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TAFT TELLS THIS ONE.

At a dinner party at the White House one evening the conversation turned on the giving of presents and the art of making a gift appropriate.

"That reminds me," said President Taft, "of the marvelous astuteness of a young man I knew when I was a newspaper reporter in Cincinnati. This fellow was very much in love with a girl who worked in a candy store eight hours every day. They quarreled, and, in the hope of making peace, he decided to send her a present.

"'I sent it to her,' he informed me one morning, with an air of pride.

"'What was it?' I inquired.

"'Two pounds of candy,' he said, brightly."—Louisville Times.

HE'S STILL RUNNING.

A gentleman in a Manchester restaurant the other day thought he would have a joke with the waiter, and asked him if he ever seen a sausage roll.

"Say," said the waiter, "I have not only seen a sausage roll but I have seen a biscuit box, a table spoon, a chimney sweep, a chain link, a nosegay, a camera slide, a garden fence, a swordfish, a wallflower." But when he got to a "fire escape," the gentleman thought it was high time for him to escape too.

As he went the waiter went with him saying: "A trap turn, a cake walk, a mountain climb, a sky lark, a honeycomb, a half crown—" But by this time the gentleman joker was half-way down the street in a dazed condition.—London Ideas.

ALL-AROUND SUSPICION.

A plumber was sent to the house of a wealthy stock broker to make repairs. He was taken by the butler into the dining room, and was beginning his work when the lady of the house entered.

"John," said she, with a suspicious glance toward the plumber, "remove the silver from the sideboard at once and lock it up." But the man of lead was in no wise disconcerted.

"Tom," he said to his assistant, "take my watch and chain and these few coppers to my missus at once."—Ideas.
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ALUMNI NOTES.

Three Western Normal graduates are

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teaching in Albion. Miss Merryl Sew-ell, kindergarten '11, has first grade;
Miss Elsa Scheid has third grade and
Miss Marguerite LaTourette, '10, is
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Three of the alumni also hold posi- 
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charge of music and art work and Miss
Suzanne Bartzen, rural '11, is teaching
in the grades.

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Rapids, Miss Bessie Barker doing grade
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In Bangor four Normal graduates are engaged in teaching. They are the

Misses Janette Auwers, Charlotte Clark, Florence Wood and Harriet Catt.

Names of Normal graduates are found in the roster of teachers for the Benton Harbor schools. Wayne B. McClintock is in his third year of teaching in that city, having charge of work in manual training and athletics. Miss Susie Shumaker, a life certificate graduate, has a third grade position and Miss Anna Deegan is teaching in the schools of Benton Harbor.

The Misses Elsie Perkins, Arlien Hoffman and Elvira Barnaby hold positions in the public schools at Boyne City.

Miss Nina Winn, who completed the life certificate course in December, has been engaged to teach in the Kalamazoo schools.

George W. Siewers, a graduate in the manual training department in the first class, is now in Vancouver, British Columbia.
Subscriptions to the Record are due now. The price is fifty cents per year. Please send remittances to Miss Katherine Newton.

ALUMNI NOTES.

The Misses Nettie De Pagter, Hazel Brown, Chrystal Parton and Edith Muffley, all graduates of the Normal, have been recent visitors at the school. They are all teaching out of the city.

Miss Vera Lutje, '10, is attending the University of Michigan this year and will remain for a degree.

Miss Clara Grant, '09, is teaching near Coalinga, California.

Miss Nora Colburn is principal of the high school at Clearwater, Minnesota, teaching Latin and German.

Miss Elizabeth Neasmitl, a graduate of the Normal, in the life certificate course, is teaching in Lansing. Miss Sue Neasmitl, her sister, is now Mrs. Cleveland Smith, and resides in Detroit.

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TRAINING SCHOOL PROGRAM, MARCH 7.

I. Song .................. School
   "The Lord is My Shepherd."
II. School Paper .............. Readers.
    1. Bruce Shepherd.
    2. Mary Cutting.
III. Song ..................... School
    "Humpty Dumpty."
IV. School Paper (cont.) ....
    5. Kensell Williams.
    6. Mary Faught.
    7. Dorothy Robertson.
    8. Dale Ogden.

Monday, March 4th, Miss Lucy Gage
entertained the girls of the Western
State Normal interested in Equal Suf-
frage at a very delightful afternoon
tea.

Mrs. W. A. Stone spoke informally
on the subject, to which all the girls
responded with interesting questions
and points of view. Each girl went
home with a much broader inter-pret-
ation of the question than the narrow
conception gained from those who have
given the subject little or no thought.

Each girl was presented with litera-
ture with which to make herself fam-
ilar with the laws governing Michigan
Women and a general survey of the
subject of Equal Suffrage.

THE EDITOR'S LAMENT.

Lives of poor men oft remind us,
Honest toil don't stand a chance;
More we work we leave behind us,
Bigger patches on our pants,—

On our pants once new and glossy,
Now patched up of different hue,
All because subscribers linger,
And won't pay us what is due.

Then let all be up and doing;
Send your mite however small,
Or when snows of winter strike us,
We shall have no pants at all.

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ERNEST McLEAN, Mgr.
The questions are often asked, “Why is it necessary to teach children to play? Do they not play instinctively?” It is true that they inherit the instinct for certain activities—as throwing, dodging, chasing, fleeing, etc.—the elements found in games—but they do not inherit the games. If children are not taught games and given opportunities for playing them, they are likely to find outlets for their inherited instincts for activity in ways not beneficial to themselves or the community. The story is told of a small boy who was arrested several times for stealing apples. When questioned about it he said, “I don’t care much about eating the apples, but it is such fun to have old Smudge chase me.” Doubtless the boy’s instinct for fleeing would have been satisfied if he had been given opportunities to escape from pursuers in such games as prisoner’s base, pom pom pull away, or any of the tag games.

Play is a fundamental thing in the child’s life; through it he will secure happiness and vigorous health and strength, his instinct for certain activities will be satisfied in profitable ways, and he will develop those qualities which will make him a useful and agreeable citizen—politeness, justice, honesty, obedience, loyalty, truthfulness, determination, co-operation, comradeship and leadership.

For these reasons organized play has been introduced as a part of the regular work in the Kalamazoo public schools, and during the spring and fall the greater part of the fifteen minutes allowed daily for Physical Training is devoted to the teaching and supervising of various out of door games and other play activities—such as folk dances for girls and various forms of class athletics for boys. The recess periods have been used, too, for this work, though usually the children are left free to choose their own activities at these times.

In selecting games the aim has been to have them suited to the age and sex, and to use games which furnish sufficient activity for the whole number in the time allowed.

Many of the games played by children today have been handed down from one generation to another for centuries, through many countries. Many are of recent development, but the elements of all are as old as the race, and represent the occupations of man as he has passed through the various stages of evolution. There are many games which are enjoyed by children of all ages, as well as by adults, but certain activities are most
prominent at each period of development.

The games suited to the needs of children in the first three grades are simple in organization. The element of competition found in many of their games is individual—one child against another as in "Cat and Mouse" or one child against a group as in "Look out for the Bear." Co-operation is not a factor in the play of these children. Games of imitation and those introducing social themes, as in the singing games and folk dances, are important here.

Many of these singing games and folk dances, which are important in the higher grades as well as in the lower—especially for girls—have been handed down for centuries through many countries, so they are an important link between the past and present, representing valuable tradition and lore of all ages. Many of them represent the occupations of the people, some are parts of religious and other ceremonies, others are the joyous expression of the people at play. They are valuable, too, because of the elements of interest supplied in rhythm, gesture, choosing, counting, etc., and in the dramatic situations.

Many would be surprised to see the enjoyment the children get from these singing games and dances in buildings, where there is no place for them except in the aisles and on the playgrounds, with no music except the singing by children or teacher.

The games of the fourth, fifth and sixth grades are those which require great activity, much running, and a good deal of skill. The element of co-operation is beginning to appear, though the individual interests are still very prominent. The interest of the boys in folk dances and singing games begins to lessen, but the girls continue to enjoy them. In the Kalamazoo schools the boys devote the same time to marching tactics and class athletics that the girls do to folk dancing.

The children of the seventh and eighth grades are at the beginning of what Joseph Lee calls the "age of loyalty." Co-operation is much more prominent than it has been, so team games are played more successfully than before. There is more difference between the activities of boys and girls than in the lower grades. Some of the girls have a tendency to stop playing now, so it is important to furnish abundant and interesting out of door activities for them in order that they secure the necessary lung capacity, and the vigorous health and strength so necessary at this age. Girls do not naturally enter into team games with the same amount of co-operation and loyalty that boys do, for the reason that man—not woman—has been the organizer as the race has developed. Girls' games should furnish opportunities for the development of the spirit of co-operation and loyalty, characteristics which are becoming more necessary as women are more and more entering fields formerly occupied exclusively by men, and for the development of self-control, confidence, fairness, obedience to rules, courtesy, etc. However it seems wise to keep the girls' contests within schools as the intense competition which is valuable in boys' sports is not necessary nor desirable to so great an extent in girls' games. Athletics and games are the inheritance of boys, as they have evolved from the primitive pursuits of men, and for boys they are an outlet for their inherited fighting instinct.

With these things in mind the games and other play activities have been planned for the various grades.

The following description applies to the 1911 Play Festival, though the one held in 1910 was worked out in practically the same way:

No games or dances were taught especially for the festival, but the program was made up of activities which had been a part of the regular Physical Training work. A few weeks before the festival, committees of teachers were appointed from each grade, who selected the games and other activities to be used. These were typical of the work for each grade, and almost without exception were familiar to all the children. A rule was made that no extra time should be spent in drill, the idea being not to produce a finished product, but rather to secure the spontaneous, free expression of the children in their play. This was actually true especially in the lower grades. As the teachers looked from
group to group, they were surprised to see that the same game was being played with many variations, which showed that each group had worked out its own ideas.

The first number on the program was the grand march, in which twenty-five hundred children marched and countermarched again and again across the field starting at the two sides. By the time the leaders had reached the center of the field it was covered by a mass of marching children who at a given signal halted and together saluted the flag and sang America.

Following this was an exhibition of marching tactics by fifth and sixth grade boys. This work was done with enthusiasm and all during the spring it was a common sight in several of the school grounds to see a squad of boys marching to the accompaniment of two or three drums played by their classmates. The rest of the events were in groups, each grade contributing three or four numbers.

The first and second grade children from each building played several active games which had been favorites during the year. As there were almost as many games as there are buildings, it is impossible to describe them all. Some of the most popular were, Squirrels in Trees, Follow Chase, Cat and Mouse, Come with Me, Skip Tag and Center Base. These games all have the element of individual competition—one child fleeing from another.

The children of the first grade played “Kitty White,” a singing game which has also the elements of chasing and fleeing, and they did two folk dances, the “Danish Dance of Greeting” and the “French Chimes of Dunkirk.” The second grade children played, “Let the Feet Go Tramp, Tramp, Tramp”—a social singing game in which the children choose partners and skip together, and they danced the “Kinderpolka,” a German folk dance, and the “Shoemaker’s Dance,” a Danish dance in which the activities of the shoemaker are represented.

The third grade played “Three Deep,” a tag game of higher organization than those of the first and second grades. These children also played two singing games, “I see you” and “Round and Round the Village. “I See You,” a song play used by the children of Sweden, was arranged in English form by Mr. Jakob Bolin, the leading Swedish gymnast in this country.

“Round and Round the Village” is a survival of the village festivals at which marriages took place. In Scotland the whole party made a circuit of the village, going later to a farm house to drink tea and “syltabub” and then, returning to town in a Morris dance, they formed a “faddy,” and danced through the streets till dark, claiming the right to go through any person’s house, in at one door and out at the other. Similar customs have been found in Russia and in rustic neighborhoods of England.

The fourth grade from each school was represented by ten boys and ten girls in a flag relay race. These children were very enthusiastic over competitions within schools all during the spring. It is interesting to note that at this age the girls run as fast and often faster than the boys.

The “Tautoli” and “Klappdans,” two Swedish folk dances, were also given by fourth grade pupils. Tautoli was named from a province where it was commonly danced. The Klappdans is an illustration of working up to a climax in pantomime representation. The action becomes more and more emphatic and forceful and finally breaks into clapping of hands and stamping of feet, reaching its climax with a challenge of partners.

“Bleking,” which was named from a Swedish province, was danced by the fifth and sixth grade girls, and twelve teams of girls from these grades played “Newcomb,” a game which was originated at Newcomb Memorial College, New Orleans, La., by Miss Clara Baer, the director of Physical Education. The game is played with a basketball which is thrown back and forth over a rope—the object being to strike the ground in the opponent’s court.

Three games of “Progressive Dodge Ball,” a game which has been developed on the Philadelphia playgrounds, were played by fifth and sixth grade boys, each school being represented by a team of twelve. An interesting feature of this game is that it is played by three teams, each playing against the other two.
The seventh and eighth grade girls danced the "Highland Schottische," a Scotch folk dance, and twelve teams played volley ball, a game which is played with a ball about twenty-five inches in circumference. The ball is batted back and forth over a net, the object being to make it strike the ground in the opponent's court.

The boys of these grades did not take part in the festival as their work was shown at the grade schools athletic meet which was held earlier in the season. The four high schools were each represented by sixteen girls in Swedish costume who danced the Ostgota Polka. Most of the games used are found in Miss Jessie Bancroft's book of games, and the folk dances in Dr. C. Ward Crampton's Folk Dance book.

The organization necessary to carry out the festival included practically every principal, teacher, supervisor and janitor and about one half the children in the first eight grades, or approximately 2500 children. Each grade from each building was represented by about thirty-six children. Every child was allowed to go even if he did not care to take part.

A few days before the festival a meeting of all teachers and principals was held at which all necessary directions were given. Committees of teachers, pupils or janitors were appointed to attend to various duties—as laying out the grounds, transportation of children to the park, placing apparatus, etc. Every detail was carefully arranged before hand and every one knew exactly what was expected of him—so that when the day came, the plan worked out without difficulty.

The festival was held at Riverview Base Ball Park and in general the field was laid out as follows: The band was stationed in the center, and nine circles—one for each grade, were marked out around it. Three dodge ball courts, six volley ball courts, and four Newcomb courts were also marked out in various parts of the field. Spaces on the grass around the edge of the field were reserved for each school. A copy of the plan was sent to each building, so that everyone knew where he was supposed to be at all times during the festival.

Several signs were made bearing the names of the various schools, one being placed where each school was to sit. With the help of these signs, and the signals which all knew, the carrying out of the program was very easy. The boys in charge of the signs would carry them to the circles or courts, as each grade was due to appear there. Then the children and teachers would quickly find their places. Each teacher raised her hand when all her pupils were ready and when the director standing near the band saw all hands up she gave the signal for the children and band to start—by raising her hand and blowing a whistle. All knew before hand how many times each singing game and dance was to be repeated. All team games were in charge of special officials. No rehearsals of any kind were held. Most of the children had never been to Riverview Park before.

One of the most inspiring things in connection with the festival was the hearty co-operation of every one connected with the public schools. Special credit is due the grade teachers who taught the games and dances, and who are responsible for the enthusiasm among the children. They have made a good beginning toward establishing a play habit, that will stay with the children. Certain games and dances have been made so popular because they have been thoroughly learned, that the children have continued to use them at recess, on the school play grounds, and on the streets and at home.

After the festival both teachers and pupils realized to a greater extent than ever before what they were able to do. It gave every one confidence and enthusiasm for further effort. The parents and the community were given an opportunity to know more about the play side of the public school work and to see for themselves its value. The children enjoyed feeling that their parents and friends were to see what they could do and this added greatly to the earnestness of their play during the weeks before the festival. It was an inspiration to each school and to each grade to see what the others could do.

It was worth much to the children of the city to come together for a great play day, in that it developed feelings of loy-
alty, co-operation and patriotism. Each child felt that he had a place to fill in the school community.

"Play is not trivial, it is highly serious and of deep significance. Cultivate and foster it, O, mother; protect and guide it. O, father! To the calm keen vision of one who truly knows human nature, the spontaneous play of the child discloses the future inner life of the man."—Froebel.

ETHEL ROCKWELL, Supervisor of Physical Training, Kalamazoo Public Schools.

PLAY IN EDUCATION.

Not long ago the writer took occasion to examine sixty city and state courses of study, chosen at random as published, for the purpose of ascertaining the general tendencies of physical education as planned for our schools. The results were interesting. Of this number only seven gave something definite enough to show the nature of the course, five referred teachers to some text on gymnastic drills, fourteen suggested that teachers provide for physical exercise, and the remainder—thirty-five—made no mention of the subject whatever. With a single exception the courses of the first group strongly inclined toward some particular system of gymnastic exercise, and each showed evidence that it was formulated by a director who saw the course from the point of view of the system in which chance had trained him, and that it was but an adaptation to the immature of a course developed for adults. Even in very general terms no uniformity of aim could be found,—unless the oft repeated assertion, that perfection in drill technique is most essential, be accepted as such—and little other than formal exercise was presented.

As a result of this investigation a two-fold query asserted itself, and I present it here for your consideration: why does physical education find so small a place in the school curriculum, and why do play and the freer physical activities meet with such little recognition as a factor in physical education?

Any inquiry as to why physical education has not found a more worthy place in our schools is most pertinent in view of the fact that it has so generally received endorsement. Parents and physicians recognize the hygienic value of exercise in promoting that characteristic of the physically active called vigor, a general appreciation of the remedial effects of muscular activity on the sedentary tendencies of life under the newer civilization prevails, and educators point out the immense value that physical education should be to society as well as to the individual. On the purely hygienic side something has been accomplished through improved sanitation and medical supervision in our schools; but the larger problem, that of developing habits of healthful activity as an essential to success in the educative process and as a permanent asset to society and the race, is yet quite untouched. Why have we so long neglected this field of opportunity—why are we not doing something more worth while in the field of physical education?

The most obvious justification for neglect of the physical in education is that educators are not able to meet the practical problem of finding means to the desired end. Several systems of physical training have developed and proven of some worth, but that they have satisfied the demands of the school is quite another matter. The systems of Jahn and Spies did much for the German peoples, but mere muscular development from the use of heavy weights is not generally desirable. Likewise Ling's gymnastic method has done much for the Swedish nation; but its results are more largely due to a subjective purpose of the Swedish adult to develop himself, than to the false psychology that volitional control comes through command. The routine exercise lacks motivation, interest lags and the whole performance becomes distasteful. The American system as used in colleges is largely a selection of exercises from other methods for the purpose of developing symmetry of the body as graphed against average measurements, but the results have been far from satisfactory. President Hall well puts his comment on this method thus:

"Therapeutic exercises imposed like a sentence for the shortcomings of our forbears brings a whiff of the atmosphere of the hospital, if not of the prison, into the gymnasium."
These constitute the gamut of adaptable systems of physical education—each designed for the later adolescent period, and each quite unsatisfactory. Surely school superintendents are justified in not instituting such training for students below the last years in high school, unless it be of the most informal kind or for remedial purposes in the case of malformation or incorrect posture! But at about the same time that formal gymnastics were declared inadequate and largely a fad, a more happy alternative presented itself, and the many recent discussions on free play as a worthy means to physical education seem to warrant our serious consideration. Truly a broad basis for its advocacy is already well established, physically, intellectually and morally.

Play is the natural self-activity of the child, the benefits derived are not an end in themselves, and the entire nature of the child is developed at the same time. In the habits of healthy activity it is sufficiently stimulating for the development of the vital organs of the body without strain, and it offers opportunity for the exercise of the fundamental muscles as a basis for the development of finer co-ordinations of the peripheral muscles in games of skill and dexterity. The intense interest in the game, the concentration of attention at the proper time, the quickness of judgment essential to success, and persistent effort develop habits of reaching conclusions directly and of responding wisely and skilfully to the full extent of the individual’s power. Play has a superior moral advantage over other kinds of activity—self-consciousness is overcome by social intercourse with others under stimulating circumstances and self-control is acquired through the necessary direction and restraint of powers. Respectful submission to authority is recognized in obeying the laws of the game. Leadership in taking advantage of opportunity is cultivated and self-reliance is increased by a feeling of responsibility in winning the game. The spirit of co-operation together with a noble perseverance for the honor of the game is developed. All these qualities are desirable as results in education and play is surely justified in claiming an important place in the lives of boys and girls.

But the fact is, as was evident in the investigation mentioned above, that play has received but little recognition as an asset to education in other than a few educational centres where it is practiced in a rather desultory manner. Play seems to receive recognition on merit, but the query still is: why does it not receive the recognition we might expect by way of practical application in our schools. Something must yet be done on the part of educators before we shall find play adequate to the demands.

In the first place, little has been done by way of a classification and evaluation of the various forms and effects of play. A more professional and scientific attitude must be assumed, and by experimental methods we must first settle some fundamental problems before we shall be justified in adopting much along this line. As educators we are aware that schools no longer advance on a basis of pure theory, and no field is more ripe for a harvest as a result of some thorough work than is that of play and its relation to education. We should determine by experimental methods the relationship of play to fatigue in the mental and physical work of the school, to relaxation and recess periods, and to duration and time of day. Effects of play on various student types at different ages should be investigated, our games and athletics should be properly evaluated as to effects on the fundamental organs and muscles. The adaptability of each to sex, age, and the largest number of students should be determined, and we should know something of the moral and intellectual values. With the solution of these and similar problems will come constructive work in developing and systematizing desirable forms of play in accordance with the demands of hygiene.

We shall then find, and then only, that play will assume a recognized place in education. Play must undergo a testing in line with our needs before our hopes can give way to convictions—before educators and the public will give the freer physical activities a place in the curriculum.

At no very distant time, however, I fancy we shall approach this ideal, though in a form quite unknown to us. New forms of play will have developed and a large part of what we have will
have passed under the ban. Athletics must adapt itself to use by the many, from the earliest years on, by giving up its trait of permitting a few individuals to win at the expense of physical and moral strain. For the younger years—say the sixth grade on—I believe it must assume such a form as will eliminate all tendencies toward exhaustion and all strength tests that interfere with normal breathing, and hence circulation, and that does not discourage shouting and yelling as the best exercise for the lungs. All this must be accomplished by the greatest amount of pleasure and under the closest supervision of a man—requisites that I do not believe are antagonistic.

In the same way in which athletics and games for boys will not be recognizable to us, so will play activities of the girls undergo a more remarkable change. As to what direction it will take I dare not prophesy. At present we have little that is at all suitable for girls in the early adolescent period aside from folk dances and rhythmic exercises. The development will follow this line, I believe, but with such changes that entirely new forms of activity will develop,—exercises more characteristic of American child life than the foreign adult folk dances, and accompanied by some form of vocal expression. For the younger children, before such time as the sexes are segregated, we may look for less of a change, though more adaptable and satisfactory games will develop. Informal marching, rollicking feats, pantomime and dramatization will always find a place in school life. But whatever form our play activity takes as the result of the process of evaluation and development, it will readily overcome any popular prejudice against the introduction into the school of that which is not so-called work, and it will receive endorsement by educators provided the one great single factor of all can be found—the teacher who can supervise play by playing. The efforts of the average teacher to enter into the games of children, and especially into the games of boys, is pitiable. We need more teachers who can be recognized as children in the game. We need more men in our grammar schools who can and will enter into the play activity and life of the boy. It is to these men that we must look for the solution of these problems of physical education and play.

Now it may be to our surprise that the physical education in our schools is so largely neglected and that play takes so small a part in what we have, but evidence confirms these statements as facts. Theory seems to stamp the formal activities as undesirable, at the same time declaring free play worthy of consideration. But if our hopes and expectations to this end are to materialize, we must in the first place seriously take up the practical problems of developing play activity through experimentation and organization; and, secondly, we as teachers must learn how to play as well as to teach how to play.

BRUCE E. MILLIKIN,
Principal Wallace, Idaho, High School.
"No married people," Ada had declared, when she organized the Merry Maid's Club. "Just girls of our own age. We'll have Lucy, Mabel, Tensy, the Bay girls, the two Martins, Grace, Polly, Elizabeth and you, Louise and myself; just the even dozen. Of course it would be nice to have Frank's wife and Mollie Margrave, but we have got to draw the line somewhere; so let it be at brides. This will be our seventh rule: "No brides need apply."

For the next two years the club flourished and became a strong influence in the social affairs of the little town. There were new members admitted which brought their number up to twenty. It was during the club's most prosperous season that Hortense Bruce, the oldest, and the best liked of all the club, announced on her return from a long visit, that she was engaged and that the wedding was to take place in the near future. This was a great surprise to the girls, and set them to thinking.

Tense, married, would be a bride, and there was rule seven. Ada summed up the situation saying: "We can not lose Tense, girls! Why, this club would simply go to pieces without her. She is the life of the whole thing. Can anybody suggest some way of keeping her and the rules, too?" Little Polly Spencer said, doubtfully, "I don't suppose we could persuade her not to get married."

"I guess," said Katherine Bay, "if you had been asked by a man like Edward Dawson, with one uncle insisting on giving him a wedding trip to Europe and another giving him a perfectly lovely home, you would be persuaded to give it all up in order to stay in the club, wouldn't you? But of course we can not break our rules."

"Oh, girls!" said Elizabeth, "Listen. All rules have exceptions. Let us consider Tense an exception to rule seven."

So the matter was settled. Tense in her new home proved more popular than ever. The girls found it pleasanter to be entertained in the pretty new house than to meet once a year in Aunt Susan's chilly parlor. When her carpet began to show signs of wear, she said it was on account of those annual meetings of the "Merry Maids."

Edward's business took him away from home frequently, often for several days at a time. This Tense did not enjoy for she disliked staying alone. She also felt the responsibility of the Dawson silverware which was worth a good sum.

"Don't think of staying alone," Edward had said, "Have some of the girls stay with you."

So Tense had the girls by twos and threes for days at a time. "Staying with Tense" was so much fun that they hoped that Edward's business would always call him out of town.

Tense's new uncles-in-law, who lived in a neighboring town were elderly persons, whose wives cared nothing for evening entertainments. Being benevolent they brought all sorts of tickets which they gave to Tense; for Edward's relatives were all charmed with her. She had a sunny disposition, simple but courteous manners, and no one ever heard of her saying or doing an unkind thing.

According to Aunt Susan, Tense had her share of faults.

"Tense," said the old lady, "hasn't any system about her. It is a pity she doesn't have to earn her own living. She is so unsystematic that it wouldn't surprise me a bit to hear of her eating breakfast at supper time. I know she will never make a good house-keeper."

One day, early in December, the club met at Grace Warner's. Tense and Mabel were absent. But before the afternoon was over, Mabel appeared.

"Oh," she cried, as she rushed into the room, "I'm in a hurry. I'm going to Chicago on the six o'clock train. I forgot until five minutes ago, that I promised to stay all night with Tense. Ed-
ward is away. And, girls—all but a half
dozem of her knives and forks are gone.
They disappeared last night. She did
not dare come here today, for fear some
one would get in and take the rest of
them. Two of you must go in my place.”

Ordinarily, they were all willing to go.
But tonight there were many reasons
which seemed to prevent any except timid
little Polly, the poorest protector imagi-
nable.

When she boarded the car, she met the
Bay girls who had given up their en-
gagement for the evening, that they
might stay with Polly and Tense.

When the three arrived at Tense’s,
they were somewhat surprised to find the
Martin sisters there.

“Never mind,” said Tense, “I did a
week’s marketing this morning and there
is enough of everything to go ’round.”

The girls always said that Tense’s
house was “way out in the suburb.”
However, an electric car line made it
convenient for her friends to come nearly
as often as when she lived in town.

The six girls had just sat down to din-
er when the door bell rang.

As they opened the door, there stood
Elizabeth and Ada, who had arranged to
come and stay with them.

“Oh, you don’t need us,” cried Eliza-
beth.

“Yes, I do,” replied Tense, “Bring two
chairs to the table and eat dinner with us.
I’m so glad you came.”

The cars ran every half hour. At eight
o’clock there was another ring at the
door.

Tense ran to see who was there, while
the seven guests listened with wonder.

“We couldn’t bear to think of you and
Polly out here alone,” said Lucy; “so
Grace and I have come to spend the night
with you.”

“It is snowing hard and getting colder.
Why! Here are all the girls. Surely
you don’t want us, too; you haven’t
room.”

“Oh, yes, I have,” protested Tense,
“we’ll manage some way.”

The eight-thirty car brought Aunt
Susan with her valise. He will be out later and— Oh,
I didn’t suppose you would have com-
pany. I’ll go back.”

“The very idea,” said Tense. “You
shall not do anything of the kind. There
is plenty of room for you and Uncle Ben,
too.”

The nine o’clock car brought Edward’s
two uncles, one aunt and Uncle Ben; also
another delegation from the Merry Maid
Club, in the shape of Ruth and Helen
Daggert.

Tense’s hospitality really felt strained
now, but there was no lack of warmth in
her welcome. In spite of her protests,
the uncles, aunts, and four of the girls
decided to take the next car to town.

Three quarters of an hour went by but
no car appeared. The mild snow storm
had become a blizzard. The north wind
swept the snow before it, drifting it over
the track.

“Why!” said Polly, looking out the
window, “it is so dark that I can’t see
much, but it looks to me as if all the snow
we didn’t get last winter is coming down
now. Do you suppose the cars are
“stalled?” It is long past time.”

Uncle Ben took the lantern and hurried
out to investigate. Returning a moment
later he informed them that the line was
blocked and the cars all stalled. He
then telephoned for a carriage. The liv-
eryman promised to send for the snow-
bound guests, and while they waited, Ed-
ward’s Uncle Henry told stories and the
girls sang their college songs. It was al-
most eleven before any one realized that
the expected carriage had failed to come.
They tried to telephone again but the
wires were down.

Just at this point the door opened and
who should enter but Edward, and Louise
Miller whom he had met on the car, also
on her way to stay with Tense.

“We’ve been an hour and a half getting
here,” explained Edward. “We walked,
or rather waded, from where the car is
blocked. I met a man on the train this
noon who told me of the disappearance of
the silverware and I felt that I must come
right home.” Hearing some of the girls
talking about going home, he exclaimed,
“Mercy, no, you must not think of going
back tonight.”

Tense proceeded to make beds for
every one. By opening up the couch
and using the ironing board the four men were accommodated. The three double beds were made into six by placing the mattresses on the floor, and leaving the woven-wire springs on the bedsteads.

Tense dreamed peacefully with her mind at rest, for in taking the spare bed apart she had found the silverware where she herself had hidden it for safe keeping between the springs and mattress.

"I'm glad I forgot them," said Tense afterward. "If I hadn't, I might never have known how many friends I have in times of need, nor have convinced Aunt Susan that I can keep house, nor have learned how to accommodate so many people with only one spare bed."

WINIFRED E. HEFFERNON.

IN MEMORY OF OLD TIMES.

"Peggy!"
The pink sunbonnet among the roses did not move.

"Peggy! Margaret Milton!"

This time the voice was plainly impatient, and as the owner of the sunbonnet came forward she found that something had gone wrong with Aunt Priscilla. What this disturbance was occasioned by was abruptly and nervously told. Hal Raymond had come back from school; and as he passed by Aunt Priscilla he had spoken as he did last Christmas vacation. "He seems," she went on, "to think his graduation from Berkeley will make him welcome again. If he comes over this week you must have nothing to do with him."

"Oh, Auntie! It's not his fault that the new minister—"

"Not a word, Peggy. He knows how matters have stood between his mother and me."

The girl stood hesitating a moment and without a word went back to the garden. The late afternoon sunshine flooded the garden where Peggy worked. It was not long before a heavy poppy struck the ground under her feet, and although she did not look up, Peggy knew it was from her old playmate, sitting on the wall which divided the yards.

"Oh, Peggy! Can't I come over? I want to tell you something," this from over the wall.

"No, sir," answered the young voice from behind a bush, "you aren't fit for nice girls to associate with. Can't you tell me 'something' from where you are?"

"You know what it is, Peggy. You knew it when you wouldn't listen in the old mission last Christmas. I could have told it often while I was away; but I didn't care. Now I do."

"Oh well, you know you shouldn't talk to me, because your mother and my aunt have quarreled and about the new minister."

"You shall listen, dear. It seems as if I'd waited all my life. Come and sit here on the wall; if you don't I shall tell your Aunt as I used to."

The masterful tone surprised the girl and she came slowly across the lawn.

Meanwhile in the adjoining front garden, separated by a low hedge, two old ladies were working with their much loved flowers. Aunt Priscilla was thinking, "If she can work toward me I can work toward her. How long it's been since we've spoken."

On the other side of the wall, Hal's mother was thinking of the way he had looked over towards Peggy's garden as she told him of the unfriendliness between herself and Priscilla. The old ladies, now close together, worked on, apparently oblivious of each other, until a little boy came trudging down the street, drawing in his cart two beautiful plants. He stopped and said to them, "Grandma went away last night and before she died she told me to bring these down to you. She said you'd like to have the plant in memory of old times."

"Old times," replied Mrs. Raymond, looking into Aunt Priscilla's blue eyes.

"Old times, oh, Marie!"

And regardless of the precious plants they clasped hands across the hedge.

The two young people were still in the garden.

"Oh, Peggy, may I come down and tell you, now?" He pointed to the dear gray heads, now close together, as the women talked happily of old times.

In silence, Peggy watched them and then slowly said, "Yes, do come, Hal. I'll listen now."

ETHEL KENDALL.
Subscriptions to the "Record" are now due. The price is fifty cents per year. Please send remittances to Miss Katherine Newton.

The editors offer no apology for the space devoted to play in this number. Most of us fail to realize the importance of carefully directed play for most pupils. In fact, many of us have forgotten how to play. The articles by Miss Rockwell and Mr. Millikin and the editorial by Miss Seekell are well worth reading.

AN INVITATION.

The Normal School has for its narrow and special function the training of teachers. It does not lay to its soul the flattering unction that its products are finished in every sense of the word. It hopes that its graduates do not think so highly of themselves. For all who hunger and thirst for another draught at the Empyrean spring, when access to that spring is no longer at hand, the editors would offer to lend a helping hand. Seriously, the Normal School feels that its function should legitimately extend into fields somewhat broader than the influence among its immediate students. Should it not become a center of inspiration for all teachers in its section of the state in more specific ways than it now is? Many teachers feel the need of expert assistance in certain knotty problems which are perhaps the peculiar province of some one instructor or department in the Normal School. Commissioners desire revision of portions of the course of study in their counties. Principals occasionally are embarrassed with a modest appropriation of money for the purchase of a set of books and feel the need of consultation as to the best selection. To all such the Record desires to express its earnest wish to be of material assistance; and would gladly publish in its columns articles more directly designed to meet the needs of its readers. The training school editors would be glad to provide for the discussion of problems of the elementary school and would welcome communications on the subject.

SANE AMUSEMENTS.

The editors desire heartily to endorse views recently expressed by Dr. H. W. Gelston on the uses and abuses of amusements. He said in part:
We owe much to the Puritan founders of our nation for their ideals of courage, conscience, steadfastness and rigid adherence to principle. Their extreme position in the matter of regarding all forms of amusement as evil was but a natural reaction from the abuses of the seventeenth century. In latter days, however, we have swung to the opposite extreme in permitting absolute freedom to our young people in the choice and pursuit of their pleasures.

The instincts of the developing child should be indeed the basis of determining lines of development, rather than dogmas, but such development ought not to miss the guiding hand of parent and teacher. Guidance should at once check the wrong manifestation of instincts, and furnish legitimate and wholesome avenues of expression.

No form of amusement is either right or wrong in itself. Every amusement has possibilities of good or evil in its right or wrong use. Nickel moving picture shows might well become one of the most effective of educational agencies. Certainly there ought to be a board of citizens concerned in promoting public welfare, allied to or identified with the Board of Education who are empowered to prevent the production of large numbers of the present "nickel shows" whose whole appeal is based upon evil suggestion. Suggestion is followed by action, and repeated action is wrought into the very fibre of character itself, and much of such evil has its origin in cheap shows. The theater, though a more powerful agent of moral teaching than the pulpit itself,—when living up to its higher possibilities, too often, is a most dangerous form of entertainment.

What factors in our modern education are recognizing the need of shaping the play instinct into right and wholesome channels?

Are we competing with the call of the nickel moving picture show with its most effective weapon—good nickel moving picture shows fostered by the educational forces of the community, or better still, owned and used as a part of the school plant for effective aids in teaching such subjects as geography, history, etc.? Are our boards of education living up to the full meaning of their function in the community in censorizing "shows" of all kinds, and if they have not the authority, should they not be vested with it?

In our use of dramatics in the public schools we are making a distinct bid for the interests of young people in wholesome manifestations of this age old form of taking and giving pleasure. Might not this strand of school work be extended to include in its influence larger groups of the public at large, with the sole aim in view of crowding out evil tastes with good? Experiments along this line in New York City are being watched with interest.

Actively and positively, what are the schools doing to teach children how to play happily and wholesomely? We believe that Miss Rockwell's excellent description of play teaching in the Kalamazoo public schools, culminating in the Play Festival, will give one answer.

It would seem that such a festival is very worthy of emulation, fulfilling as it does a three-fold function. Because of the anticipation of a public performance, the games and plays are thoroughly learned, and, as Miss Rockwell notes, become a part of their daily voluntary play. Thus the greatest aim of play teaching is fulfilled. Again, the function is educational—in the sense of demonstrating to the general public the possibilities of directed play, and so of fostering and furthering the work of the schools. Third, such a festival—particularly, if it is repeated yearly,—or comes to take on the character of a customary celebration, has possibilities in it of assuming the role of a "safe and sane celebration"—a great desideratum of those who see the lack of such characteristics in some of our present methods of observing holidays.

Every school, awake to the needs of the community about it, should foster diligently the teaching of plays and games for young people of all ages. The absence of a director of physical training ought not to debar effort or greatly minimize results, since the literature of this subject is rich, and descriptive collections of games, folk dances, etc., are easily accessible. Play festivals as cul-
minations, would be goals of interest for weeks of play work, and should they occur annually, would gather the increased interest and pleasure which comes from the habit of anticipation.

If every rural community were to inaugurate one or more festival days appropriate to the locality or its traditions, and these were to gather significance as they recurred yearly, would not such events along with the play habits learned in the schools serve somewhat to counteract the "lure of the city" which threatens with annihilation many a rural community with its meager corner store forms of amusement? The examples of the recurrent festivals of our colleges such as "Junior week," "Commencement Week," "Ivy Day," etc., point to the success of such events in college communities. It is proposed in our school to make "Arbor Day" an annual time of festivity, including feasts of reason, with tree-planting and appropriate ceremonies.

E. S.

HEADWORK.

There is a little card conspicuously displayed on the wall in the office of one of Detroit's school principals which states a very axiomatic truth: "Like tacks, we can progress only as far as our heads permit."

In this age when we are placing so much emphasis on team work we must not lose sight of the fact that team work without head work will win very few games and that mere brute force or mere hustle or mere enthusiasm are quite as liable to steer us into the ditch as toward the goal.

Getting an education is of course mainly headwork, but in the meantime there are innumerable opportunities to use our heads along lines distinct from books.

Ask almost any man or woman who looks back on a college or normal course whether the seemingly simple matter of apportioning the hours in the day to the work in hand was done intelligently and the answer will probably be "no." Here is a lesson that is hard to learn. We have just so much to do and by systematizing the doing we might have hours for something else that is seemingly out of the question. In planning our work we don't use our heads. The difference between students in this respect is very conspicuous. The ability to get a note book or an essay in on time is seldom a matter of brains; it's a matter of head work. That sounds like a paradox, but it is nevertheless true. This does not necessarily mean the people who waste their time but more often those whose "heads never save their heels." Thoreau says, "It is not enough to be industrious; so are the ants; what are you industrious about?" By reversing the order we may do two tasks in half the time.

Spring is coming. It will be very much worth while to spend hours and hours out of doors; it will pay to take long walks; it will pay to play tennis and baseball; and nine students out of ten can do it and accomplish just as much in their studies as they do now; part of education means to make life a glory instead of a grind, to marshal one's mental forces effectively.

A mental analysis ought to show that we are much more advantageously employing our time than we were six months ago, or our growth has not been normal. T. P. H.

ALL STUDENTS SHOULD ATTEND CHAPEL.

All students should attend chapel. Many think the chapel exercises are dry and uninteresting. They think it is a place where they must sit up straight, keep quiet and listen to something in which they have no interest whatever. But if you will notice, you will find this is the opinion of those only who are not regular attendants. The one time or two when they did go was probably a time when some lecture was given which did not happen to appeal to them, or perhaps they are people who do not care for anything which is instructive.

Chapel is for the benefit of the students. It is not intended for the faculty, nor is it for the purpose of spending time uselessly. It is both interesting and instructive. The people who are chosen to speak on these occasions are people who are highly educated, and who have made a specialty of studying the things they speak about. They are chosen because
they are able to tell this body of students something which will be of use to them sooner or later. Not one of them comes with the intention of filling up time for nothing. If one is coming here with the intention of fitting himself to teach, he is missing something of value if he does not attend chapel.

HAZEL HICKS.

THE FIRST REQUIREMENT OF A TEACHER.

The first requirement for a successful teacher is self-mastery. How can an instructor control twenty or thirty individuals of all classes if he can not control himself? He simply can not do it; he may hold ever so tight a rein on himself for a time, but, unless his mastery is complete, he will overthrow all his patient work in a few moment’s passion. Nor can a teacher who is not master of himself gain the respect and confidence of his scholars. It is very important to be able to do this, especially in the grades. The readiness with which the youngster learns depends as much upon the personality of his teacher as on anything else. He studies for the teacher he respects and does just what he has to for the one he cannot esteem. Again, the child must learn self-control, for without it his education will be incomplete, and what knowledge he has gained will be of little value to him. This discipline is more easily managed in a child, when impressions are not hard to correct. The teacher can not expect self-control among his scholars if he gives way to his temper. They look to him for an example in all things. Hence, the teacher must hold his temper with an iron hand.

AGNES T. DRAPER.

No one will dispute the fact that the winter now happily on its way to that bourn of departed weather from which no blizzards return, has been of the “good old fashioned kind” that the “old-est settler” loves to recall when he falls into a reminiscent mood. We have no tears to shed over its departure, but rather with joy speed the parting guest. The only individual in the whole human family who attends the obsequies of Old Boreas with a saddened air is our friend the dealer in fuel. Down his sooty cheeks the salty evidences of sorrow flow, but he mourns alone. The rest of us are glad to forget about Medicine Hat and Calgary. Even the small boy who has worn himself and his trousers threadbare by the strenuousness of his coasting operations is content to rest and view with equanimity the rapid disappearance of the snow drifts.

Yes. Spring is on the way and the winter of our discontent is almost over. That indicator of the seasons, the small boy, gives indubitable evidence of the fact that the vernal equinox is coming our way. Coasting has become a bore, skis rest lonely and forgotten against the woodshed door and the gentle art of snow-balling (in truth a most seductive sport in season) languishes from disuse. But these are mere negative signs, symptoms of discontent, but not of active revolt. The festive marble game however has come to life, and with that, winter might as well prepare his shroud. When the little stone spheroids and the more pretentious agates begin to hobnob in close communion in Sammy’s pocket or Willie’s grimy fist it is time for geese to wing their honking ways to northern marshes and for robin red breast to furnish up his spring suit and start a wooing.

With joy then let us put our ear tabs and mufflers in camphor bags and delegate our woolens to—but stay, perhaps we had better not be too precipitate about the latter, it may be just as well to wait awhile and see what Congress does to schedule K before parting with such near and dear friends. Spring though is really on the way. In the southland the aristocrats of the National game are already busily at work. The “twirlers” are putting the “stuff” on the ball and the “sluggers” are “trimming their lamps” in an endeavor to knock the cover off the ball. In a day or two, surely, “his umps” will cry play ball and the race will be on.

Why, the ice will be out of the lakes before you know it and fish and mosquitoes biting as of old. You can almost see the skunk cabbages pushing up their unprepossessing heads and in a week hepaticas will be in bloom. Can’t you
almost see the small boy digging his toes into the mud and holding up his two fingers in the mystic sign of all amphibians. If you will listen you will hear his childish treble, "Ah, come on in, it ain't cold."

So here is a warm welcome for you, sweet spring, and please make an early call.

**BASKET BALL.**

The interclass basket ball schedule came to a close on Wednesday, Feb. 28, with the Preps leading the bunch easily, the Seniors a short lap ahead of the Juniors and the Rurals undisputed cellar champions. The series was sharply contested with the Preps usually in the lead and the Seniors at all times dangerous contenders. These contests have done much to excite and unify class spirit. The games have been well attended, and marked by much enthusiastic cheering. In fact, the rivalry on the side lines, while always in good spirit, has been as intense as that displayed on the floor. The Rurals deserve a special word of commendation. They exhibited first class fighting spirit and, though never winning a game, stuck gamely to their task and played their string clear out to the end.

**BASEBALL PROSPECTS.**

As the sun climbs higher and the snowdrifts wane one's thoughts naturally and irresistibly turn toward the great National game. Already the Sox and Cubs, the Giants and Athletics and all the other mighty bands of sluggers are cavorting around on sundry diamonds in Texas, Arkansas and Georgia. The Bush leaguers in their dreams see themselves hitting at a .420 clip or bending them over the pan a la Bender, Walsh or Mathewson. And so we may be pardoned if we speak of base ball.

If the baseball material at hand is any criterion of success the coming season should be the best in the history of the school. It is true that some of the best men will be lost to the team this year, but this loss should not be felt to any great degree with so many good men back and several new men to fill the vacated positions.

With the exception of first base, which was so ably guarded last year by Maltby, the infield will be practically the same. Fillinger, Shivel and Martin make a combination that is hard to beat. The defensive play of this trio which worked so well last season should stop many a batting rally and break up many dangerous plays. Besides each one can deliver a timely swat when it is most needed.

One position also is open in the outfield. Dewey, left field, who led the team in batting last season, and Bender, center field, will be on hand when the practice begins to hold their own against the newcomers. Both are fast on the bases and have places near the top of the batting order. Right field is left open by the departure of Berger and Reynolds, who were pitchers but were used alternately as utility outfielders.
The most ardent fans will be glad to know that Tindall, the mainstay of the pitching staff last season, has fully recovered from a long illness that kept him home during the fall and winter terms, and will be on hand again at the opening of the spring term. He has everything that a pitcher needs and is sought after by several minor league managers; however, he has decided not to play league ball except during the summer when not in school.

The backstop position, left vacant through the graduation of Damoth last June, is not causing so much worry as is usually the case when a good man is not available for the most important position on the team. Fox, of Athens high school fame, is with us and should make all comers hustle if they beat him out for the honors. He has had more experience than most high school recruits and this should give him some advantages over his competitors. Fillinger is also a good catcher and could be used in case of an emergency. Mayer, last year's substitute receiver, will be on hand again to do service.

The position that is causing the most worry just at present is that of first base. However, there are several candidates for the job. The most likely recruits are Huller, of Climax, and Snow, of Alamo, who played on the second team last year in order to get more seasoning. These men with a few others should make a great fight for the position.

The pitching staff will be strengthened by Pullen, a twirler from Vandalia, where he pitched for the high school and independent teams. He has a wide sweeping curve that should make many an opposing batter "step into the bucket." He was in summer school last year and showed up well in the games he pitched, and base hits were as rare as the proverbial "hen's teeth" when his curve was "breaking." Grant, who was the utility infielder and pitcher last season, can be depended upon to do good work any time that he is called upon.

It is expected that a strong right fielder will be developed out of McGuire, who played quarter back on the football team last fall. Roper has also played some base ball and will in all probability be a candidate for one of the gardens.

The schedule of games is practically completed, and although not as long as that of most of the colleges, calls for games with most of the best teams in the state, and one or two games with the strongest in their respective territories.

The schedule follows:
- April 13—Athens High School at Athens.
- April 20—Olivet College at Kalamazoo.
- April 27—Albion College at Albion.
- May 4—Ypsilanti Normal at Kalamazoo.
- May 7—Beloit College at Kalamazoo.
- May 11—Albion College at Albion.
- May 18—Lake Forest College at Kalamazoo.
- May 25—Olivet College at Olivet.
- May 31—Alma College at Alma.
- June 1—Central Normal at Mt. Pleasant.
- June 8—Hope College at Holland.

W. S.

THE BASKET BALL CONTESTS.

Feb. 7—Preps, 40, Rurals, 2.

In a one-sided game, the Preps defeated the Rurals 40 to 2. The game although uninteresting to watch, was an important one for the Preps, as it tied them with the Seniors for first place. The Rurals were handicapped by the absence of Jillson and Sherwood from their lineup. Summary:

<table>
<thead>
<tr>
<th>Preps</th>
<th>Rurals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutting</td>
<td>Gillespie</td>
</tr>
<tr>
<td>Verberg</td>
<td>Snow</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Bair</td>
</tr>
<tr>
<td>Healy</td>
<td>Peak</td>
</tr>
<tr>
<td>Tuttle</td>
<td>Newton</td>
</tr>
</tbody>
</table>

Goals from field—Verberg (7), Cutting (5), Carpenter (5), Tuttle (3).

Goals from foul—Snow (2).

Referee, Spaulding. Umpire, Rybrand. Time, 20 min. halves.

Feb. 12—Preps 17, Seniors 8.

All four teams played on this date, the Preps defeating the Seniors 17 to 8, and the Juniors snowing under the Rurals 32 to 7.

The Preps-Senior game was the most interesting played up to this time. The Seniors had a shade on their rivals the first half, but the Preps came back so strong they took the Seniors off their feet and shot baskets nearly at will.
ATHLETICS 225

Summary:
Seniors.
Grant  l. f.  Cutting
Bender  r. f.  Verberg
Van de Walker  c  Carpenter
Shivel  l. g.  Layton
Fillinger  r. g.  Tuttle

Field Goals—Cutting (3), Verberg (2), Carpenter (2), Grant.
Fouls—Grant (6), Cutting (5).
Referee, Reed. Umpire, Spaulding.
Time, 15 min. halves.

Juniors 32, Rurals 7.

In the second game the Juniors had things all their own way. By good passing, basket shooting and general team work, they were able to run up a score of 32 to the Rurals 7. The Rurals were again handicapped by the loss of Sherwood and Jillson. Summary:
Juniors. Rurals.
Erickson  l. f.  Newton
Milham  r. f.  Snow
Rowen  c.  Bair
M. Grant  l. g.  Mapes
Roper  r. g.  Peak

Field Goals—Milham (8), Rowen (3), Roper (5), Snow (2), Newton.
Fouls—Snow.
Referee, Spaulding. Umpire, Reed.
Time, 15 min. halves.

Feb. 14—Preps 29, Juniors 22.

In a well played and interesting game the Preps won from the Juniors 29-22. The first half ended with the Juniors leading 15-9, but the Preps showed their ability to “come back” and walked away from their rivals. Tuttle and Verberg starred for the Preps, while Stark and Grant played well for the Juniors. Summary:
Cutting  l. f.  Milham
Verberg  r. f.  Erickson
Carpenter  c.  Stark
Tuttle  l. g.  Grant
Healy  r. g.  Roper

Field Goals—Verberg (6), Cutting (4), Carpenter (3), Milham (3), Erickson (3), Stark (2), Roper (2), Tuttle.
Fouls—Cutting, Roper (2).
Referee, Spaulding. Umpire, Bender.
Time, 20 min. halves.

Feb. 16—Seniors 36, Rurals 13.
The Seniors romped away with another game, winning easily from the Rurals 36 to 13. The work of Shivel was easily the feature of the game, while Van de Walker and Ridler also played well for the Seniors. Jillson and Mapes did good work for the Rurals. Summary:
Seniors. Rurals.
Grant  l. f.  Jillson
Ridler  r. f.  Mapes
Van de Walker  c.  Bair
Shivel  l. g.  Gillespie
Monteith  r. g.  Jacobsen

Goals—Shivel (7), Van de Walker (4), Ridler (4), Mapes (3), Jacobsen (2), Monteith, Jillson.
Fouls—Jillson.
Referee, Spaulding. Umpire, Grant.
Time, 20 min. halves.

Feb. 19—Seniors 28, Juniors 20
In a close and well played game the Seniors narrowed the lead of the Preps, by winning from the Juniors 28-20. The game was close until the last few minutes when the Seniors made several field goals and attained sufficient points to sew up the game. Shivel again starred, making 12 of the Seniors’ points, and getting into every play. Summary:
Seniors. Juniors.
H. Grant  l. f.  Snyder, Milham
Fillinger  r. f.  Erickson
Bender  c.  Stark
Shivel  l. g.  M. Grant

Van de Walker  r. g.  Roper

Goals—Shivel (6), Bender (5), Snyder (3), Erickson (2), H. Grant (3), Milham (2), Roper.
Fouls—Erickson (4).
Referee, Spaulding. Time, 20 min. halves.

Feb. 21—Preps 60, Rurals 11.
The Preps had an easy time winning from the Rurals 60 to 11. The basket shooting of Carpenter and Verberg was high class. The Rurals’ star forward and center, Snow and Bair, were out of the game. Summary:
Preps. Rurals.
Cutting  l. f.  Jacobsen
Verberg  r. f.  Mapes
Carpenter  c.  Newland
Healy  l. g.  Peak
Tuttle  r. g.  Jillson, Benbow
Goals—Carpenter (12), Verberg (9), Cutting (7), Mapes (3), Tuttle (2), Newland, Jacobsen.

Fouls—Jillson.
Referee, Grant. Time, 20 min. halves.

The Preps were easy victors over the Seniors, in a listless game by the score of 42-14. There was not a time during the contest but what the under classmen had it on their rivals, and the outcome was never in doubt.

The Seniors were handicapped by the absence of Grant and Van de Walker from the lineup. Summary:

<table>
<thead>
<tr>
<th>Preps</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutting</td>
<td>l. f.</td>
</tr>
<tr>
<td>Verberg</td>
<td>r. f.</td>
</tr>
<tr>
<td>Carpenter</td>
<td>c.</td>
</tr>
<tr>
<td>Healy</td>
<td>l. g.</td>
</tr>
<tr>
<td>Tuttle</td>
<td>r. g.</td>
</tr>
</tbody>
</table>

Field Goals—Cutting (10), Verberg (6), Carpenter (3), Tuttle (2), Rider (2), Shivel (3), Bender.
Fouls—Bender (3).
Referee, Spaulding. Umpire, McGregor. Time, 20 min. halves.

In a slow and uninteresting game the Juniors won from the Rurals 36 to 18. The Juniors got most of their points in the first half. After that the Rurals took a brace and played remarkable ball. Snow was the individual star of the game.

Summary:

<table>
<thead>
<tr>
<th>Juniors</th>
<th>Rurals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snyder</td>
<td>l. f.</td>
</tr>
<tr>
<td>Erickson</td>
<td>r. f.</td>
</tr>
</tbody>
</table>

Field Goals—Snyder (8), Erickson (5), Stark (5), Cutting (3), Grant (2), Carpenter (2), Layton, Verberg.
Fouls—Erickson (2).
Referee, Snow. Umpire, McGregor. Time, 20 min. halves.

Feb. 28—Juniors 41, Preps 15.
The Juniors humbled the leaders of the league on this date, in a onesided game. The Juniors played a brilliant game throughout, making any number of difficult baskets besides displaying teamwork that baffled their opponents. The Preps were greatly weakened by the loss of their star guards Tuttle and Healy. Snyder, Stark and Grant did fine work for the Juniors.

Summary:

<table>
<thead>
<tr>
<th>Juniors</th>
<th>Preps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutting</td>
<td>l. f.</td>
</tr>
<tr>
<td>Verberg</td>
<td>r. f.</td>
</tr>
<tr>
<td>Stark</td>
<td>c.</td>
</tr>
<tr>
<td>Spaulding</td>
<td>l. g.</td>
</tr>
<tr>
<td>Layton</td>
<td>r. g.</td>
</tr>
</tbody>
</table>

Field Goals—Snyder (8), Erickson (5), Stark (5), Cutting (3), Grant (2), Carpenter (2), Layton, Verberg.
Fouls—Erickson (2).
Referee, Snow. Umpire, McGregor. Time, 20 min. halves.

Standing of the Teams

<table>
<thead>
<tr>
<th>Won</th>
<th>Lost</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preps</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Seniors</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Juniors</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Rurals</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

F. M.

TRAINING SCHOOL

THE HYGIENE OF THE MOUTH.
On the evening of February twentieth the faculty of the Training School presented to its patrons Dr. H. H. Tashjian, of this city, who spoke on “The Hygiene of the Mouth.” This was the first in a series of lectures on the care of the teeth. Dr. Tashjian presented his subject in a most interesting and practical way, bringing home to his audience the great importance of each individual having an absolutely clean mouth.

He showed very effectively that the mouth being the vestibule to so many vital organs has therefore large control and influence over the general health. He demonstrated the different ways in which the brush must be manipulated in order to clean both inside and outside of upper and lower teeth. The necessity of dental floss was urged and the tooth pick was shown to have a proper place in the selection of tools. That these instruments must be clean and the
The lecture was very stimulating and helpful. Already its influence is noted in the attitude and practices of our children.

On March 6th Dr. S. Lewis continued this study, giving a stereopticon lecture on "The Irregularities of the Mouth." This proved to be a very valuable talk. Many parents, students, and members of the faculty were present. A more extended notice will appear later.

A VALENTINE PARTY.

Valentine Day was duly celebrated by the practice students of the Training School. An efficient committee under the general direction of Miss Marguerite McGinness had decorated the rotunda most effectively. From the circular railing were suspended thousands of gay red, fluttering hearts. Ferns and potted plants were artistically arranged about the room.

The valentine box was one of the enjoyable features of the entertainment. Games and dancing were also enjoyed. Hot chocolate and heart shaped cakes were served.

These parties occur each term under the management of the students in practice and are delightful occasions both for faculty and student participants.

CAPTAIN RICHMOND P. HOBSON

On Tuesday, Feb. 6, Normal students had the pleasure of listening to a short address by Captain Hobson, late of the navy, and at present United States Congressman from Alabama. It is seldom that a naval man strays so far inland but in this case the unexpected happened and the consequence was a real treat for those who heard his inspiring talk. The captain is tall and somewhat spare and is the possessor of a deep resonant voice under excellent control.

This speaker has a two-fold message which lies heavy on his heart. First he has a vision of the United States spreading out over the seas to Hawaii and the Philippines, rich, proud but careless—very careless in that she fails to recognize the need of a strong and well equipped modern navy with which to uphold her power to the far off corners of the earth. His argument is preparedness, not for war but for peace. He calls to his country to awake and make ready against the hour of her need. He claims that an adequate navy is an economy and that it really makes for peace. After hearing him one feels that his argument is much more than plausible and that it really comes very close to being patriotic and statesmanlike.

His second message deals with "The Great Destroyer," which to him is alcohol. He regards alcohol as the Alpha and Omega of all human ills and the potent cause of degeneracy. Degeneracy, he says, has finally written the obituary of all the nations of antiquity which have passed away. Growth, corruption, death have been the national cycles of the past. To Mr. Hobson alcohol is degeneracy and leads as surely and as promptly to national as to individual poverty and death. His picture, told in figures, of the number killed and wounded in this awful fight as compared with all the casualties and desolations of actual warfare during the past 2500 years was most impressive and convincing. seldom does Demon Rum receive more stubborn or effective thrusts. A copy of his speech, "The Great Destroyer," may be obtained by addressing Mr. Hobson at Washington, the perusal of which will well repay one.

In these days of weak-kneed and time-serving politicians it is refreshing to find a member of the National Congress who speaks out so boldly on this most important question—the greatest perhaps that we have to solve. His influence can not but be great. May he never strike his flag.

DR. P. P. CLAXTON

On March 1st, Hon. P. P. Claxton, Commissioner of Education for the United States, was in Kalamazoo as the guest of the Michigan Round Table, an
association of teachers of Southwestern Michigan. It is seldom that the people of this vicinity have an opportunity to hear a man so eminent in educational circles or one better fitted to speak on this most important question. In the afternoon, before the club, he told of the needs of his department and of his plans. He emphasized the total inadequacy of the funds at his disposal and said that from the money standpoint it would be much better for his department to be under the Live Stock division of the Bureau of Animal Industry, since funds were much more plentiful there. A beggarly $89,000 is all that a tight fisted Congress has so far been willing to appropriate for education.

Dr. Claxton has been in charge of the Department some six months. If his plans work out, he aims to gather about him groups of experts whose business it shall be to investigate educational needs and problems and co-operate so far as they are given opportunity with educational interests throughout the country. These groups would make a thorough study of rural and vocational education; of city trade and commercial high schools; of home and school sanitation, city school administration, Normal schools and agricultural and mechanical colleges. The results of their investigations would appear in bulletins from time to time.

Dr. Claxton would make the department a clearing house for all educational problems. Timely bulletins would be issued frequently which would be at the disposal of all who asked for them. These would take the place of much of the present annual report. He laid much stress upon the very valuable educational library of 65,000 volumes and 100,000 pamphlets which belongs to the department and encouraged all who would to make use of it.

In the evening Dr. Claxton gave a powerful address on "Education for Life." He paid a high compliment to the importance of the work of the teacher and defined education as coming "from life, through life, to life." He said all teaching should be based upon what the child knew, should run parallel to his present experiences and should look to the future. He advocated the plan of having one teacher keep the same pupils through four or five grades and advised each higher school to articulate its work carefully to that of the school below. He illustrated his points by apt citations from his own experience. Dr. Claxton has the gift, rare in a speaker on educational topics, of presenting his thesis in language readily understood by all.

The Round Table before adjourning adopted a resolution endorsing Dr. Claxton's plans and calling upon Michigan's Representatives and Senators to give him their help in his plea for a larger appropriation.

BIBLIOGRAPHY FOR MANUAL TRAINING STUDENTS.

Few manual training students in the Normal realize the wealth of material issued by the government upon their subject which is printed for free distribution. It is easily obtainable, as any of the books on hand will be forwarded upon request. Following appears a list of those of most value to the manual training teacher. The address first given is the one to which to write, and it is unnecessary to send return postage for government publications. Put the title in full down, also the serial numbers as given.

United States Bureau of Education, Washington, D. C.

The Continuation School in the United States. IV. 1907. No. 1.
The Apprenticeship System in its Relation to Industrial Education. IV. 1908. No. 6.
Technical Instruction. V. (2).
Industrial Education in Europe. V. (30).
Industrial Education in United States. V. (47).

United States Department of Agriculture, Washington, D. C.
The Redwood. Forestry Bulletin No. 38.
Seasoning of Timber. Forestry Bulletin No. 41.
Terms Used in Forestry and Logging. Forestry Bulletin No. 71.
The Construction of Concrete Fence Posts. Farmers' Bulletin No. 403.
The Use of Concrete on the Farm. Farmers' Bulletin No. 461.

Following is a list of other publications easily obtainable, some on which postage is required. They are very practical and will prove to be of great service to the student when he makes up his complete course of study.

Bureau of Education, Manila.
Courses in Mechanical and Freehand Drawing. 1910. No. 32.
Richmond public schools, Richmond, Virginia.
New York State Education Dept., Albany, N. Y.
Syllabus for Mechanical and Freehand Drawing. (4c in stamps).

RALPH P. WINDOES.

NAMES.

Whence came the names with which we are blessed? The question is an interesting one and opens up a fascinating line of study. In many cases their origin is self evident. We are in no doubt when those of a colorful, occupational or animate character are in question. Thus there is no ambiguity about the Browns and Whites, the Cooks and Smiths, the Foxes and Wolfes, the Bushes and the Weeds. The origin of the Roots, Hopes, Strongs and Parsons would also seem to be obvious. But if you had to give a reasonably derivation of such names as Winterbottom, Higinbotham, Greenberry-Sidebottom, what would you do?

Recently it occurred to the writer to look through a list of names of students of the Normal and what follows is the result of his research. The outcome is given with due apologies to those whose names are mentioned with the hope that no one will feel aggrieved either that his name is or is not given.

If one were to look through the Win-does of the Normal on a clear day and note the students as they come trooping by, he would get the following chromatic effect. There would be a flash of Blue, a dash of Brown, a glint of Green, some White, a Blackman, but, thanks be, never a tint of Yellow. This is not a complete spectrum by any means, but there are enough of the primary colors present to give a very satisfactory color scheme to the whole.

Should we look for representatives of the useful arts we would find Cooks, Carpenters, Carters, Masons, Millers, Porters, Potters, Shearers, Shepards, Smiths and Gardners. Surely here we have the nucleus of an excellent vocational faculty. The basic arts are all in evidence.

Approach we our subject from the avicular point of view, and we find, as we might expect, that there are some birds among us. Our aviary contains a Swan, two Cranes, two Giese and three Drakes, the latter being, according to the list, and as is eminently fitting, all men. Dwelling amicably with these feathered bipeds we find the following animals also, a Fish, Fox, Hare, Hogg and six Martins. With this wealth of material, the zoology department would seem to be well supplied with specimens.

Arbor day is approaching. Already a program has been prepared for the celebration. To put our two Parks in proper shape our Gardners will have one Grove and six Woods to draw from. Here they will find Cherry, Clover, Rice, Roots, Pease, Roses and four Bushes. Surely this is enough and to spare. They will however need to keep an eye out for the Weeds and be sure and plant their specimens in the right amount of Clay, taking due care to pick out the Stones.

Every workman needs tools. Without these he is unable to ply his trade. We have seen that there are Cooks among us. Some poet in a moment of frenzy made a confession of faith to the effect
that we could get on very well without books, but that civilized man couldn't live without cooks. But cooks need utensils and when we examine our list in search of them, we are bound to confess that the supply is meagre. Our Cooks will be compelled to practice their culinary art with the aid of a Cruse, a Pitcher and a Tubb. This doesn't sound like a seven course dinner, but we have faith that our Cooks can overcome this handicap and Duguid work in spite of it.

And so the list runs on. If we look to the East we find that we Exel. There is Strong Hope for us since each Parson has a Parrish and, though the Poor are always with us, we have the Price to pay should a Dunn be sent us, and Goldrings to pay our Ransom with. We are Strong, Strait and Stout and have a Thrasher among us. We are both Gay and Grimm and we possess a Waterman with one Foote and a Shank and Brooks and Seas in which he may Wade. Lastly we have a Doll, a Doody and, I hate to say it, a Doud.

In conclusion the following is offered as an example of how the name sometimes fits the job. In a certain program the names of three accompanists were given, two of whom rejoiced in the following cognomens—Anna Quiett and Viola Blackman. It is easy to see what Viola had to do, but what part Anna had to play is beyond comprehension.

**ASSEMBLIES**

**Tuesday, February 6.**

The exercises were opened with a piano duet by Miss Shepard and Miss Wilkins. Miss Alice Marsh talked on "Dickens' Schools and Schoolmasters," illustrating with passages from his works. Miss Marsh's introductory remarks concerning her visit to places that have become familiar to all lovers of Dickens through the author's description of them and her father's account of English schools he attended when a boy, were entertaining and full of charm. That the student body was deeply interested in the comparison between the principles of education of Dickens' time and the present day, as well as the great share the author has had in bringing about the change, was evident from the close attention given.

**Tuesday, February 13.**

We enjoyed another of Miss Hanson's beautiful solos and a talk by Mr. Fox on "Law and Law Enforcement." In his opening remarks Mr. Fox gave a number of personal experiences, illustrating how his attention had been forcibly called to the necessity for law and what he believed to be the place of every citizen in the enforcement of it. He stated that no one should tolerate the violation of it and that in order to educate the mass to an acceptance of this creed respect for the law must be taught in the schools. The concluding statement that laws are as good as people wish them and that laws are good but in many instances need enforcement makes one wonder to what extent he personally is responsible for the situation.

**February 20.**

The assembly of this date was fortunate in having the privilege of listening to several solos by Mrs. May B. Lombard of Marshall. It was also fortunate in having an address by President Waldo, the first he has given in assembly this year. President Waldo gave a clear and forceful account of the war which is now being waged in Tripoli between Italy and Turkey. He discussed the assigned and real reason for the war in this age of culture, progress and peace conferences, Italy's rapidly increasing population, her need for more land and her chances of winning. He sketched in outline Italy's history since the middle of the nineteenth century when Cavour, the "thorough opportunist" and the "Bismark of Italy" entered the ministry of King Victor Emmanuel, showing that her present prosperity is the result of the work and reforms of her great statesman. Knowing President Waldo's admiration for Abraham Lincoln, we regard it a great tribute that Cavour was conceded to be the greatest statesman except Lincoln—in the nineteenth century.

**Tuesday, February 27.**

On this date we had the second of the series of musical programs promised us by Miss Hanson and the Music Department. The diversity of numbers and the excellent training shown made the pro-
gram one of unusual merit. The following program was rendered:

1. Norma Fantasy.................Bellini
   Two Pianos—Misses Holmes, Sheperd,
   Netzorg, Wilkins.
2. My Love Dwelt in a Northern
   Land ................................Elgar
   Choral Union.
3. Spinning Chorus.................Wagner
   (From Flying Dutchman).
   Chaminade Club.
4. Readings—A Tale..........Browning
   Miss Muriel Dillinger.
   The Singing Lesson..............Ingelow
   Miss Rhea Richardson.
5. The Rockabye Lady From Husha-
   bye Street.....................Chapman
   Chaminade Club.
6. (a) Kathleen Mavourneen......
        Arr. by James Gill
   (b) Drink To Me Only With
        Thine Eyes..............Arr. by R. G. Cole
   Choral Union.
7. (a) Canzonetta ..........Victor Herbert
        Miss Hanson.
   (b) Traumerei.................Schumann
   Chaminade Club.
8. (a) I Love The Old Doll Best....
   (b) Slumber Boat...............Gaynor
   Chaminade Club.

Western Normal's eighth summer session plans are well under way, preliminary announcements have been distributed and final bulletins issued. An unusual list of lectures has been arranged for this summer and from every point of view this session gives promise of equalling if not excelling any previous summer term.

Besides the regular faculty of the Normal the teaching corps will include several educators especially prepared to teach certain subjects. Among these will be Supt. W. E. Conkling of Dowagiac, Supt. C. H. Carrick of Charlotte, Miss Christine Keck of the Central High School, Grand Rapids, Miss Eva Warriner, director of the Calhoun County Normal, Miss Cynthia A. Green, commissioner of schools in Eaton County, Commissioner V. R. Hungerford of Van Buren and Commissioner G. N. Otwell of Berrien County. There will also be other additions to the regular faculty for the summer session opening June 24 and closing August 2.

The list of free lectures and entertainments provided for the student body includes this year an unusual number of prominent speakers. On Friday, June 28, Dr. Charles H. Judd of the University of Chicago, will lecture on "The Cultivation of Initiative in Students," and on Friday, July 5, Dr. W. C. Bagley of the University of Illinois, will deliver an address on an educational topic. The Hon. Philander P. Claxton, United States Commissioner of Education, will be the speaker July 13. He has established a reputation as an orator and is a scholar of national reputation. On Wednesday, July 17, Mr. Charles Seymour, whose lectures on historical subjects have won for him a wide acquaintance, will return to the Normal for two addresses. The fourth speaker will be the Hon. O. T. Corson, former commissioner of education in Ohio, and now editor of the Ohio Educational Monthly. He is regarded as one of the ablest educational lecturers in the United States.

A departure in the summer school will be the addition of two concerts in which outside talent will be secured. Definite arrangements for these have not yet been made, but will soon be announced.
NEWS NOTES

The death in January of Harry Smith, a member of last year's life certificate class, brought sorrow to his friends of the faculty and student body in the Normal. Mr. Smith was especially active and prominent in class and school affairs while a student in the Normal and his death means a distinct loss to many. He had planned to teach after graduation, but his health did not permit it and for several months previous to his death his condition was considered hopeless. To his parents and Miss Vera Smith, a graduate of the Normal, the deepest sympathy is expressed.

Another visitor of national prominence has signed the guest book started at Western Normal last fall. Captain Richmond Pearson Hobson spent an hour or two at the school February 6, addressing the students on the subject of “The Great Destroyer.” An enterprising student took some pictures of Captain Hobson at the Normal.

Robert Chittenden, who has been a student in the Normal for a number of years, will succeed Miss Shean as assistant secretary. Mr. Chittenden is a member of the senior life certificate class and has had an unusual amount of experience in clerical work in the school. He has been active in affairs of the Normal and has an excellent scholarship record. Mr. Chittenden will begin regular work July 1.

Miss Lucy Helen Pearson, a national Y. W. C. A. secretary, made the assembly address at the Normal Tuesday morning, March 5. Miss Pearson has previously visited the Normal and is a most welcome guest in the school.

Mr. Waldo and Mr. Burnham attended the meeting of the Department of Superintendence at St. Louis, Missouri, the last week in February, and the latter took part in the program, speaking before a section of normal school instructors interested in the matter of curriculum for rural teachers. During their stay in St. Louis they met several old friends among them being Mr. Manny, formerly of the faculty.

On Thursday evening, Feb. 22, the Amphictyons entertained at a Washington's Birthday party in the rotunda and play room of the training school. Bunting and flags were used in the decorations and during the evening dancing and games were enjoyed in the play room. Refreshments were served by the young women in charge.

The privilege of inviting outside guests was extended to the members of the senior class March 9, when a party was given in the gymnasium. About 150 young people participated in the event which proved delightful. Fischer's orchestra played on this occasion.

At a recent meeting of the members of the senior class it was decided to give as a memorial to the school a portion of the relief frieze started in the assembly room by the class of 1911. The beauty
Gilmore Brothers

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French dry cleaning a specialty
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h and artistic qualities of this work of art make it a valuable addition to the art pieces in the school's collection and one greatly appreciated.

Superintendent W. G. Coburn of Battle Creek, visited the Normal March 12 and before the Classical Club gave a splendid talk on Greece, which he has visited in a trip abroad. Mr. Coburn is especially able as a speaker and his subject was of unusual interest to the club which invited him. Mr. Hickey, Miss Parsons and others who have been associated with Mr. Coburn in school work, gave a luncheon in his honor in the lunch room of the training school.

Among the visitors of note in the past month was Frederick W. Hamilton, a member of the Massachusetts State Board of Education. Mr. Hamilton came to the Normal for the special purpose of inspecting the training school.

Splendid exhibits of art work have been arranged for the Western Drawing and Manual Training Teachers' Association and Schoolmasters' Club from student work in the Normal. The work has been mounted in a unique and artistic fashion with mission frames.

A snow storm surpassing anything ever seen in Kalamazoo reached its greatest height on Normal hill Wednesday, February 21. So severe was the wind and snow that the small children in the training school were sent home in carriages at noon and only one session was held. Classes were dismissed in the Normal at three o'clock to enable the students to reach home before dark.

Western Normal was represented at a recent meeting of Asylum avenue residents in the log cabin at the Kleinstein residence, for a discussion of a new name for the street. "Upland Road" was the choice of the majority present and this name will be acted upon by the city council in the near future.

Miss Gage entertained the members of the Normal Suffrage League at her home, 225 Stuart avenue, Monday afternoon, March 4.
Mr. James Gilbert Riggs, head of the training school in the State Normal at Oswego, New York, was a guest at the Normal on Friday, March 1. On the following Monday Superintendent Travell of Morristown, New Jersey, spent several hours at the school.

Miss Katherine Shean was guest of honor at a number of social affairs before leaving for New York City in February. In the list of events were a bridge party by Mrs. Waldo, Wednesday evening, February 7, an evening party given by the Misses Wakeman, Seekel and Newton Friday, February 9, a Sunday evening tea February 11 at the home of Mrs. Tashjian and Miss Densmore and a bridge party Monday evening, February 12, given by Mrs. Hickey.

Complimentary articles have appeared in the Kalamazoo Telegraph-Press recently relative to the work offered in the Normal school in the physical education, kindergarten and art departments. Heads of these departments received most favorable comments for the work they have accomplished in the Normal.

On Friday evening, February 23, several hundred people including many guests from the city, enjoyed the privilege of listening to a concert under the supervision of Miss Hildred Hanson, director of music in the Normal. It was Miss Hanson’s first appearance in concert in Kalamazoo and her beautiful voice was heard in several delightful numbers. Assisting her were Mr. John Rankle, baritone, and Miss Grace Grove, accompanist, both of Chicago. These talented musicians contributed much to the splendid program which was pronounced one of the musical events of the year. Below is the program to which many encore numbers were added:

**PART I.**

1. Recitative—“Be Comforted”...
2. Aria—“The Lord Worketh Wonders” ...
   Handel  (From Judas Maccabaeus)
   Mr. Rankle.
3. Vocal Duet—From The Magic Flute ...
   Mozart
   Miss Hanson, Mr. Rankle.
4. Recitative and Aria—“Aida”...
4. (a) “Die Ehre Gottes aus der Natur” ....Beethoven
(b) “Ich Grolle Nicht”.Schumann
(c) “Frühlingsglaube” ...Schubert
(d) “Waldegespräch” ....Jensen

Mr. Rankle.

5. (a) “Hark! Hark! The Lark”.
(b) “Frühlingsnacht” ...Schumann
(c) “Meine Liebe ist Grun”
(d) “Traum durch die Dämmerung” ..Brahms

Miss Hanson.

PART II.

6. Piano Solo—Valse Caprice....

Chaminade

Miss Groves.

7. (a) “A Red, Red Rose”.Hastings
(b) A Banjo Song..........Homer
(c) “Blow, Blow, Thou Winter Wind” ..........Sargeant

Mr. Rankle.

8. (a) Indian Tribal Melody.Cadman
(b) “Soft Footed Snow”.....Lie
(c) “Damon” ...............Stange
(d) “Summer Night”.........Van der Stucken

Miss Hanson.

9. Vocal Duet—“Lovely Night”...

Offenbach

Miss Hanson, Mr. Rankle.

10. “Die Beiden Grenadier”.......

Schumann

Mr. Rankle.

Miss Catherine Koch of the faculty, attended the State Farmers’ Institute in Lansing the first of March.

The following series of lectures attracted many parents to the training school:

Feb. 20—“The Hygiene of the Mouth,”
Dr. H. H. Tashjian.

March 5—“Irregularities of the Teeth,”
Dr. Samuel J. Lewis.

March 19—“Diseases of the Mouth,”
Dr. E. A. Honey.

Rural seniors have new class pins in most attractive design. The insignia is a shield bearing the class date.
Two Important Points to Consider

In the selection of a present for a relative or an intimate friend, quality and utility are generally the two most important points to consider.

When a present has been purchased here the label on the package suggests that the enclosure is something of quality.

F. W. HINRICHs

121 W. Main St. 117 S. Burdick St.

Plans to combine the annual rural progress day with an arbor day celebration have been formulated for this year and especially extensive preparations have been made for the occasion, definite date of which has not been named. Speakers of national prominence will take part in the day's program, which will include the planting of shrubs and trees among other features. Professor Filibert Roth, head of the department of forestry in the University of Michigan, and the Hon. Charles Garfield of Grand Rapids, will deliver addresses and a third speaker, not yet engaged, will give the evening address. The tentative program, in charge of Dr. L. H. Harvey, follows:

10 A. M.—Gymnasium.
Song—School.
Address—Professor Roth.
Song—America.

2 P. M.—Gymnasium.
I.
Song—School.
Address—Mr. Garfield.
Tree Processional.
II.
Tree Oration.
Planting of Tree.

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L. H. Wood

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25 Cents, post paid

ADDRESS
Western Normal School
Kalamazoo, Mich.
Presentation Speech.
Acceptance.
Song—School.
8 P. M.—Gymnasium or Chapel.
Song.
Address—(Rural Progress Lecture).
Reception—Training School Rotunda.

The recently installed printing press of the training school has proved an interesting and practical feature of equipment. Much of the simple printing heretofore done by downtown firms is most satisfactorily done now by the boys in the upper grades under the direction of Dr. Faught of the faculty. Letterheads, programs, etc., have been neatly and artistically printed by the pupils.

Feb. 28 a meeting of the Classical Club was held in Miss Parson's room at four o'clock, when a social hour was enjoyed. A mythological game was played and light refreshments prepared by the boys was served.

Under Miss Forncrook's able direction students in the Normal presented Shakespeare's "Taming of the Shrew" Thursday evening, March 14, in the gymnasium. Some changes were made in the stage by boys in the manual training department, who also assisted in the preparation of scenery for the mid-winter dramatic event. In the April issue of the Record a detailed account of the play will be given.

The Amphictyon Society, during the recent membership contest with the Normal Lits, was divided in two sections, the Reds and the Whites. The Reds were the winning side and were the guests of the Whites at a party given in the rotunda of the training school. Miss Eva Duthie was general chairman and to her much of the success of the party is due. The rotunda was prettily decorated in patriotic colors and a blazing fire in the grate added to the enjoyment. Games and dancing were features of the evening's entertainment and for refreshments the Whites served cherry ice and wafers. This party was one of the most enjoyable of the social functions of the year and it is hoped that there may be other similar ones.

New Goods for Easter
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Easter Cards and Booklets
Latest Novels
Spring Styles in Stationery
New Stock of Watermans
Ideal Fountain Pens
Fresh shipments of novelties for the coming season

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Students Patronize
Our Advertisers
They Sell Good Goods
Miss Hanson, director of music in the Normal, delighted an audience of Kalamazoo society members at a recent musical given by Mrs. Charles A. Peck. Her numbers were received with enthusiasm by the guests.

Mr. Sprau spoke twice at the Kent County Teachers' Association Institute at Grand Rapids, March 2nd. His subject in the forenoon was "Educational Qualifications of the Teacher"; in the afternoon "Language Work—Of What It Should Consist and Its Relation to Literature."

A SMILE OR TWO

NOT TO BE DAZZLED.

Representative Henry of Texas, was praising a Washington heiress. "She is the right sort," he said. "She went abroad last year, and on her return a friend asked her:

"Did you see many picturesque old ruins over there?"

"Yes," she answered, with a faint smile, "and six of them proposed."—Washington Star.

THE WRONG ANSWER.

Junior officers of the army and navy will do well to take to heart the lesson in the story told in Colonel Callwell's reminiscences in Blackwood's Magazine. An irascible old admiral had apologized to a junior officer for his hasty in the story told in Colonel Callwell's reminiscences in Blackwood's Magazine. An irascible old admiral had apologized to a junior officer for his hasty

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BOOK SHELF


These selections give a complete view of the conditions leading up to the Revolution and the First Empire. The text is equipped with copious notes, chiefly elucidating historical allusions, and all difficulties of idiom are treated in a complete vocabulary. A biographical sketch of the author is included.


This book is the result of long experience in teaching secondary mathematics, class-room test, and severe criticism. The figures are unusually good, all construction figures showing all necessary construction lines. The numerical treatment of magnitude is explicit and clear, every assumption being definitely stated. Every definition and theorem is either introduced or followed by questions and concrete exercises, making clear to the student the abstract ideas involved, and connecting them with his every-day experience.

J. B. F.

A SMILE OR TWO

Everything depends on the point of view. To the poet the moon is a living thing moving serenely through the heavens,

"And oft as if her head she bowed,
Stooping 'neath a fleecy cloud."

To the commonplace individual bereft of imagination, she resembles nothing so much as a big yellow cheese. One would think that the purpose of the gymnasium swimming tank was sufficiently obvious. One could imagine some other use for it, but he would have to force himself to it. It remained for a peripatetic missionary of the Mormon faith to see in it possibilities beyond the wildest dreams of its builders. Having some converts, he desired to seal them to the church through the rite of baptism. It seems that the followers of the Apostle cleave to immersion. That being so, much water and a tank are necessary. And on casting about for the necessary accommodations the missionary had a brilliant idea, the gym tank, why not use it? To him it seemed like the most admirable font between Salt Lake and Kalamazoo. So, full of zeal, he approached the guardian of the pool with his request. The latter, however, lacking a revelation on the subject, was compelled to decline.

There's a "fine sense" and "coarse sense,"
Each good in its way;
But the man who has horse sense
Knows when to say "neigh."

"Is your son still pursuing his studies, Mrs. Brown?" "Yes, but it seems to be a stern chase. He's always behind."—Life.

A number of tourists were recently looking down the crater of Vesuvius. An American gentleman said to his companion:

"That looks a good deal like the infernal regions."

An English lady, overhearing the remark said to another: "Good gracious! how these Americans do travel!"—Lippincott's.
Summer Term

Western State Normal School
KALAMAZOO
June 24 to August 2
1912

COURSES


b. Review Courses. Reviews in all branches included in the county examinations to be held in August.

LECTURES

The following lecturers of national reputation have been engaged:

Hon. P. P. Claxton, United States Commissioner of Education.
Dr. Charles H. Judd, Director of the School of Education, University of Chicago.
Hon. Charles Seymour, the well known lecturer on historical subjects.
Dr. W. C. Bagley, Head of the Department of Education, University of Illinois.
Hon. O. T. Corsan, Ex-Commissioner of Education in Ohio.
Tuition for residents of Michigan $3.00 for the term. For non-residents the tuition fee is $5.00.

Spring Term begins Tuesday, April 2.
Training School open first four weeks of summer term. 45 Instructors. 90 Courses. Send for bulletin.

DWIGHT B. WALDO, President,
Kalamazoo, Michigan.