the possibilities of simple experiments to show the impurities in water, milk and candy. Another took the class to one of the training school rooms and in connection with her discussion of posture showed how to operate an adjustable desk.

Others reported upon dental sanitation, difficulties of the eye, ear, nose and throat, and the way in which teachers can investigate some of the simpler problems that arise. Tests were made of sight and hearing.

Each topic was given an immediate application if possible. When ventilation and lighting were discussed conditions in the room in which the class met and in the training school were worked out with reference to the relation of floor space to area of glass, etc.

Each student made a report upon the hygienic conditions of some school room and of some student's sleeping room. These criticisms were constructive as well as descriptive and possible changes without and with expense were shown.

A third report was a criticism of some text book on hygiene prepared for school room use.

All members of the class under the direction of one of the students contributed to a criticism of existing hygienic conditions in and about the Normal school.

A special syllabus prepared by the instructor and the text book, Allen's Civics and Health, served to give acquaintance with the larger aspects and relationships of the study.

The Michigan State Teachers' Association.

The fifty-eighth annual meeting of the Michigan State Teachers' Association will be held at Bay City, October 27 and 28. The general theme is the moral and physical well being of the child. Prominent educators and speakers from all over the U. S. will be present. Dr. Luther H. Gulick, of New York City, will discuss "The New Attitude Toward Health" and "Fresh Air." The annual presidential address will be delivered by Sup't. E. C. Warriner of Saginaw. Addresses will also be given by the following persons on the topics noted: Rev. Newell Dwight Hillis, pastor of Plymouth Church, Brooklyn, N. Y., "The America of Today and Tomorrow"; President John W. Cook, of the Northern Illinois State Normal School, "Recent Tendencies in Education"; Professor Charles Hughes Johnston, Dean of the School of Education, University of Kansas, "The Moral Mission of the Public Schools"; Commander Robert E. Peary, "The Discovery of the North Pole" (illustrated with stereoptican views); Professor P. P. Claxton, Head of the Department of Education, University of Tennessee, "Education and Peace."

The various sections are: college, commissioners, education of the deaf, drawing, grammar school, high school, kindergarten, library, manual training, music, primary school, rural school, and ward school principals.

The Association will meet in one of the finest auditoriums in the state. A new armory has just been completed and the Association will be the first to use it. The Association has now grown to be a very large body there being some 5000 members. This large growth in the past four years has been due, in part, to changing the time of meeting from the Christmas holiday season to a date late in October and, in part also, to the fact that the state department has made the meeting an institute.

The Western State Normal School will be represented at the meeting by Miss Florence Marsh, chairman of the Music section; Miss Mary Ensfield who will speak in the Rural school section on "Language and its Relation to Rural Schools"; and Professor Frank A. Manny, who will address the Teachers of Psychology on "Some Real Values Resulting from Psychological Teaching."
NEWS NOTES

Improvements have been made on the Normal grounds during the summer and fall, adding much to the general appearance of the campus. Grading and a rearrangement of driveways are among the improvements.

During the severe wind storm in August the roof of the power house covering the machinery for the cars was blown entirely off, making extensive repairs necessary.

Western Normal’s department of art was represented with a splendid exhibit of student work at the Kalamazoo County Fair held in September.

Miss Florence Dewey of Kalamazoo, a former music student at Oberlin College, Ohio, is in charge of the music for physical training classes this year.

Added to the fine collection of pictures already owned by the Normal, is the beautiful Della Robbia series purchased in the summer and now hanging in the upper corridor of the administration building.

The bi-ennial inventory of the Normal covering the period beginning July 1, 1908 and ending June 30, 1910, showed an increase of about $86,000 in the value of the school possessions since the preceding inventory for a similar period. The training school building was the largest item in the increase though all departments have received additional equipment in the two years.

Several members of the faculty enjoyed vacations of unusual pleasure this summer. Miss Goldsworthy spent the summer months with her father in California, visiting interesting points en route. Mr. Hickey was in Colorado during August; Miss Master spent the summer abroad and Miss Braley spent several weeks in a French village in Canada.

Nat. I. Brigham, who has been among the summer lecturers at the Normal, returned for an interesting address before the students of the fall term, October 1st. His lecture was illustrated with many beautiful views made from the photographs taken on his trips.

Professor L. H. Wood talked most interestingly before the student body in chapel recently on “Tall Timbers” taking his material from a summer trip in the northern part of Michigan.

C. R. Drum, international Y. M. C. A. secretary, addressed the students at morning assembly Friday, October 7 on “Hit and Miss” topics. On this occasion several officers of the local association and others visited the school.

Professor Ernest Burnham, director of the rural department, is spending the year in study at Columbia University and with Mrs. Burnham has taken up his residence there for the year. He attended the summer school at the University of Wisconsin.

Professor and Mrs. John E. Fox are now located at 1161 East 61st Street Chicago, where they will be during the school year while Mr. Fox is attending the University of Chicago.

Clarence Van Kammen of Grand Rapids a junior in the manual training department, designed the cover of the October Record.

In the large enrollment of 80 students in the high school department of the Normal this fall, 45 are young men, an unusual condition for a Normal school.

The young women of the Normal Y. W.C.A. have been unusually active this year in student affairs. On the opening day of school the rest room was in their charge and strangers in the city received much assistance from them. An opening reception was held the second week of school and on this occasion the Rev. Walter B. Dickinson of the First Congregational church talked to the assembly and tea was served by the young women.

Re-organization of the Rural Sociology Seminar has been necessary this year on account of the large enrollment of rural students. It has been divided into two sections, the Junior and Senior Seminars and separate meetings will be held. Miss Jennie Stoddard is president of the senior and Miss Lucille Sanders of the junior society. Professor John Phelan addressed the first joint meeting October 7th.
The Normal Literary society has started out with unusual activity this year and the membership is rapidly increasing. Officers as follows were elected for the term:

President—C. Anthony Bean; Vice President—B. W. Storer; Secretary—Miss Mary Hammond, and Treasurer—Lee Omans. The first meeting had an attendance of 25 students and this number has been doubled since that time.

During the summer school the Normal had a team in the city baseball league—the "Cubs"—and won the pennant.

President Waldo delivered two addresses at the County Teachers' Association held at Romeo October 7 and 8.

The first Normal band ever organized in the school is holding regular rehearsals under the direction of Charles Nichols and Clarence Van Kammen of the student body and will make a public appearance with the football team at the first home game.

The seventh fall term in the history of Western Normal is well under way. In attendance figures, in spirit and in every way, this year promises to be the best the school has ever known. More than 600 students are in attendance, showing a substantial increase over the figures of previous years, and a wider territory than ever before is represented. There is one student from Winnipeg, Manitoba and others from over 40 counties in Michigan and from Indiana, Illinois, Maryland, Washington and other states.

A series of general student parties is arranged for the winter, the social committee of the faculty having this matter in charge. The dates follow:—October 20, Harvest Festival; December 2; Jan 21; Feb. 25 or March 6 and May 26. Fischer's orchestra will furnish music for these occasions.

Mr. Hickey, head of the department of history, is conducting an extension class in sociology in Grand Rapids each Saturday.

Miss Goldsworthy gave two interesting talks on the Fontainbleau group of artists in the training school library October 7, using stereopticon slides to illustrate the talks.

With the opening week of the fall term, a lunch room carried out on the cafeteria plan, was started in the training school basement. Miss Grace E. Moore of Kalamazoo is in charge of the lunch room which is patronized by 50 to 150 students each noon. Soups, cocoa, sandwiches and fruit are served at slight cost to the students and from time to time other features will be added. The development of this plan promises to meet one of the greatest needs in the Normal and its success is assured.

Exercises for the first high school class to graduate from the Normal, were held in June with Dr. Joseph P. MacCarthy as the speaker. There were nine graduates as follows:—Allen Petrie, Winship Hodge, Walter Dewey, Wallace Blood, George Albertson, Ray Wilson, the Misses Ethel Jackson, Frederika Bell and Irene Goodrich.

The Atlantic Educational Journal of Baltimore for October contains an article on "A Problem and Its Solution" by May Cornell of the Grand Rapids schools. Miss Cornell graduated last summer in the extension course and worked out this problem while a student in the department of education.

The chapter on Michigan for the Natural Geography series published by the American Book Company is just from the press. It was written by Mr. L. H. Wood of the department of geography of the Normal. Mr. Wood is peculiarly fitted to do this work as he has a most intimate knowledge of all parts of the state, obtained by much tramping and traveling over it. The work is well done and testifies throughout to the careful observations of the author.

The Alumni of the Western Normal will have a banquet during the Bay City meeting Oct. 27 and 28. The dinner will be served at the 1st Presbyterian Church. An appropriate program has also been prepared for this event.
A New Book or Two.

Dr. Johnson of Pittsburg gave us a valuable book a few years ago entitled ‘Education by Plays and Games’. Now we have from him “What to do at Recess.” (Ginn & Co.) There are less than forty pages but each one will help meet a great problem.

Grice’s “Home and School” (Christopher Tower Co.) tells what to do in parents’ associations. It too is a little book and will be helpful in all kinds of schools.

“Children’s Gardens for Pleasure, Health and Education” by Parsons, (Sturgis and Walton) affords the broadest outlook upon this new movement of any of the works on the subjects. Greene’s “Among School Gardens” supplements it well.

Gilmore’s “Birds through the Year” (American Book Company) leads one out to the next steps in knowing the birds of his own locality.

Do you know the Riverside Educational Monographs published by Houghton Mifflin Co.? They are worth keeping in mind. New ones come out every month or so. They contain old material and new in very inexpensive form—about thirty five cents each. There are Dewey’s “Moral Principles in Education”, Palmer’s two books on this subject, also his very valuable “Self-Cultivation in English” and many others.

In new material Suedden’s “Problem of Vocational Education” will be useful to many workers. One of the best is President Hyde’s “The Teacher’s Philosophy”. I do not know a better book to buy and read and grow by. The first half is practical and good—one gets the view of an experienced man upon elementary, secondary and higher education problems. In the second half the author “blazes a trail” from Plato to Jesus showing how a balanced, progressive life uses the thought best formulated by Plato, Aristotle, the Stoics, the Epicureans and Jesus. Serenity, balance, resignation, happiness and social responsibility are here related and shown as factors in my life and yours today and in the larger days today is helping us to bring about.

The Boy Scout Manual (124 East 28th St, New York City, twenty five cents) will furnish details about a movement which can be of great value to you in your work in school and out.

Do not forget in beginning the school year to have easy access to the Survey, the Outlook or the Independent. A card to either at New York will bring you a sample copy.

Frank A. Manny.


An Autumn Program.

Songs—The Happy Farmer, Hunting Song .......... Grades VII, VIII.
Poems—The Swallow, Goodbye to Summer .......... Grade II.
Dramatization—Falling Leaves, Grade I Reading—Nut Gathering, Howard Hinga ............... Grade VI.
Song—Bob White ............ Grade V.
Dramatization—The Vegetable Man in the Fall ........ Kindergarten Reading—Coming and Going,
Chrystel Vanderhorst, Grade IV.
Reading—October’s Bright Blue Weather ........ Miss Master.

1905.

Archibald D. Polley of the first class to graduate from Western Normal is teaching mathematics in the High School at Springfield, Illinois.

Lewis Fee is in charge of the science work at Everett, Washington.

1906.

Miss Olive Breese is teaching in the public schools of Boise City, Idaho this year.

Zell Donovan is principal of the Lawrence High School this year, having completed a course at the University of Michigan, in June.

Miss Marguerite Gilkey of the class of 1906 is now Mrs. Orrin Treat and resides in Kalamazoo.

Mrs. Guy Smith, formerly Miss Vera Lynch, has taught in Wayland since her graduation.

Miss Alma Romig went to Holland from the Normal and is now teaching in the Kalamazoo city schools.

A. R. Zimmer, formerly commissioner of schools in Kent County, is now superintendent at Grandville.
J. R. JONES' SONS & CO.

KALAMAZOO'S NEW MEN'S FURNISHING DEPT.

The nearest men's furnishing shop to the Normal School.
A new department—filled to overflowing with new, snappy Ties, Shirts, Collars, Sweaters, Sox, Underwear, etc.
At the corner of Rose and Main Streets.
We aim to give the same value at a little lower price, or a better value at the same price.

J. R. JONES' SONS & CO.

O-l-i-v-e-r Spells Q-u-a-l-i-t-y

Complete Equipment for Manual Training Departments

BEFORE purchasing your equipment get our catalog and quotations. Let us tell you of the merits of "Oliver" Tools and refer you to some of our satisfied customers. In other words—"INVESTIGATE." For Safety, Beauty in design, Durability our tools are unexcelled. Address—Department "E."

OLIVER MACHINERY CO.
(Main Office and Works)
GRAND RAPIDS, MICH.
Branches at New York, Chicago, Seattle, Los Angeles
Individual Motor Drives a Specialty
Alumni Notes

1906

Mrs. Nettie Sooy who was director of the Branch County Normal for several years was married last winter to M. E. Stokoe of St. Paul, Minnesota.

Miss Hazel Stuyvesant taught in Mattawan the first year after her graduation and has since taught in Kalamazoo.

Miss Mary McMaster who completed the kindergarten course at the Normal in 1906 is now Mrs. Champion and lives in Jackson.

1907.

Miss Anna Bailey is teaching in Cadillac, Michigan.

Miss Margaret Chisholm has been teaching in the Battle Creek schools since her graduation.

Miss Cleo Hoyt is in Jackson this year, teaching in the public schools.

Miss Friederika Hacker went to Spokane, Wash., in the summer and has a position in the schools of that city.

Miss Doris Keables and Miss Beatrice De Haven of the class of 1907 are spending this year in Kalamazoo.

Miss Annette Brody is teaching in the Cadillac schools this year.

Miss Mabel Flynn has held a position in the domestic science department of the Kalamazoo schools for the past three years.

L. Q. Martin of this class has had charge of manual training work in Dubuque, Ia., for the past few years.

Miss Birdie Fraser has taught in Dowagiac since completing her course at Western Normal.

Miss Minnie Graham is now Mrs. Martin Haas of Great Falls, Montana.

Miss Norma Schmidt who is now Mrs. Bion Rose East, resides at Aspen, Colorado and was a summer visitor at the Normal this year.

George Judson is teaching in Arizona this year.

Mrs. Martin Luther, formerly Miss Bessie Everest, of this class, entertained several members at a delightful house party in her home during the summer. The guests included the Misses Jessie Stout, Alice Barron, Doris Keables, Beatrice De Haven, Annette Brody, and Cleo Hoyt.
We have a large collection of new color prints, selected in Europe by Mr. Thurber, especially adapted for educational institutions.
When there is sufficient fund for purchase, we are pleased to send a collection for selection.
Don’t have your pictures ruined by bad framing. With our facilities and experience we can produce the best results for a reasonable price. TRY US AND BE CONVINCED.

Yours very truly,
W. SCOTT THURBER.

Just a Little
Out of the Ordinary
is Our Stock of JEWELRY

F. W. HINRICHs
117 SOUTH BURDICK ST.
JEWELER

Normal Souvenir Spoons a Specialty
Alumni Notes.

1908.
Miss Almeda Bacon who completed the life certificate course in 1908 is principal of the Evening Press school at Grand Rapids.
Miss Lulu Broceus has a position in the grades of the Kalamazoo schools this year.
Miss Blenn Bush is now Mrs. Emry Howard and lives in Gobleville.
Miss Winifred Crooks is teaching in Kalamazoo.
Mrs. Gertrude Mills Cole is at her home in Kalamazoo, and assists occasionally in the public schools.
Miss Lydia Dennis has taken a position in the Detroit schools this year.
W. Clark Doolittle has entered the University of Michigan and will complete a course there.
Miss Ruth East has charge of music and art in the Grand Haven schools this year.
Miss Charlene Fogarty was married in September to Roland Fairchilds and resides in Kalamazoo.
Miss Ethel Gibbs has charge of the music in the Traverse City schools.
Miss Myrtie Smith is spending her second year in St. Joseph, teaching in the grades.
Dan W. Parsons has a fine position as purchasing agent at the University of Michigan this year.
Alva E. Heaton is at Camas, Washington.
Earl Garinger is acting as assistant in manual training in Independent District No. 2, Itasca County, Minnesota. There are four towns in the district and two high schools.

1909.
Miss Ruby Williams is this year principal of a grade school in Lansing.
Miss Anna Vandenberg has returned to Allegan this year to teach in the grades.
Miss Ida Shaffer has entered Teachers’ College, Columbia University this year to continue work in domestic science and art.
Miss Marie Sayles is at her home in Flint this year.

WALK-OVER SHOES

Get that pair of Walk-Over Shoes now.
We have 44 styles to select from, Broad, medium, narrow, high toes. Plain and Fancy tips, Gun metal, Vici, Tan, and Patent leather.
The selection is best now. You must buy shoes soon anyway.
By them now.

PRICES
$3.50 $4.00 $4.50 & $5.00

Bell Shoe House
L. Isenberg, Mgr. 124 E. Main St.

F. W. RUSSELL
208-210 N. BURDICK ST.
Wholesale and Retail Dealer in
Wall Paper, Paints, Window Shades, Window Glass.
Special Furniture
Drapery and Upholstery Fabrics

GEARY ART SHOP
118 South Burdick Kalamazoo
A large collection of pictures for school and home.
Artist materials and art supplies for schools.
American Beauty Corsets

Are Correct in Design, Workmanship and Style making a garment that is not and cannot be surpassed anywhere and at a price within reach of all. Nothing a woman wears is so conducive to a well dressed appearance as the corset. American Beauty Corsets will "bring out" to advantage the graceful lines of your figure and correct any imperfection with absolute freedom and comfort.

$1.00 to $5.00

Exclusively made by
Kalamazoo Corset Company
For Sale by The Best Dealers Everywhere

Western State Normal, Kalamazoo
A Steady Growth

Below are given the enrollment figures for each term of the first six years of the school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Total number of different students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1904-'05</td>
<td>117</td>
<td>107</td>
<td>119</td>
<td>109</td>
<td>232</td>
</tr>
<tr>
<td>1905-'06</td>
<td>310</td>
<td>185</td>
<td>205</td>
<td>187</td>
<td>483</td>
</tr>
<tr>
<td>1906-'07</td>
<td>557</td>
<td>266</td>
<td>268</td>
<td>249</td>
<td>815</td>
</tr>
<tr>
<td>1907-'08</td>
<td>603</td>
<td>332</td>
<td>344</td>
<td>304</td>
<td>927</td>
</tr>
<tr>
<td>1908-'09</td>
<td>807</td>
<td>467</td>
<td>468</td>
<td>456</td>
<td>1265</td>
</tr>
<tr>
<td>1909-'10</td>
<td>868</td>
<td>589</td>
<td>572</td>
<td>527</td>
<td>1419</td>
</tr>
</tbody>
</table>

In the summer term of 1910 students attending the Normal represented forty-four counties and one hundred ninety-nine townships, villages and cities in Michigan. Eight states and Canada were represented.
Alumni Notes.

1909

Miss Chrystal Parton is teaching in the manual training department of the Grand Rapids schools this year.

Miss Agnes Jeffrey has had charge of the music in Auburn, Indiana the past two years.

Miss Hope Melvin has taught in the Kalamazoo schools for two years.

Miss Janet Hunsberger has taught in the grades at Grand Rapids since her graduation in 1909.

Miss Bessie Heath is teaching in the Calumet schools.

Miss Margia Haugh has charge of the domestic science work in the Monroe schools.

Miss Minnie Harmon is this year teaching in the Comstock and Galesburg, having charge of the domestic science.

Miss Nina Coleman was married in September to Lewis A. Palmer and is residing in Boston.

Miss Mary Duncan is teaching in Kansas this year.

Carlton Ehle has a position in the public schools of Kalamazoo.

Miss Lena Hackett is teaching in the Kalamazoo schools this year.

Miss Elza Cahn has been in Kalamazoo since graduating.

1910

Miss Clara Anderson is teaching in the English department of the Wakefield public schools.

Miss Evelyn Ball has a position in the kindergarten department of the public schools.

Lee Barnum is principal of the New Buffalo High School this year.

Miss Shirley Eberstein is teaching in New Buffalo.

Parnell McGuinness has a position in the Kalamazoo schools this year.

Miss Lois Beeson has charge of primary work in Buchanan.

Lynn S. Blake is superintendent at Baroda, Berrien County.

Miss Carrie Briggs of the 1910 class is assisting in the domestic science department of the Western Normal.

Miss Nina Briggs has a grade position in the Ironwood schools.
Western State Normal School
KALAMAZOO.
ORGANIZED IN 1904

A High Grade School for the
Training of Teachers.

The faculty consists of 44 efficient instructors who have been trained in the institutions named below:

Armour Institute, Albion College, University of Chicago, Chicago Art Institute, Chicago School of Physical Education and Expression, Columbia University, Eureka College, Harvard University, University of Illinois, University of Indiana, Michigan Agricultural College, University of Maine, University of Michigan, Michigan State Normal College, New York Institute of Musical Art, Northwestern University, University of Ohio, University of Pennsylvania, Pratt Institute, Sargent Normal School of Physical Training, Terre Haute Normal School, Wabash College, Western State Normal School, Yale University.

The buildings are new, large, well planned and attractive, and the equipment is excellent. The library numbers 8000 carefully selected volumes, all new, and is growing rapidly. The gymnasium is the largest structure of its kind among the normal schools of the Middle West. The training school building is a model of convenience, practicability and architectural beauty.

The school offers a two years' Life Certificate course for high school graduates, an advanced Rural School course, and review courses. There are also special two years' courses in Public School Art, Kindergarten, Domestic Science, Domestic Art, Manual Training and Public School Music, leading to the Life Certificate.

Students may enter at the opening of any term. The Winter Term opens Jan. 3, 1911. The year book will be mailed on application.

Dwight B. Waldo, President.
Kalamazoo, Michigan
Alumni Notes.

1910

Miss Cornelia Brinkerhoff has a position at Plymouth, Mich.

Miss Nita Butler is principal of the Colon High School and teaches Latin and German.

Miss Florence Butler is teaching in the Martin High School.

Miss Mabel Chaffee is teaching at her home in Paw Paw.

Edward Chambers has charge of manual training work in Owatonna, Minnesota this year.

Miss Elsie Crabtree is teaching in South Haven—her home.

Miss Gladys Cramer is teaching at Comstock this year.

Vernon Culp is in charge of the Oshtemo school.

Miss Nettie De Pagter has a position in the Grand Rapids schools.

Miss Frances Dewey is assisting in the kindergarten department at Monroe, Mich.

Miss Carlotta Dryden is teaching in the township school at Mattawan.

Dwight Paxton, manual training ’10, is teaching in this department of the Bay City schools.

Carl F. Rodgers who completed the manual training course at the Normal this year is teaching this work at Keokuk, Iowa.

Karl Knauss is teaching manual training in Kalamazoo.

Rush M. Sooy has a position in the manual training department of the Chicago Heights schools.

Peter Tazelaar is assisting in the Western Normal manual training department this year.

J. Pierre Osborne is teaching manual training in Bloomington, Indiana.

Charles Jickling has a position in the schools at Wankegan, Illinois.

Miss Grace Newton is in charge of the music at Three Oaks and assisting in the kindergarten department this year.

Miss Arlien Hoffmaster is teaching at Boyne City.
KALAMAZOO
NORMAL RECORD
Official Organ of the Western State Normal School

Published Monthly during the
school year, beginning with Oct-
ober, by the Faculty and Students

Subscription fifty cents a year, payable in advance. Sub-
scriptions received at the Office of the Normal School.

To Advertisers

The number of students now at the Normal is over
600. The summer attendance exceeds 800. The
faculty numbers nearly 50. The Record is the only
publication of the Normal School. It will be read by
all of the students and many of the alumni

The columns of the Record afford the best means
of reaching this large and growing group, whose pur-
chasing power is by no means small.

Advertising rates will be quoted on application.