Western Michigan University

Kalamazoo Normal Record (1910-1918)

Western Michigan University Year 1912

The Kalamazoo Normal Record Vol. 2 No. 8

Western State Normal School
Designed for May number of the Record, by Rose Netsorg
# The Kalamazoo Normal Record

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Kalamazoo, Michigan

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BOOK SHELF


To one who has repeatedly looked in vain for any adequate historical statement of the condition of life and thought of the common people of ancient Greece or Rome, this title is very significant. Of the nine subjects treated most are of direct interest in the study of the common people of Rome. The spoken Latin, the metrical epitaphs and dedicatory poetry, of the common people are discussed in a very enlightening manner. The Latin of the common people more than that of the patrician was destined to become the basis of the Romance languages as known today. In the age of Diocletian these people had to get along as best they could in spite of commercial and capitalistic organizations that so controlled the food supply as to force up high prices. The reference to public bequests is instructive. Then as now, men sought to be remembered as benefactors by bequests to towns and cities, as well as to corporations. Then as now, industrial organizations were powerful in trade and also in politics; then as now, the trades-people were organized into numerous guilds and unions; then they had no political power, while now they are gaining every decade. Tradition ascribes the founding of a number of these trade-guilds to Numa Pompilius. At one time in Rome alone there were no less than 80 such guilds, such as the cabdrivers of Tibur, porters, flute-players, dancers, potters, goldsmiths and checker-board makers. Archeology furnishes 2500 inscriptions bearing on the subject of trade-guilds in various parts of the Roman world. Three well-known phrases indicate the existence of the three great classes of guilds. Artes liberales, stood for the occupations of physician, sculptor, architect, teacher, chemist; artes ludicrae, those of actor, dancer, juggler, gladiator; while artes vulgares et sordidae, described the lowest cast of all—carpenter, weaver and artisans in general.

The author thinks that the object of these trade guilds was not higher wages,
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**BOOK SHELF**

better conditions of life, limitation of number of apprentices in each trade, or even the development of skill or taste, but simply sympathy, help in emergencies, companionship, and attention at burial. This is nothing else than what Herbert Spencer says is the object of all institutions that man has devised,—"augmentation of life." The whole atmosphere of this book is such as to make it a most helpful corrective to the ordinary history of Rome. This gives the side of common toil, the petty ambitions of men and women in lowly stations, the inborn thirst for sympathy, attention, and to be remembered after death, their fierce struggle against heavy odds in an age when the wealth of the world was in the hands of a few in positions of great power. This book is written from the democratic viewpoint; hitherto Rome's history has too generally been written from the monarchial, the aristocratic, standpoint. Knowledge of such matters as are almost taken for granted in this work would have increased the writer's interest in the study of the Latin language and the history of Rome one hundred per cent at a stroke. It will have, as it so well deserves, a wide reading among those whose studies have to do with ancient Roman life and thought. It is here referred to rather because of its large sociological interest.

---

**Anatomy** teaches of the construction and the uses of the functions.

---

The pupil is what the object lights on.

---

Physiology treats of the different diseases, the hygiene and health thereof.

---

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SCHOOL LIFE ELSEWHERE.

How to rest is now taught at the University of Wisconsin, "classes in rest" having recently been added in the department of physical education. The purpose is to teach girls who are restless and fidgety and who grow weary from tasks that ordinarily ought not to produce fatigue, how to acquire control over their nervous systems.

By action of the board of regents four years instead of two will hereafter be required to complete the manual training or the domestic science course of the State Manual Training School at Pittsburg, Kansas. More than half of the work is to be academic and the courses will lead to the bachelor's degree.

Hope College, Holland, Michigan, alumni are calling upon all graduates to contribute one hundred dollars each to increasing the endowment. In the March number of The Anchor the annual cost of instruction per capita at that institution is estimated at one hundred sixteen dollars for the three hundred twenty-seven students in attendance. Inasmuch as tuition ranges only from eighteen to twenty-four dollars a year, the request seems reasonable. One old graduate sent in a check for four hundred five dollars, the amount asked and compound interest for more than twenty years.

The Manual Light, a student publication, in commenting on the change, predicts that among other benefits to be expected will be the early "doing away with inefficient faculty members."

The Zodiac, Lansing High School, prints each month a page of current events items, that is a delight to read. The news may be old by the time the paper reaches its readers, but the paragraphs are so well written that one is drawn to read them for their style. Those school publications that are always striving for liveliness through slang and doubtful humor might do well to try the plan of attempting mere mastery of simple English.
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Western Normal Patronage Solicited ERNEST McLEAN, Mgr.
The phase of education termed industrial has caused much discussion among educators for a number of years. There has been a lack of uniformity as to nomenclature with the result that Manual Training, Domestic Science and Art—Household Art—Technical Education, Agriculture Education, and other types have been termed industrial and as a consequence the average reader does not know whether all or only part of these may really be classed under that head. By industrial education we mean a training which will prepare boys and girls to enter the industrial life and become self-supporting, useful members of society. Manual Training and the Household Arts have a rightful place in education and the advocates of industrial education recognize this right, but they do feel that a new scheme of training must be established for the large number of boys and girls who leave school early to enter the ranks of industry.

This idea has been developed in a greater or less degree in many cities under the names of Trade education and Vocational education. In the minds of some these terms are synonymous while others make the distinction that Trade education places more emphasis on the definite trade chosen. It is the purpose of this article to speak briefly of the work for girls in this country.

Before such work could be started in any community it was necessary to study local conditions and ascertain just what form the work must assume to meet the need of the particular community. From these investigations different types of schools have resulted, among which are:

1. Continuation Schools, in which boys and girls who have already left school may return for a portion of each day to continue training. Under this head one might class evening schools.

2. Day-Time Trade Schools, which the pupil enters at the age of fourteen or fifteen and in which he is given training for a specific trade, working under conditions as nearly like trade conditions as possible.

3. Technical High Schools, in which a four years' course has been arranged with the emphasis placed upon practical work—this last type will not be discussed in this article.

Prof. Mary Schenk Woolman of Teachers' College, Columbia University, has probably done more than any other individual for this cause. Through her pioneer work the Manhattan Trade School was organized in New York in
1902 and supported by private subscription. This has grown from its first group of twenty into a large school now under control of the New York public school system, its capacity taxed to the utmost. The Boston Trade School was started in 1904 following somewhat the ideas of the New York school. Miss Florence Marshall was in charge of this and it, too, has grown to large proportions and is now part of the Boston Public School System. A similar school based on slightly different principles was founded in Milwaukee in 1909 by the School Board of that city. This school has grown in three years from an enrollment of thirty-five to one of nearly four hundred. The remarkable growth of these schools shows a need for this type of education.

The trades taught have been chosen as being those best suited to the particular need of the community involved. Trades for girls which may profitably be taught group themselves under three heads:

1. The Needle Trades — Hand and machine sewing; dressmaking; power machine operating, including clothing, straw and embroidery machines and millinery.
2. Work with Paste and Glue—Novelty work, sample mounting, jewelry and silver ware, cases, lamp and candle shade making.
3. Salesmanship—To prepare the numbers of girls who enter the big department stores as saleswomen.

However, all of the schools do not offer all of these trades, but merely the ones which meet the particular need of that community.

Vocational Training for girls involves a different problem than that for boys. The boy needs to be trained for but one line of work, the girl must be trained for two lines. As the majority of girls marry and become home keepers and mothers, they must be trained for that as well as for the trade which they enter, consequently the curriculum of all the Trade Schools for girls includes Cookery and Household Management to a greater or less extent.

The Manhattan Trade in New York and the Boston Trade School are conducted along somewhat similar lines. The hours are from 8:30 a. m. to 5 p. m. except Saturday, with an hour for lunch. Record of attendance is kept by means of time cards which are stamped by clocks, as the attempt is made to make conditions in school as nearly as possible like the ones the girls will meet later. Practical work in the chosen trade is carried on for five and a half hours daily and the rest of the time given to supplementary work in English, business English and spelling, Practical problems in arithmetic bearing upon the chosen trade; Textiles; Study of industrial conditions; Color and Design; Personal Hygiene and Gymnastics. The work done in the various trades is all order work and both schools have done such satisfactory work that no difficulty is found in disposing of the product.

The Manhattan Trade School offers more trades than any of the other schools. They are as follows:

I. Use of electric power sewing machines.

1. General operating, Garment making.
2. Special machines, Hem, Buttonhole, Embroidery and Scalloping.
4. Straw Sewing, Women's and Men's Hats.

II. Use of needle and foot power sewing machines.

1. Dress and garment making.
3. Lamp shade and candle shade making. This trade supplements the Millinery.

III. Use of Paste and Glue.
IV. Use of Brush and Pencil, Perforating and Stamping, slide retouching.

Some of the trades are what may be termed Seasonal trades—Millinery is an example of this, the workers being idle for a number of weeks in winter and in summer. For this reason a supplementary trade is chosen with millinery that the worker may have something to rely upon in dull seasons.

The Boston Trade School offers less work in power machine operating and no course is offered working with paste and glue. No supplementary trade is given with millinery. Otherwise the courses are similar. The length of time required in both schools is about a year, although
students of ability may complete the course in a less time.

An experiment which has resulted most successfully was tried in Boston in 1909, the establishment of two Trade School Shops, one for hand made children's garments, the other for Millinery, in cooperation with the Women's Educational and Industrial Union. The object was to furnish additional training to the girls of the Trade School, who were ready to leave the school, but who, for various reasons, needed a more prolonged training. In some cases girls were obliged to begin earning money; in others it was believed that the girls could advance much more rapidly if training were continued under strictly business conditions. These girls were paid four dollars a week on entering the shops and were advanced in wages as soon as ability was shown. When girls were capable of entering any shop and receiving six dollars a week they were placed and the vacancies filled with new girls from the school. Each shop employed about eight girls who were retained on an average of six months. At present these shops are both on a self-supporting basis.

Another phase of Vocational education for girls which was undertaken by the Women's Educational and Industrial Union in Boston was the School for Salesmanship. This was started in 1905 by Mrs. Lucinda W. Prince and through much effort on her part is now a very successful Continuation School. Girls employed as saleswomen in five of the largest department stores of Boston go each morning but Monday (that being bargain day in Boston, the girls are needed in the stores) to receive such instruction as will make them more competent and thus more valuable saleswomen. The course covers a period of three months and girls are paid by the stores their full wage during the time of training, although they are in the stores but half of the time. The purpose of the course and the subjects which have developed out of this purpose can best be quoted from Mrs. Prince:

1. To develop a wholesome, attractive personality, Hygiene.
2. To become familiar with the general system of stores—Sales slip practice, business arithmetic, store system and directory, Lectures.
3. To increase knowledge of stock; Textiles, Color and Design.
4. To study selling as a science: Discussion of store experiences; demonstration sales; salesmanship lectures.
5. To get the right attitude toward the work. The whole course.

The Milwaukee School of Trades for Girls is run on a somewhat different basis than either the New York or Boston School. A different type of girl is represented in the student body; the girls are not of the very poor and there is not that immediate need for wage earning one finds in the east. It is expected that the student shall remain two years. The hours are from 8:30 to 4:30 with an hour for lunch. The trades offered are Sewing, Dressmaking and Millinery. No work is given on power sewing machines and no work with paste or glue, as the average type of girl found here does not enter a factory. Girls are permitted to sew half of their time on garments, the other half on stock and order work. The supplementary work is given two-fifths of the time and includes the following branches:

1. Shop Practice and Trade talks.
3. Trade and Work Shop Mathematics.
4. English, business correspondence.
7. Shop Inspection trips.

Each student pays a material fee of fifty cents a month which defrays cost of needles and pins and also provides one "hot dish" which is served to each student at noon. Girls in the Cookery Department prepare this lunch, as well as a special one for the teachers.

The Cincinnati Public Schools have organized some interesting continuation classes this year for both boys and girls. Cincinnati secured legislation requiring boys and girls who go to work before they are through the eighth grade, to continue in day school from four to eight hours a week until they are sixteen. These schools were opened in September, 1911, in twelve centers and enrolled some twelve hundred
students, many of whom were girls. These pupils have been classified as to the vocation followed and are receiving instruction which relates to that vocation. A great many of the girls are cash girls, bundle wrappers or inspectors in the different department stores and they are having preparatory courses toward salesmanship. A course in Salesmanship similar to the one in Boston was given to older students last year under the direction of the Cincinnati Public Schools.

It would be impossible in this brief paper to discuss the many attempts being made all over the country to meet this need for vocational training. Nearly every city of any size has in its Public Schools, a department of Household Arts, and many cities are going a step further and endeavoring to meet this demand for increased efficiency on the part of the worker.

Two Vocational Schools, one for boys and one for girls, were opened in Kalamazoo in February, 1912, after five months spent in a careful study of the local conditions. Twenty-one girls were enrolled in the School for girls and the course has been arranged to meet the needs of this group. Most of these girls are eighth grade graduates; girls who can easily remain in school two years, but who do not care to enter High School. The course as it has been planned at present, covers two years work. It includes Sewing, Dressmaking, Millinery, Household Management and Cookery, Color and Design, Business Arithmetic, Business English, Commercial Geography, Industrial History and Physical Training. Conditions in Kalamazoo show that a large number of girls are at work on power sewing machines, so all students will have some instruction in the use of such machines.

The same scheme as to the method of securing working material will be followed as in the Milwaukee Schools, students working part time for themselves and part time on stock and order work. It is absolutely necessary to do this in order that sufficient material for proper instruction may always be at hand.

No hard and fast rule for procedure has been made at present. If another year should show a different type of student requiring a short course, the school will endeavor to meet that need. It is the desire to have eventually the type of vocational or trade school, whichever it may be, best suited to this particular community.

The statement has been made that Kalamazoo is the first town in Michigan to establish such a school for girls. Whether or not such be the case it is the earnest hope of all concerned that this school may be able to maintain the high standard of efficiency set by our other educational institutions.

CHARLOTTE A. WAITE.

ARBOR DAY

The Arbor Day celebration of May 3 marks an epoch in the school life of Western Normal. It established a senior class tradition for one thing and at the same time brought the whole school into active participation. The exercises were of a high order and established a precedent and set a pattern for succeeding classes to follow. The day dawned with weeping heavens and a lowering sky, but by 10 o'clock the clouds parted and the sun appeared with beaming face, as if to show his hearty approbation of the Arbor Day idea. A better day for the exercises could not have been desired.

The exercises began at 10 o'clock with a most interesting address by Professor Filibert Roth on “Forestry and National Welfare.” At 1:30 p. m. the school convened again to listen to an inspiring address by Hon. Charles Garfield on “The Story of the Rings.” At the conclusion of this address the Tree Processional was formed, the training school leading and the faculty and guests bringing up the rear with the juniors, seniors and rural department in the middle. The line of march was through the sidedoor of the gymnasium, corridor of main building, out main door, south past training school, down winding cement walk
to path leading northeast to sidewalk on Davis street. Half way down the path, the training school left the main column for their own special exercises. The main line of march proceeded north on Davis street past main walk to Normal and then through the grounds to a point near the end of the railroad, where the exercises attending the tree planting by the senior class took place.

THE SENIOR TREE PLANTING.

Arriving at the chosen spot, the seniors and juniors formed a circle about the elm which was to be planted and which was already in the hole dug for it. An inspiring "Tree Oration" was given by Miss Marie F. Bishop, after which the seniors marched about the tree, each one throwing a spade full of earth about it. Then Walter Dewey, president of the 1912 class, in a few well-chosen words presented the spade to the junior class. The spade was accepted by Alfred C. Wilcox for the junior class, in a short, but admirable speech. This closed the exercises of the afternoon.

In the evening the celebration was continued, the occasion being the annual Rural Progress lecture and reception. Professor Henry C. Adams was the orator, his topic being "Three Steps in Rural Progress." The address was a most excellent one on the evolution of rural conditions and was well received by an audience that filled the assembly room. After the lecture the audience adjourned to the rotunda of the training school, where a reception was tendered the friends of the school by the students of the rural department. Many outsiders availed themselves of this opportunity to show their interest in the school.

The exercises throughout were of a very high order. The addresses were inspiring, the arrangements excellent and the appreciation and co-operation of the students marked. Altogether it was well worth the time and effort that those who had it in charge so unstintingly gave.

The complete program as rendered follows:

MORNING PROGRAM.

Gymnasium—10 o'clock.
Song, "Welcome May..." Girls' Chorus
Address, "Forestry and National Welfare"...Dr. Filibert Roth,
Professor of Forestry, U. of M.
Song, "Michigan, My Michigan"..School

AFTERNOON PROGRAM.

Gymnasium—1:30 o'clock.
Part I.
Song, "Arbor Day Song"......Chorus
Address, "The Story of the Rings"
...Hon. Charles W. Garfield,
Grand Rapids
Part II.
Tree Processional...School and Guests
Marshal, Harold Grant.
Song (at the tree), "The Sturdy
Old Oak"..........Girls' Chorus
Tree Oration...Marie Bishop, Kalamazoo
Planting of the Tree......Senior Class
Presentation of Spade to Junior Class by
President of Senior Class,
Walter Dewey, Scotts.
Acceptance....Alfred C. Wilcox,Bangor
Song, "America".............School

The Training School will conduct its own tree planting exercises at the south end of the campus. When the procession reaches this point guests especially interested are requested to fall out of line with the Training School children.

EVENING PROGRAM.

Assembly Room—8 o'clock.
Rural Progress Lecture.
Vocal Solo............Miss Hanson
Address, "Three Steps in Rural
Progress". Dr. Henry C. Adams,
Professor of Economics, U. of M.

RECEPTION.

An informal reception followed the lecture, when the faculty and students of the Department of Rural Schools received in the rotunda of the Training School in honor of the speaker and other guests. Both the lecture and reception were public and a cordial invitation was extended to all.
THE "TREE ORATION" AT THE
ARBOR DAY CELEBRATION.

"If thou art worn and hard beset
With sorrows, that thou wouldst forget,
If thou wouldst read a lesson that will keep
Thy heart from fainting and thy soul from sleep,
Go to the woods and hills! No tears dim
The sweet look that Nature wears."
—Longfellow.

Every individual, some time during his existence, experiences the feeling that life is nothing but an empty void. His fondest hopes are blighted, his most cherished plans fail to materialize, sorrows come with an almost incomprehensible force and even his supposedly true friends desert and leave him to bear his troubles alone.

Natural inclination and environment determine what shall be the alleviation for this condition. Those to whom the realities of life appeal but slightly, turn to indulgence and dissipation, only to realize when too late that a seemingly attractive relief merely plunged them deeper into that from which they sought escape. But those who possess a deeper appreciation and those who are able to read the lesson "that will keep the heart from fainting and the soul from sleep" find solace in the only true source of relief, the Divine.

The poet, Tennyson, has said:

"Flower in the crannied wall,
I pluck you out of the crannies.
I hold you here, root and all in my hand
Little flower,—but if I could understand
What you are, root and all, and all in all,
I should know what God and Man is."

What can bring one into closer communion with the Divine than Nature, which is divinely created? Did not the Man of Galilee, in the supreme moment of His life, go to the Garden of Gethsemane, there to be alone with His God and Nature and there become victorious over His temptation? We are told that Washington, prior to the battle of Valley Forge, departed from his army and went to a secluded place, there to invoke Divine aid during the crisis which was to follow. The world's greatest masterpieces in art and literature have as a theme Nature, in one of her many forms. The great poets, Wordsworth, Tennyson, Longfellow, Bryant, were inspired to do their greatest works because of their appreciation of Nature. The flowers, the grass, the trees, the rocks, the rivers, the fields, all are symbolic of the Great Divine. To know them, to love them and to appreciate them is to come into intimate relationship with all that is best and noblest and makes life worth the struggle.

Nebraska claims the honor of originating Arbor Day. On January 4, 1872, the Nebraska State Board of Agriculture met in the city of Lincoln and there Governor J. Sterling Morton introduced a resolution which declared that Wednesday, April 10, 1872, should be set aside for the express purpose of tree planting. It also provided that the sum of one hundred dollars be given to the agricultural society of that county in Nebraska which should, on that day, properly plant the greatest number of trees; and a farm library of twenty-five dollars worth of books to be given to that person who, under the same conditions, should plant the greatest number of trees. The result was that over a million trees were planted in Nebraska on that first Arbor Day. Some time later the day had gained in favor so much with the people that the legislature passed an act appointing April 22, the birthday of Mr. Morton, the date of Arbor Day and making it a legal holiday. Since that time the custom has grown almost into universal favor throughout the United States and nearly all the states and territories observe it in some appropriate manner, usually in connection with the public schools. Arbor Day now is observed in many of the countries of Europe and, indeed, forestry is practiced by every civilized country in the world except China and Turkey.
In Spain, March 26th is a holiday devoted to tree planting and is known as the “Feast of the Tree.” It was instituted in 1896 under King Alfonso. The young king planted a pine sapling near Madrid and 2,000 children from the schools of Madrid followed his example. Commemorative gold medals were distributed among the children because of this act. Since then school boys are taken annually by their masters to note the progress of their respective trees and to foster tree planting.

Arbor Day in Japan is November 3rd, the Emperor's birthday, and every child is supposed to plant a tree in honor of his Majesty. In many other countries the day is observed in ways governed by national and climatic conditions. This also holds true in regard to the time of observance in the different states in America. For instance, in Arizona, Arbor Day is the first Friday after the first of February, and in Alabama and Texas it is combined with Washington's birthday, February 22. However, in the majority of the state the date is optional with the governor, this being true in Michigan. The year of first observance in Michigan was 1881 and since then in most of the schools of the state appropriate celebrations accompanied by tree planting have been held upon that day.

More and more commissioners of schools and teachers are beginning to realize the value of having beautiful school surroundings. It is a recognized fact that every normal child takes a very decided interest in plant, bird and animal life. It is true that this interest is often made manifest in destroying the plants, killing the birds or ill-treating the animals, but, nevertheless, it is an interest awaiting guidance and development which shall make it become one of mutual benefit. This can best be done by bringing the child to realize the beauty and value of plant life and helping him become acquainted with the habits of birds and animals. A few years ago that tree was considered most valuable to the school which yielded the longest and toughest switches. Now, this idea, together with the switches, has been relegated to the past and the grounds of both rural and city schools are being made beautiful because of the trees and bushes planted on them. Vandalism formerly shown by girdling trees or digging up shrubs and plant has disappeared in those schools in which Arbor Day is observed and in which the children are made to feel a personal interest in the grounds. Bird study is made much more vital if the birds are allowed to remain unmolested and if they are encouraged to make their nests in trees near the school.

To teach the child that a love for, and an appreciation of Nature is as valuable as proficiency in the common branches of study is to be successful in one of the greatest aims of modern pedagogy. To become acquainted with, to know Nature, is to raise ones' self above the perplexing conditions of present day existence. The great Froebel has so strongly stated it in this fashion:

"He to whom Nature law and God reveals, finds that 'round about him God's own peace he feels.'

The faculty and student of the Western State Normal School have for some time been considering a program similar to the one planned for today. It seems particularly appropriate that young people who expect to become teachers should have an Arbor Day observance as part of the day's program. The Class of 1912 is the first in the history of this school to plant a tree and it is the earnest desire of every member that each succeeding class shall carry out this part of a custom which we hope will become firmly established in the school. It is even more our desire that the little tree which we shall plant today, shall live and grow and ever serve as a living link between the Class of 1912 and our Alma Mater. It is our intention to add three more sections of the Frieze of the Parthenon to those which now hang in the assembly room. However, this remembrance will be inanimate; a mere creation of the brain of man, while our tree, a creation of Nature, will symbolize life, growth and a hopeful outlook upon the future.

Today this tree will be introduced into a new environment and new conditions will begin to act upon it. So we, in a few weeks will become parts of a new world. Throughout its entire existence it has been sheltered by the pro-
tecting presence of large trees of the forest. It never has felt the strength of the elements when lashed to fury by an angry storm, and when upon this campus the winds come with fearful violence, the strength it has developed while still in a guarded condition will be all there is to maintain and make it survive. Throughout our student years forces have been brought to bear upon us which have tended to strengthen and equip us for the future work we intend to undertake. During the two or three years spent in this institution we have been in a receptive condition, accepting the results of the experience of others. The extent of this receptivity combined with natural strength, will determine to a great degree the future that is to be ours. If we have absorbed and made part of ourselves the teachings of this school, the future need not appear ominous, but rather will beckon us on to come and prove the strength of our preparation. Even as we believe our little tree will live and grow and develop into a thing which shall be beautiful to look upon and afford welcome shade to the tired passerby, so we believe our future will be a glorious one and the world will be made the better because of our having gone this way.

MARIE F. BISHOP, Kalamazoo.

PRESENTATION OF SPADE TO JUNIORS.

Classmates of 1912: In the planting of this tree we should let sink deeply into our minds the fact that we are engaged not in the simple act of planting a tree, but far more significantly in an act of anticipation. We look not so much to the present, but rather our vision advances into the future. In this function we do not commemorate, we do not look backward. On the contrary, our act is filled with hope, with anticipation, with altruism. It is then peculiarly fitting that we who shall soon leave this campus with our high hopes and ambitions, fired with the determination to serve this splendid commonwealth in the forming of its citizenship, should plant this tree as symbolical of our hopes and of our lives, which, like the leaves of the tree, will enormously unfold as time goes on, and like its branches, widen in influence and service to mankind. Fully appreciating that you as a class and as individuals deeply realize all that this planting signifies, and voicing this feeling and sentiment, I now, on your behalf, present this spade to you, the class of 1913, as a token of the responsibility which will shortly fall on your shoulders.

But more earnestly it represents our hope and wish that this act which we have this day performed may become an annual custom and a significant event of senior class life. We now intrust you with its maintenance and perpetuation.

WALTER DEWEY, Scotts, President Class 1912.

ACCEPTANCE OF SPADE.

Members of the Class of 1912: Your president has strongly voiced your feeling and sentiment in presenting to the Junior Class this token of responsibility. Speaking for our class, I will say that we fully appreciate the responsibility which, as your president says, will so shortly fall upon our shoulders. But, be assured, our shoulders are broad and strong and only a little inquiry is needed to prove that within our collective body lies the ability to shoulder this trust. As a class, we pledge our honor, that to the best of our ability, we will faithfully carry out and establish as a custom this function which you have this day so auspiciously inaugurated.

But responsibility is not all we find in this token. Along with it comes honor. I say honor, meaning thereby that it will be a high honor to be the class which shall establish this function as a custom. Today it is a commendable act, full of forethought and, as your president says, of “altruism”; an act worthy of the praise of the community. One year from today it will be established as a custom for succeeding senior classes to observe.

And now, knowing that I voice the thought and feeling of every member of the Junior Class, I thank you, members of the Senior Class, for presenting us with this spade, at once a token of responsibility and honor.

ALFRED C. WILCOX, Bangor.
EDUCATIONAL

PROFESSOR ROTH’S ADDRESS.

In opening his address, the speaker called attention to the fact that in a prairie country man, of necessity, becomes constructive—there being nothing to destroy, he must first build up. First he builds for shelter a sod hut, later a frame house, next a wind break or some sort and finally a pleasant grove of trees. Naturally and inevitably he becomes altruistic and plans for the good of the future. This, he said, was the order of things in Nebraska, and the reason why the Arbor Day idea originated there.

But in a country heavily wooded, like Michigan, as soon as the need of bread was felt, a place must be cleared for the raising of grain. At once man’s spirit becomes destructive and he starts in on a relentless war against the forest, which is only satisfied when the country is bare and treeless. So man here became destructive and careless of the future. He cut and burned that which Nature was centuries in building up and he never replanted.

Professor Roth classed forestry with any branch of husbandry. It was the forester’s business to replace the old forest, care for it by cultivation and harvest it when mature. Considering forests from any standpoint, commercial or esthetic, the work of the forester becomes of enormous value.

On the commercial side figures were cited to show the enormous value of lumber. The common house with us is of wood; wood is used as fuel by one-half of our population; industries having an output of over a billion dollars per annum depend on it. The use of wood is constantly increasing in the United States. One hundred million people here use twice as much lumber as 400 million in Europe; of the 70 billion feet used in the world in 1910, over 44 billion were used in the United States. It was pointed out that our rapid development would have been impossible without our immense forests, for as fast as the railroads pushed west, they carried lumber for the needs of the rapidly developing country. Hundreds of thousands of people are today engaged in lumbering or manufacturing articles of wood.

The speaker referred to the exploita-

tion of cut over sandy lands in our own state, much of which he declared to be unfit for general farming and also cited the large tracts of land in the New England states and the south that had resisted man’s attempts to reduce them to cultivation. These large areas in his opinion should be reforested and devoted to the only use for which they are adapted—tree growing. This is the opportunity of the people to profit by the experience of Europe and turn a large annual loss into a profit by means of reforestation. In our state we have 10 million acres of such waste land which could be turned into a possible property of 400 million dollars.

He deprecated severely the constant and increasing destruction of the remaining wood lots in the eastern states. The money value of these he placed at 10,000 million dollars, while from the esthetic and recreational standpoint they are incalculable. He sadly referred to the vista of bare fields, red barns and Bull Durham signs one now sees from a car window, and contrasted it with the beauty of a ride through a well-timbered country. Insistence was laid on the view that we all had a proprietary interest in these wood lots and should prevent their destruction.

The immense importance of forests in the regulation and distribution of water was clearly brought out; the value of our streams for power purposes was emphasized; the inability of man to harness a stream for power purposes in a treeless region was made clear and the point driven home that here was a very valuable asset being wasted by the ruthless destruction of forests.

The main reason, however, for preserving the forests was not because of their money value, but because of their use for purposes of healthy recreation. This, of course, has its money side, too, but the important view is the great value that this sort of topography has upon the spirits, the hearts and the health of men. To be a real nature lover is to be a better man and citizen. “Forest and grove have developed taste and interest.” “Forests have taught us much,” “and with this love for trees has come a greater lesson; the forest has taught us conservation.”
As to the outlook, Professor Roth declared it dark, but not hopeless. Our forests are still ruthlessly destroyed—those of Michigan are well nigh gone. The legislature fails to sense the importance of the question. We still cut and burn, and we do not plant or care for the forest. The people, however, do care and will go onward to success under the slogan, "Good government and education to the rescue, Forestry to the front."

THE TALE OF THE RINGS.
Address of Hon. Charles Garfield

Forty years ago the Hon. J. Sterling Morton took the first step for the observance of Arbor Day in this country. While the state of Nebraska led all the other states in this movement, very soon thereafter she had a strong following in Michigan. The legislature of 1881 by joint resolution instructed the governor each year to name a date for the celebration of Arbor Day and proclaim the same to the people. Governor Jerome issued his first proclamation in April of that year and each succeeding governor has asked the people to observe one day in each year for the planting of trees and giving instruction through the schools concerning tree planting and forest conservation. There was not a dissenting vote in the legislature which instituted this beautiful observance. However, there was a feeling that the action was a matter of sentiment and most of the votes cast were a pleasant tribute of respect to the spirit of the fellow member who formulated the resolution.

Two years later the succeeding legislature, made up largely of the same personality, would not even consider a proposition to set aside a permanent forest reserve at the head water of Muskegon, Manistee, Big Thunder and Au Sable rivers. A bill was prepared which contemplated the setting aside of sixteen townships as a permanent forest and game preserve. As a result of careful investigation, it was found that this area could be secured for about one hundred thousand dollars. The state could have protected it from fire with the proceeds of timber that needed cutting. If the state had made this purchase at that time the income today from this area above all expenses would have reached at least three per cent on five million dollars. The state of Michigan would have had a permanent investment of growing value that would have been an honor to the state and a splendid example for others to follow. Many useful industries would have been fostered in the use of the raw material harvested from this preserve. Game would have been protected so that our laws concerning it could have been greatly simplified.

We took the alternative and did nothing. Fire has swept over a part of this region many times destroying the trees; and much of the humus has been entirely burned out of the soil. Where now scantiness of growth and desolation prevails, there could have been a beautiful forest.

Aside from the commercial values we have no right to ignore the beauty in the forest. We recognize the value of beauty as intrinsic and often immeasurable in connection with a great many things in this world. The artistic delineations of sculpture; the rare paintings; the attractive landscapes; the impressive grandeur of the sea; the beauty expressed in the human form; all make a continuous and impressive appeal to us.

In recognizing the wide range of values in this world we can not ignore this one; and in measuring the value of beauty in connection with the development of human character, we have a right and obligation to give it a high estimate.

When the French Catholic fathers sought our state as a field for missionary work and paddled their way in canoes around the borders of our southern peninsula, having as their object the "sowing of the seed of the word," they formulated interesting reports in which they pay a high tribute to the beauty of the country, always putting great emphasis upon the magnificent forests that covered this region. Later on Cadillac reported to his government that there was nothing more beautiful in the history of his experience than his travel through the area of Michigan which he traversed. His official report teems with allusions to the wonderful variety in the forests' growth, the richness of its foliage, and the delicacy of the luscious fruits which grew along the streams and in the woods.
It was this rare beauty which made the strong impression upon the pioneer's which led them to select the motto which adorns our Coat of Arms: "Si quaeris peninsulam amoenam, circumspice."

With this historical appreciation of tree beauty which comes down to us, and the stern fact that during the last century in the furtherance of our aggravated form of commercialism we have been engaged in destroying this beauty, we do wisely in formulating our own estimate of value, to enter into this arrangement of selecting one day in the year upon which to bring to our own attention and especially to the minds of the children and those who guide their tuition, the great problems of restoring the values which have been wasted, and as far as possible inculcating lessons which will awaken a love for trees and forest accompaniments. The governors of the various states have done well in expressing their desire to awaken an interest in tree planting by calling the attention of those who have to do with child development to the importance of awakening a sincere love of the woods, and the denizens of the woods.

The history of the state is filled with the transactions and statistics of those who have exploited the forest for commercial purposes. We have developed an army of tree slayers until the standard of measurement only contemplated firsts, seconds, culls, lath and shingles, and nearly every man seemed to have an itching palm to grasp the ax and use it in tree destruction. It takes a long time to convert the demon of destruction into an angel of conservation, but herein lies our responsibility, and it is well for us if we do not defer nor neglect our recognition of the obligation.

Every landscape with its beautiful sky line; every single tree carrying with it its distinctive beauty; every crop of trees, shrubs and flowers that makes a picture from our windows, should strengthen the appeal to us to conserve this beauty and bring it home to the minds and hearts of our people so forcibly that they shall recognize in sylvan beauty a factor in God's hands which makes for the development of a rational human character.

I wonder how many of my hearers have ever thought what an interesting history is written in the rings of a tree. I stopped the other day and looked at a log that lay upon a sleigh in front of a blacksmith shop. The man had taken his horses into the shop to have them shod and I sat down in front of the log and as far as I could, read the history written there. There could be no possible mistake in the history, the only source of error being my interpretation of the hand writing.

It was a hickory log, and I first counted the rings. There were 93 of them. The log was of such even size that I concluded it was not the first cut from the stump, and so the 93 rings may not have told the exact age, but I concluded the tree had been growing probably 97 years. This means that it was born in 1815. There must have been older trees in the vicinity at that time from which this tree secured its beginning. A hickory nut had fallen and beneath the leaves of the forest in which this tree grew, had germinated and for a time had grown very slowly, I knew this because the rings near the center of the tree were very close together. For 25 years it had added wood very slowly and was not more than three and one-half inches in diameter at the close of this period. Some change came about in 1840, for from that time on the tree grew very much faster. This tree was probably left because it was straight and clean-bodied, and it was thought to be a very comely tree to remain while all the neighbors were sacrificed. The man had probably bought the property on which this tree stood and had made a clearing for a farm. In felling the trees about this little hickory one tree had fallen against it and scraped off the bark and injured it materially along one side. This I knew because at this period the rings show that they were not making a complete circle and the injury was so great that it took ten years to cover it up. The eleventh year the scar had entirely grown over and the circles were again complete. Thus in 1851 this tree was restored again to a perfect cylinder of growth, and from that time on there was a continuous annual addition to its diameter.
Somewhere along about 1860 a fire occurred and injured the spot on one side of the tree. The blackened spot in the rings showed a charred place and this injury it took several years to repair. When the new growth began to be added more rapidly, in 1840, for some reason the rings were very much thicker on one side than on the other. The probabilities are that the tree stood on a line between two fields. On one side it was cultivated and on the other not, so that the growth on one side of the tree was very much more rapid than on the other. This, after a few years, placed the heart of the tree to one side from the center of the cylinder; but later on there was evidently a change in conditions, and possibly the land which had been cultivated previously was put into permanent pasture and the side that had been uncultivated before was carefully tilled, because in its later years the growth was very much greater upon the other side, and at the time the tree was cut, this past winter, the heart of the tree had assumed its proper position in the center of the cylinder.

If I could have had all the logs of this tree to have examined and an abundance of time for making inquiry, I could have read a great deal more of history connected with the growth and development of this hickory tree; but the little time that I gave to the reading of the history showed me how perfectly a great many interesting facts are recorded in the rings of a tree, and in reading the story of these rings one who enjoys using his eyes and his brain at the same time can get as keen enjoyment as in reading a history of men and women with all the vicissitudes that came to them in their development.

In connection with forest growth there are a great many interesting things to observe and valuable information to store away. Not long ago I took a little trip into Newaygo county to look over some land and entered upon a small tract of wood land. The outer edge of the woods was protected by a border of rather low growing trees and shrubs mingled with the vines and prickly things which made it difficult to worm my way through, but once getting through the border, I found natural forest conditions existing. There were scattered over a considerable area trees of very even size, and as I looked up, the branches of each individual tree reached into and among the branches of other trees, so that there was a very complete cover that shut out the rays of the sun. Beneath these trees there was almost no undergrowth of smaller trees and shrubs. Occasionally I noted a tree that did not seem to be as vigorous as the others, and I drew the conclusion that in the struggle, the larger, stronger trees had grown up over the smaller ones and taken the sunlight, and gradually the smaller trees had put on less and less wood because of the hold their stronger neighbors had upon the sun and the soil. Passing on a little farther I noticed that here the sun came in. Upon looking around I saw a very large stump from which evidently a great tree had been taken a few years ago. This tree, when it was cut down, had left a wide opening for the sun to shine through and touch the grounds. This sunshine had quickened into life a lot of seeds and tender seedlings which grew with amazing rapidity, and there was an attempt to fill the vacancy as rapidly as possible; a lot of young trees were trying their level best to get the start of their fellows. I noted carefully the kinds of trees represented in this growth, and said to myself, "Ah, here are a lot of weeds." Yes, just as truly weeds as those succulent things that grow in the garden, and get in the way of valuable plants. They were hazel bushes and dog-woods and ironwoods and blue beech and some elders and a lot of other varieties of no value whatever for timber; but occasionally I saw a red oak and a maple and an elm and a basswood growing up thriftily, and I said: "These weeds are troublesome to these better trees and will check their growth, but by and by the stronger growing, valuable sorts will get the lead and this vacancy made by felling this giant of the forest will be filled by something that is valuable." I thought again, however, how much better it would have been if the owner of this woodland had done with these weeds just as he is in the habit of doing with weeds in the garden—cut them out quickly so as to give the valuable trees a better chance.
to fill in the vacancy.

These observations led me to think about the problem of growing forests and how little attention people in this country have given to the care and development of forest trees. Cutting trees and developing them into commercial products like lumber, lath, shingles and furniture and barrels, is not forestry. The planting of trees and allowing them to grow up into a wood lot is not forestry; but the caring for woodland in such a way that its products shall renumerate the owner and the land remain constant in its producing powers, is forestry.

This requires a wide range of knowledge. The person having the care of such a wooded area must understand the relative values of trees for different purposes; must know weeds from trees of value. He must know how to care for trees so that they will develop into merchantable products as fast as possible. He must know the variety of trees that fit into each other well in forming a forest cover. He must know how to choose trees when they are matured sufficiently for a commercial purpose and the method of harvesting them so as to do the least injury to those which remain. In truth, there are so many things that an expert forester must know, that to become a success he must give up a great many other interesting things in education that he may perfect his capacity to deal with this single question of growing and handling forests.

I would like to have boys and girls and their teachers better understand the importance of forest areas in connection with the development of an ideal country to live in. There is something beyond the single question of making woodlands pay in connection with forestry. They have a peculiar influence upon moisture in the soil and moisture in the air. They add to the beauty of the country. They protect the streams and sources of the rivers. They prevent the washing of the soil into the rivers and the carrying of large amounts of silt into the harbors.

There is one important thing connected with the preservation of woodlands that should appeal to people who are interested in nature and natural woodland conditions. I refer to the distinct loss when the woods are cut off, in all the beautiful things which are to be found in the shade of the deep, rich woods and the shady places that are protected from winds and excessive sunlight. We used to find close by the city of Grand Rapids in the woods a great many beautiful flowers and plants that now are a rarity. We have to go a good many miles now to find the sweet spring flowers that used to be found in the greatest profusion within the city limits. Unless some means are taken by thoughtful people to develop new woodlands or protect perfectly the few that are left, it is only a question of time when many of the most attractive wildlings will become extinct.

One can not stand beneath a great tree which has been growing for a century or more without feeling a sense of reverence. Oftentimes I have stood beneath the wide spreading branches of an aged elm, contemplating its buttressed trunk and its wide spread, symmetrical canopy and taken off my hat in homage to this magnificent expression of God's law. We cannot take a real interest in the marvelous and varied woodland growth without having a keener appreciation of the wonderful things that have come to us from God's hand, and be richer in purpose as well as knowledge because of the beautiful revelation.

When I was a young lad and was making my first visit to Michigan with my parents, we came on the Michigan Central to Kalamazoo and from there to Grand Rapids by stage over the old plank road. Somewhere north of Kalamazoo, not far away, the stage halted for a few moments to allow the passengers the opportunity to view a magnificent walnut tree. That grand tree with its great bole and its symmetrical canopy made an impression upon me that has never been forgotten.

As a little boy I visited a tract of pine woods a few miles from my own home which was soon afterwards cut off and turned into lumber, and made the basis of a fortune. No money that I ever made and no investment of any kind has ever given me the keen pleasure that came into my life upon this first visit to the deep pine woods. Later on I had the pleasure of traversing some of the
magnificent forests of pine in Montcalm County which made Michigan famous as a lumbering state. These magnificent groves of pine that could not be duplicated anywhere in the world gave me an intense pleasure that will linger with me as long as I live. Occasionally, more in recent years, I have enjoyed trips through some of the hardwood forests of Michigan and noted with intense joy the wonderful manifestations of God's providence in arranging the wood families in natural groupings which must have been a delight to Him for they were the best He had ever planted. That great walnut tree has disappeared and we have only the memory of it. There are no great pine forests in Michigan or, in truth, anywhere, to make the impression upon youth which my memory recalls so vividly. The great forests of mixed hardwoods which have given so much delight to children and have caused to develop such an attitude of reverence and devotion in men and women, have been swept away. We seem to be doing very little to replace this loss. We are trying in a small way in the education of children to teach them, through the love of trees, to grow them; to protect and appreciate their benign influences. Those who have the molding of young minds and hearts in their keeping, should foster this natural love of the children for the woods and in every possible way we should strive to give teachers object lessons in forest growth which will aid them in utilizing the rich forest environment in carrying home the most beautiful lessons to our children and youth.

The first school in which I officiated as teacher, was in the country, quite removed from urban life, and directly across the highway from the schoolhouse was a splendid forest area quite undisturbed by the ax. This was our playground and we used it so much and so often that some of the parents criticized my method and said I had turned the neighborhood's educational center into a playground. I even questioned myself whether I was not making the work of education too much of a pastime. But, as the years go by, and those children are now men and women with children and grandchildren of their own and they come to me and express so much of appreciation of the good times they had and of the many things they learned in the woods, which have been of inestimable use to them throughout their life, I am satisfied that I builded better than I knew. It is a pity that the children have to be cooped in schoolhouses throughout their school days to the exclusion of that marvelous tuition which can only be obtained through an intimate relation with Nature as she manifests herself in the forests and in the woodlands.

One of my boyhood companions who is a large operator in the American metropolis and whose business hours are spent in a skyscraper, recalled in recent years the good times he used to have with his companions and teachers in the beautiful woodlands tributary in his youthful home in Grand Rapids. He had a growing desire to do something for his native city that would give enjoyment to generations of children. After some years of thoughtful investigation and using the good offices of many friends, he found a piece of native woods, unspoiled by man, containing a large proportion of the wild flowers, plants, shrubs and trees indigenous to the locality. He purchased it and arranged for its protection and the perpetuity of the natural conditions and deeded it to his native city for the education and happiness of the city's children and their parents for all time to come. His thought was an inspired one which when carried out makes for the permanency of a beautiful accompaniment to our city life. He put his heart and soul into the undertaking. He is deriving a keen personal enjoyment in providing for the happiness and education of people in connection with the marvelous things that Dame Nature can only foster and develop in a woods environment.

The reason for this message today lies in the fact that I regret so sincerely the loss of that heritage of forest growth in our country which was the best that the Almighty ever planted. I have an unfettered desire to awaken once more in the descendants of those who have despoiled our forests, the longing for and the love of trees and the accompaniments of the forests, that will lead them to use their influence in rehabilitating this country with that unrivaled beauty which is expressed in buttressed trunks of trees,
their symmetrical canopies and variety of foliage, together with the embroidery and drapery as exhibited in shrubs and trailing vines.

I want to keep before my own mind and before the minds of others the great fact that God cared for the trees and loved their beauty and passed them on to us as keepers and conservators. The forests have withstood the onslaughts of the natural enemies of wind and sleet and drought and floods, insects and diseases with comparatively little injury. It remained for man to be the chief despoiler. The obligation is now upon the sons and daughters of man to take up the work of restoration recognizing the wisdom of God in arranging the forest mantle for the protection and beauty of the earth and pledging ourselves as children of God to work in harmony with His purposes in restoring and maintaining the balance of nature as expressed in trees and forest cover.

PROFESSOR HENRY C. ADAMS' ADDRESS.

The subject of the address was "Three Steps in Rural Progress." In it the speaker gave an exposition of the evolution of the American farmer. To illustrate these steps he chose three periods of history, the first two dealing with conditions in England and the last applying to our own country. The periods chosen were: 1, 1250—1350; 2, 1550—1650; and 3, 1750—1850. During the first period society was organized on a feudal basis; during the second nationality and individuality were becoming more pronounced, with the government in the hands of kings; in the third period there was nationality without kingship.

In the first period the population of England was very sparse. There were no real industries. The people lived in groups—the manors—each group being independent of all others. Communication between groups was infrequent. Society was divided into two classes, the governing class and the workers. This being a real division of labor, the workers receiving protection in exchange for their labor. There were three classes of workers: 1, the old Britons; 2, the villains who were the aristocratic farmers; and 3, the free cottiers. The manorial land was arranged about the manor house as follows: 1, the cultivated land; 2, the common pasture land; 3, the woodland. Between two adjacent manors, therefore, was a strip of wood land, the central part of which was a wild no man's land. Here dwelt the outlaws, the outlaw being a man who had forsaken his manor. Under this system a man might have control of a certain amount of land, 30 acres or fractions thereof, and the lord had land, but there was no real ownership in the sense that a man could do with his lands as he chose. Lord and villain both had to work this land according to custom and the custom was the three field system. This system was as follows: The first year a piece of land was planted to wheat, (a strong crop), the second to beans and the third it lay fallow.

Villains had certain rights such as, for instance, the right to some land and the rights of common pasturage, wood, and hunting and fishing and the right to protection from lord. In return he had to give labor to his lord to pay for his protection. Feudalism passed away when money took the place of labor rent. As there were no taxes to keep up the government, the lord was given land instead.

During the second period (1550—1650) feudalism disappeared. An important contributing cause was the "Black Death." This dreadful plague swept over England with such a frightful mortality that the laboring population was enormously decreased. At this time, also, sheep culture began to be important and there was a decided movement on the part of those controlling large areas of land to fence these in for grazing purposes and the lack of laborers made this more easy. At this time, too, it became more and more common to substitute a money for a labor rent for land. All these tendencies resulted in the strengthening of the lord's claim to private ownership. The introduction of the turnip as a crop led to the abandonment of the three field system of cultivation. This result was equivalent to increasing the amount of land available for tillage by one third. On the restoration of the Stuarts after the Cromwellian regime, the right of the lord to the ownership of the land was legally established and landlordism became a fact.
In the third step (1750—1850) the scene shifts to America. This is the era of industrial revolution. Hitherto manufacturing had been carried on at home, the workman controlling his own tools and his time. Now comes the introduction of the factory system. Under it workmen have lost control of their tools, machinery is introduced and manufacturing is carried on in large shops and becomes highly centralized. Labor has now lost control of the conditions and implements of work. The invention of the spinning jenny largely contributed to this change. Towns grew up and with them local markets. The extension of railroads made it possible to supply these markets. Agriculture began to spread west and the invention of farm machinery made it possible to overcome the tremendous labor loss of the civil war and permitted our system of extensive farming to keep on expanding. However the limit is now reached. There are no new lands to occupy. The problem of feeding our ever increasing population rests now in intensive and not extensive farming.

In closing Professor Adams raised the question that perhaps we are returning to landlordism in this country. The American farm is large while intensive farming means the cultivation of small tracts carefully and completely. If these small tracts are rented and not bought outright we have landlordism with its attendant evil absenteeism. What we need, he said, is the assistance of everything we can get to make rural life more attractive that we may be able to maintain upon American farms a class of people industrially efficient, politically and socially equal.

EXTRACTS FROM A DIARY OF PERICLES.

The following is an imaginative exercise required as a term paper in Ninth Grade Ancient History class. Greek History affords excellent material for exercises based upon the training of the historic imagination. The students were asked to absorb all the information they could find upon some historical topic, until they were filled with its spirit; and then reproduce it from the inside, with the dramatic spirit—as though they lived in that time—not in the descriptive method of another age. Topics were suggested but the students had the privilege of extending the list and of selecting their subject. C. W.

14th day of Boedromion (September) 457 B. C.

The long Walls of Athens are completed. One wall extends from the northwest edge of the Peiraeus across a strip of marshy ground to the western wall of the city, a distance of nearly five miles. The other runs almost directly south from Athens to the eastern edge of the harbor of the Phalerum, which is a distance of about four miles. These walls will afford mercantile advantages for us in times of peace and protection for all in the times of war.

3rd day of Thargelion (May) 454, B. C.

The treasury of the Delian Confederacy has been removed from Delos to Athens. This signifies that all dues of the members of the league should be paid to Athena instead of Apollo and all victims be brought to the goddess rather than the god. By means of these funds I will, in a measure, be able to carry out my plans for the adornment and beautifying of Athens.

5th day of Elaphebolion (March) 444 B. C.

Today Pheidias, the skilled sculptor, received the contract for the construction of the Parthenon. This building is to be a temple for the goddess Athena and will be built on the Acropolis. The architecture, which is to be of the Doric
style, will be under the supervision of the noted Ictinus. The adornment of the pediments, friezes and metopes will, through the hand of Pheidias, portray the birth of Athena, the contest between the Centaurs and the Amazons, the Panathenaic procession and any other scenes from our history which may be deemed fit. The plastic work and other colossal statues on the inside of the temple will be constructed under the direction of Pheidias also.

1st day of Thargelion (May) 435 B.C.

Anaxagoras, the worthy philosopher, has caused much sorrow in our family. Because of his doctrine which concerns the force that is Mind or Intellect, he has been summoned to court. He has been working on his maxim which is, "all things were together in confusion, and were brought into order by Intellect." Diopithes has accused him of non-belief in the deities of our city and forced a trial.

7th day of Thargelion (May) 435 B.C.

Today, despite our efforts to save him, Anaxagoras has been condemned and sentenced to a heavy fine and exile for life.

28th day of Mounichion (April) 434 B.C.

It has been a beautiful day and I have enjoyed my trip to the Acropolis to inspect the temple of the Wingless Victory immensely. It stands to the right of the Propylaea and its architecture is an imposing combination of the Doric and Ionic styles. Its sculpture is marvelously wrought and of the greatest beauty. Again Pheidias and Ictinus must receive great credit for their work.

11th day of Skirophorion (June) 434 B.C.

Tonight Socrates, Pheidias, Ictinus and Damon dined with Aspasia and me in our Peristyleum. After our repast, Socrates, the ungaingly featured philosopher, questioned us in the discussion of his philosophy. He asked such questions as, "What is the relation of virtue and knowledge? Can a man know what is right and do what is wrong? Can virtue be taught, and, if so, who are the teachers and where can they be found? And what is piety and what is impiety?" Our discussion lasted until the early hours of the morning. I am overjoyed to say that in all the course of conversation my companion, Aspasia, was rival to the best.

4th day of Maimakterion (November) 433 B.C.

Pheidias has at last been released from the courts where he had been sent on the charge of defrauding the state of Athens of some of the materials provided for the construction of the statue of Athena which stands in the Parthenon. This statue represents the goddess draped in chiton and wearing her helmet and aegis. Her right hand holds a winged Victory and her left hand rests upon her shield. The surface of the statue is plated with gold and ivory, the ivory being used for the flesh parts and the gold for the other. These plates were, on my advice, so constructed that they might be removed without injury to the work. By withdrawing and weighing both the gold and ivory, we were able to prove to the court that there was no deficiency and thus Pheidias was acquitted.

16th day of Thargelion (May) 432 B.C.

Aspasia, my dearest companion, has caused me great suffering. She has been charged with sympathizing with the godless and atheistical sophists, of corrupting youth and undermining the faith of the people. My friends know that these charges are false and they know what it will mean to me if Aspasia is condemned. She who has shared with me all my work and ambitions!

10th day of Metagertion (August) 432 B.C.

Aspasia's trial is over with and she has again given me her companionship. After much work on the part of self and personal friends we were able to convince the judges of her innocence and secure her acquittal. What joy I have found in her company today!

19th day of Pyanopsion (October) 432 B.C.

Today Damon, Zeno, Pheidias, Aspasia and myself have spent a very profitable afternoon discussing philosophy in relation to government. Our discussion had its source in the following questions: "Is political government an art like medicine, the aim of which is health, and if so, what is the aim of government? What is noble and what is base? What constitutes a citizen? and what is rule over men?" I was very much pleased to find that Aspasia was familiar enough with our government to give us very intelligent answers. It affords us much pleas-
ure to converse on these topics which are of such vital importance.

LUCILLE FLEUGAL,
Ninth Grade.

OUR ENGLISH CLASS.

It is an accumulation of wit and humor, life, enthusiasm, and interest. It is positively exhilarating (sometimes) and at other times just the reverse. We like it or dislike it by turns. It inspires or bores, according to the mood in which we find ourselves. Each day a new element is introduced to make a rather interesting variety. It isn’t a kind of drink, or a new dish, or the weather. It is only our English class. Each day a little before 2:00 the class begins to straggle in. Some lag, (they haven’t prepared the lesson or perhaps dinner didn’t agree). Others come with a brisk, firm tread denoting business, interest, or it may be only a desire to “have it over with.” The teacher comes last. The male element is quite abundant and sits on the back rows of seats. The rest sit next to “teacher.” For real enjoyment and enthusiasm this class has few equals, but life isn’t all one long dream of bliss even here.

Compositions must be written on the board and become the target for the severest, most inhuman criticism! Woe be to faulty grammar, misspelled words and shaky penmanship, for each takes a sort of wicked delight in the dissection; all except the unhappy victim. Pale and flushed by turns, or painfully indifferent as the case may be, he suffers in silence. Not only this but occasionally we have what one would term a “slight disturbance” in the back part of the room. Then on “teacher’s” brow there sits a frown and from “teacher’s” face the smile is gone! The back row of seats begin to tremble, but the front only looks on in wide-eyed innocent surprise. As before stated, the back seats are all male element. Aside from these exceptions, however, the general atmosphere is one of peace and harmony, and class is “out” at 3:00.

GRETA WAHLSTROM.

TRAINING SCHOOL

A SPRING STORY.

To encourage truth telling in children is one of the most important duties of the home and school. One may say, “Why, it is a simple matter to show a child the difference between fact and fancy”; but a recent experience in the kindergarten will illustrate that the two are so closely interwoven in a child’s nature that it is often difficult to guide him in discriminating between the actual and the imaginary in his conversation, or, indeed, to discriminate between them one’s self.

Such was the case one morning in the kindergarten not long ago, when the children were encouraged to tell what signs of spring they had observed out of doors. Nearly everyone had some word to add to the lively conversation. Finally one boy indicated that his story was of unusual interest. He stepped into the circle while we all waited expectantly.

A storm, the day before Washington’s birthday, had blown down a tree in his yard (Yes, we all remembered that storm). Well, daddy was having the tree all chopped up, and under a pile of branches a robin had built a nest close to the ground. (Oh, no, it was not a last year’s nest because the mother and father birds had been seen flying in and out with materials for their new home).

The story was so interesting and so well told that we asked for further developments on the following day. . . . This morning we were delighted with the news of four tiny blue eggs in the nest. It seemed very early for robins’ eggs, but there were four of them just the color of Mary’s dress—and one was cracked!

“Tell me where is fancy bred,
    Or in the heart or in the head,”
Says Shakespier’s. We thought we would determine.

It was suggested that we take an excursion to the fallen tree. The child was eager to have us go—a very good sign. However, we would have to hurry as the mother bird was “off mornings and on afternoons.”

The day was very warm. Teachers and children heard weary sighs when the last hill had been climbed and the tree
could be seen lying in a heap just as it had been described. Surely the trip was worth the reward in store for us! Our narrator led the way on tip toe. With bated breath we waited while he put his hand in, ever so carefully, to locate the nest. First one arm went into the pile of branches, and then the other. A little face was pressed down to the opening. We were growing a trifle impatient when a muffled voice said, "I guess they’ve moved."

By this time the children had lost interest and were rolling and tumbling on the grass. They could be left to themselves, but the boy must be convinced that robins do not move their nests, during the morning, or at all. With growing earnestness he helped the teachers lift up the branches, one by one. Where were the blue eggs and the one with a crack in it? For the first time there was a trace of sheepishness on the child’s face. He smiled a shy little smile. "Well," he said, "I guess it was only a spring story."

This fancy seems to have been bred in the heart and head both. Would it not baffle you?

_HELEN ANGELL ANDREWS._

BITS OF WISDOM FROM THE KINDERGARTEN.

J tells most improbable tales. One day after he had related an unusually imaginative one, Miss G. said, "J———, that can't possibly be true." J——— did not hedge, but said, "Yes it is, 'cause I play it first, and then I see it."

After planting seeds on April 30th, N——— said, "Can we pick the flowers tomorrow?"

G——— had just returned from California and was asked if he had enjoyed himself. "No," he said. "What did you play?" asked Miss B. "Nothing," replied G———, "there wasn't any snow there."

Mrs. B. to student who was carefully holding up two fingers and intently looking at them, "Have you hurt your hand?" Student, "No, I'm trying to learn a new finger play."

After a brisk shower, a very blue sky could be seen from our windows. Helen said, "Doesn't the sky look clean!"

FIRST AND SECOND GRADES. The first and second grades have been busy the last two weeks with their gardens. Each child has his own bed, in which he has planted lettuce, radishes and peas or beans. They have also group flower beds and a border of sunflowers has been planted as a background for the garden.

The second grade have group beds also of oats, beans, turnips, beets, parsnips and carrots. These will furnish materials for nature study next fall in the third grade.

Each grade is making a "Garden Book." The first grade tells the story of their gardens in pictures. The second grade writes short, simple sentences to tell how their gardens were made and cared for.

THIRD GRADE The children of the third grade are making some interesting booklets, in which they are placing copies of spring poems and original compositions. On its pages are illustrations of the same, either paper cuttings, water colors or crayon.

Other pages of this book are devoted to the records of the earliest spring signs.

The children of this grade have derived much pleasure from the beautiful tulip blossoms which are the result of the bulbs planted and cared for by them during the winter.

The children are also preparing a program of Stevenson's poems to be given soon. An old English May dance in costume will be an attractive feature of the entertainment.

FOURTH GRADE NATURE STUDY THE FLOWER TABLE. The fourth grade pupils have undertaken the interesting problem of teaching all the children in the training school the names of the local spring flowers, and incidentally of learning these themselves. To this end they wrote a notice for the bulletin board of each grade as follows:
“The fourth grade are going to have a table out in the hall with flowers on. We are going to have it there because it will help the children to learn their names. We want you to be interested in our work, and to bring all the kinds of flowers you can.

When you bring them, take them to the fourth grade room.

“Fourth Grade.”

The plan has worked out successfully. All grades have responded readily, and the groups about the table show plainly that interest is not lacking on the part of both children and teachers.

SILK-WORM OBSERVATION.

The same grade is planning to make a study of silk-worms, and their life and habits. A quantity of silk-worm eggs were sent for, with descriptive pamphlets from an expert silk culturist.

The eggs are to be kept in a cool place to prevent germination until the mulberry trees in the neighborhood are in leaf. They will then be placed in a warm place in a tray containing sprigs of mulberry, where they will hatch out and begin feeding. The food supply will be renewed daily, as the worms are greedy feeders.

It is a simple matter to keep the pans clean. This is done by covering the pan of worms with bobbinet on which are the fresh mulberry leaves. The worms crawl through the net to the leaves themselves, leaving the tray to be cleaned.

The observers will watch with interest for the time when the worms will stop feeding and crawl up to a support for cocoon spinning.

Eggs, exhibits and descriptions may be obtained from T. A. Keleher, 3513 Tenth street, N. W., Washington, D. C.

THE PRINTING PROCESS

Our teacher chose seven boys out of our room to learn to set type and print. The first thing you have to learn is to set type, which is difficult until you know your letters. This means you should know where the letters are in the type case. To set up type you have to take a spacer and put it in the stick, then put two quads at the end of the line, after that you can set up your line. To set up another line you do the same thing over again. We had two stanzas on a page. The poem we are printing is “The Lady of Shalott.”

After the type is set for a page you have to put it in the form. The form is a rectangular piece of iron which you put in the press with the type in it. When you get it in the form you put in blocks of wood and lock the type in with quoins. Quoins are triangular pieces of iron with notches for a key with which you tighten them. Then you put the form with the type in it in the press. After
that you can print all the copies you want. To print, you put the paper in the press and pull the handle and it prints.

KENSELL WILLIAMS, Grade VI.

METAL WORK IN THE SEVENTH GRADE.

One of the most interesting pieces of work we have learned to do this year was the making of metal watch fobs and hatpin heads. We first made original designs, the half of which we drew on one half of a folded sheet of manila paper, with a soft drawing pencil. Rubbing the folded paper made the other half of the design appear. The whole design was thus symmetrical. Next we laid a pattern of the shape we had chosen and sawed it out, and transferred our design to it.

To etch the design with acid, we first painted with asphaltum varnish the part of the design to appear in relief, and also the back and edges. We let them soak in acid over night while the acid etched the unpainted metal. After removing the varnish with turpentine we sawed out the strip for the leather of the watch fob, and for hat pins we soldered our metal pieces to pins. We shall enjoy wearing the fobs and hat pins of our own workmanship.

HAND WORK IN THE EIGHTH GRADE.

Part of the children of the eighth grade are rebinding a set of books belonging to the fifth grade. This problem involves both the doing for others and the saving of expense, as it was necessary that they be rebound. The other group are making brass lamp shades for the lunch room in the training school. The joy of service enters into both these tasks. The book-binding is almost entirely educational, while the original working out of the patterns for the lamp shades enriches and perfects the process. Dimensions and a rough model of the lamp were the only aids given to the children. Each worked out an original sketch, from which he planned the paper patterns of the parts of the shade. The designs of each child were different from those of his fellow students. Some of the best designs are to be selected, and if there should be too many for the number of lamps needed, the work will be carried out in groups—this in itself is of great social value to the child. The paper patterns are to be laid on the brass, traced and cut out, the parts will then be riveted together, forming the framework, and glass will be fitted in completing the shade. Besides these two construction problems, parallel and angular perspective were reviewed, applying the principles of books, chairs, desks and buildings. Spring flowers were painted and will form a large part of the term's work, along with the construction. One of our leading academies of art has used a quotation that will very aptly fit the eighth grade work, and which, I think, should be the aim of public school art, "Not art for art's sake, but art for the sake of beauty in everything."

ROSE R. NETZORG.

ASSEMBLIES.

April 4.

A MENDELSSOHN MUSICALE.

The program was to be a musical one, and through the kindness of Mr. Fischer the school obtained a Victrola and a few of the Mendelssohn records.

The program was opened by Miss McConnell, with a sketch of the life of Felix Mendelssohn.

Felix Mendelssohn was born in Hamburg, Germany. When he was a young lad his father gave him three wishes; first, he wanted him to love work; second, to love to play; and third, to love everything that was true and beautiful.

From Hamburg they moved to Berlin, where they bought a beautiful home. Felix arose early every morning and did his chores willingly. After breakfast he went to school. He had six teachers, all of whom he dearly loved. He learned to play the violin and piano, the latter of which he loved the most. He was only seven years old when he began piano practice. Besides his common school lessons, he took special lessons in painting and Greek. The teacher he loved the best, was the one who taught him how to compose music. He loved to practice music and study his lessons and therefore his father's first wish came true.

After his work and studies were completed he played out of doors with his sister Fanny, many hours in the gardens surrounding their home. The second wish was fulfilled.
As he grew older he became very fond of piano music. He practiced many hours each day. He often played for visitors, and as he became more advanced, he played for noted men. When Felix was twelve years old, he composed his first piece of music. At the age of fifteen he made a trip to the Baltic Sea, when he composed “Calm Sea and Happy Voyage.” Shortly after this he wrote part of the overture of “A Midsummer Night’s Dream.” Seventeen years later he completed it.

When he was twenty, he played before large audiences and in concerts. His father was very proud of him and knew that his third wish had come true. In the same year in Italy, Mendelssohn composed one of his most wonderful pieces—“St. Paul and Elijah.”

Several of Mendelssohn’s compositions were given on the Victrola.

First. Songs Without Words.
(a) Spring Song. Stringed quartette. (The repeated swinging melody makes the song beautiful. It reminds one of the swelling buds and sprouting plants of the springtime).
(b) The Cloud. Trio—violin, cello and piano (The tones swell up to a high point and then drop back into a sad and rather slow part, which seems like the movement of a cloud. The melody has many changes as though the cloud was shifting about in the sky).

Second, “But the Lord is Mindful,” from the oratorio, “St. Paul.” Sung by Miss Hanson.
(The music is slow and very beautiful. The phrases, “But the Lord is Mindful,” and “He Remembers His Children,” are often repeated).

Third. “Love Song.” By soprano and tenor.
(The order of singing is the thing that is mostly noticed in the song. The soprano starts the piece, followed by the tenor and ends when they are singing together).

(The swaying rhythm is the noticeable thing in the song. The cornet can be heard all the way through and the piece is very effective with all the band instruments playing).

Fifth. “Calm Sea and Happy Voyage.” Band.

May 2—This Assembly was in the form of a May party. The May queen, Nita Payne, sat in a pink rose-bower on the stage with six dainty little girls whom she had chosen to attend her. May-baskets which had been made in the art classes of the different grades to be given in exchange were put in prettily decorated grade baskets at the feet of the queen.

The May queen, acting as mistress of ceremonies, gave the signals for the dancing around the Maypole, which was in the center of the rotunda. Two grades danced at once, one being of little people and the other of a higher grade.

The distribution of the May-baskets was in charge of the queen and her maidens. Marshals from each grade were selected to receive their baskets at the hand of the queen when she called their grade.

This entertaining program was concluded by the song, “Welcome Sweet Springtime,” by the school.

LUCILE FLEUGAL, Ninth Grade.

POEM RECITED AT TRAINING SCHOOL TREE PLANTING EXERCISES,

By Evelyn Van Haaften.

THE LITTLE LINDEN TREE.
Oh, happy little Linden tree,
Thou tremblest in thy pride;
As softly pressing down the sod,
We linger by thy side.

We hope that in the years to come,
That you will grow to be
So very, very straight and tall;
A noble Linden tree.

So spread thy lofty branches wide,
And shade the thirsty flowers,
So throughout the livelong day,
Give pleasure, hour by hour.
In spite of the two reminders already sent out, there are still some delinquent subscribers. If you, gentle reader, are one, please send your fifty cents AT ONCE and square your account.

In the June number we expect to publish several articles from alumni. They will cover a wide range of subjects and will, we are sure, prove very interesting to our readers.

The attendance on the part of students at the Arbor Day exercises was good, but not so good as it should have been. Those who came were well repaid and in addition have the pleasant feeling of knowing that they did the only decent thing that any self-respecting student should do under the circumstances. There were, however, many who did not stay, but who on the contrary packed their grips and, taking advantage of the fact that classes were excused Friday afternoon, sneaked away home or somewhere else. The word sneaked is used advisedly, for it exactly fits that kind of a trick.

THE ARBOR DAY CELEBRATION.

In the retrospect one has fond recollections of his school days for various reasons. He loves to dwell upon the many friendships there established, all of which have served to make his later life sweeter and better. He is thankful for the intellectual uplift he there received, the enlarged horizon, the mental power acquired, all of which have contributed so much not only to his success, but his satisfaction and enjoyment in the life he has lived. Sometimes he even has a kind thought for his real friends, his teachers, though his school-day feeling in regard to them may have been quite otherwise. But best of all he loves to think of the institutions in the school in which once upon a time “he lived and moved and had his being.” Much satisfaction comes to him as he recalls and, perhaps, recounts to friends or his children the various events to whose success he contributed as a student.
Fortunate is the school that has grown hoary enough with age to have a well-defined and crystallized set of traditions. Much of the attraction that the eastern, and therefore older, schools have for western students is to be ascribed to this fact. Scholastically they are no better, in fact, they are more apt to be less progressive, but they have a history and various activities that have become traditional. In other words, they are surrounded by a more attractive atmosphere.

Traditions, however, must needs have a beginning. Sooner or later certain activities take on definite form and shape, things become fixed, unwritten laws are formulated and, over night as it were, we have traditions. Happy, indeed, is the lot of those who are students at such an interesting time.

Western Normal is at this interesting stage of her history right now. For eight years she has been so busy growing and so much taken up with getting new educational garments to replace those so rapidly outgrown, that there has been but scant time to take stock of the passing years. The fountain of our school life is now, however, saturated and a valuable precipitate is in the act of being thrown down. Indeed, by the time this is read it will have quite settled and become a fact and our first bona fide tradition will have become established. This tradition is one associated with Arbor Day and was celebrated on May 3rd. Each year it is planned to hold a similar celebration on the same occasion so that this initial ceremony was but the first in a long list yet to come.

The celebration occurred on Friday, May 3rd, and occupied most of the day. In the forenoon there was an address by Professor Roth of the University of Michigan, and in the afternoon another by Hon. Charles Garfield of Grand Rapids. After this address the school began to get into the celebration in earnest. There was a Tree Processional by all students of the Normal and training school faculty and guests, tree plantings by each school, a tree oration, delivery of spade by seniors, acceptance by juniors. The celebration culminated in the evening in the Rural Progress lecture by Professor Henry C. Adams of the University of Michigan, and the reception tendered by the rural department to the whole school and friends.

Altogether, the celebration established a first-class tradition on a firm basis. Too much credit can not be given to Dr. Harvey, Miss Goodrich and Mr. Burnham and those who collaborated with them. They worked unceasingly to make it a success and were met with such an enthusiastic response by the whole student body, that there can be no doubt but that we now have a real tradition that will stand the acid test of time. Loyal students and alumni will rejoice at this step forward and all will unite in making its future success assured.

An extended notice of the proceedings is given elsewhere.

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BOOSTING THE NORMAL.

The time is now approaching when the High Schools of the nation will be ushering into the business world another large body of graduates, candidates for various higher institutions of learning. Now is our opportunity to show our loyalty to the Brown and Gold. We should try to impress our friends with the fact that this is one of the very best schools they could possibly attend. Not only should we do this by words, but also endeavor by our actions to show that it has done much for us. There are many good things we can find here.

Think of the interesting talks we hear in assembly exercises. Every department has at sometime or other something which interests it especially. Then there is the convenient library with its many reference books. The sight of the large and well equipped gymnasium fills the heart of the athlete with joy. Earnest effort is made by the numerous instructors to increase the culture of the school by encouraging literary societies and oratorical contests. There are even advantages of being on a hill where one has a bird's-eye view of the entire city below him.

Advertising the Normal in this manner is a most excellent way of displaying proper school spirit. Let each of us see to it that he does his share.

BESSIE V. SIMON.
The baseball season is in full swing and our amateur Johnsons, Sullivans, Chases, Collins, Barrys, Lords, Schultes, Cobbs and Callahans are disporting themselves upon the diamond in a highly satisfactory fashion. To date, five games have been played and all have been entered on the right side of the ledger save one. The boys are right now in fine shape and going well. The rough points in fielding have been smoothed away and there is rapidly emerging a well-oiled and smoothly running machine with the regular Spaulding trade-mark showing everywhere. A hit that evades the infield must be superheated, while a fly to the outfield is just like dropping a pea in a gunny sack.

Shivel holds down the three-quarter post in his usual artistic fashion. He picks the pill off the foul line and pegs it over to first without a bobble and with all the nonchalance of a professional. Fillinger at short simply eats 'em alive. He scoops up daisy cutters and ugly bounders and relays them to station one with the ease of one extracting confectionery from a two-year-old. Martin at second, digs them out of the glebe with one hand and pulls them out of the empyrean with the other. Its all one to him, however they may come. In the latter case the coroner sits on their case instanter; in the former, the jury renders its decision at the initial bag. Stark at first, is the only new comer in the infield. He is tall and rangey and fits into the machine nicely. As yet, he can't hook his toe on the bag and reach half way to second, as could Maltby, but he is stretching and it won't be long until he can. He fields his position well and is getting better every day. He has a slight weakness on balls that come to him on the bound, but that will soon remedy itself.

Dewey and Bender have their old positions in left and center fields. They are a great fielding pair, cover lots of ground, seldom misjudge a fly and if either one should drop a ball after getting his phalanges on it, there would be several cases of heart failure in the stands. McGuire at right is a new comer. He is quick as a cat, a good fielder and has all the earmarks of a "comer." With these three players on the job, the outfield is well taken care of.

The receiving end of the battery this year is Fox. He comes from that breeding spot of ball players, Athens, and as a catcher he is all there with the goods. He is quick, active, cool and has a good whip to second. Opponents who would fain steal second usually conclude that honesty is the better policy. Fox plugs the hole made by Damoth's graduation in a most acceptable manner.

Tyndall is on the knoll again this year. He is just as long, just as fat, just as good natured and just as fit as he was last year. It certainly looks good to see him sending his choice assortment of slants and benders across the pan and it looks even better to see the other fellows dislocating their lumbar vertebrae in an effort to connect safely with his delivery.

Pullen, the other man in the points, is a new man this year. He is not quite so sizeable as his partner. In fact, compared with him, he is like a fence post alongside of a telegraph pole. But that isn't saying that he doesn't know how to manipulate the horsehide, for he surely does. He has a fine assortment of curves, good speed and his control is perfectly domesticated. With two such sterling box artists, the twirling is well cared for. On the whole, this team of ours is quite a little bit of noise in baseball circles hereabouts.
The early games showed lack of batting practice and the one with Olivet was lost because of the inability to pinch hit when a single would have done more good than a dozen home runs in the Albion game. But in the game with the Methodists and the one with Hillsdale, the boys surely had their lamps trimmed and what they did to the ball was a caution. They larrupped it all over the lot until their opponents nearly dropped from exhaustion through chasing the elusive pill. It was a fine sight and the merry crack of the wagon tongues was sweet music to the ears of all the fans. The Ypsi game gave us no less pleasure, though the score was so close. It was a very fine game of ball and soon developed into a pitchers' duel. Bell had a shade the best of it on strikeouts, but Tyndall was more steady. Kalamazoo papers state that, on the strength of his pitching, Manager Wagner has signed Bell to pitch for the Champs in the Southern Michigan league after his graduation next June.

THE ATHENS GAME.
The opening game of the season was played with Athens High School at Athens.
The game was well played throughout and not until the eighth inning, when the Normals by hard hitting succeeded in making three runs, were they able to tie up the score. In the ninth they annexed four more, winning by a score of 8 to 4.
The work of Bender and Fillinger was brilliant, the former hitting the ball almost at will.
The work of Fox, the Athens pitcher, was fine and he sure has a bright future in sight for him.
Score. 1 2 3 4 5 6 7 8 9 R.H.E
Normal ....1 0 0 0 0 0 3 4—8 8 3
Athens .......0 3 0 0 1 0 0 0 0—4 4 2
Batteries—Normal, Pullen and Fox; Athens, Fox and Oldacre.
Umpires—Dolan and Waterman.

THE ALBION GAME.
W. S. N. S., 15; Albion, 3.
Our champs dropped off at Albion for an afternoon’s pastiming with the “peg-top” boys of that classic burg, and the way they trounced those Methodists was a “joy forever.” Apparently the Pedagogues had not been fed for some time, as they devoured base hits in big league fashion and “pounded the pill” with reckless precision, knocking Shepherd, the Albion twirler, from the mound in the third round. Emmons, of M. I. A. A. fame, took up the task of stopping the celery eaters in the fatal fourth, but was unable to do any better than his predecessor, eight runs being scored off his delivery during the remainder of the encounter, making a total of 15 counters to 3 for the Collegians.
The Albion team is composed of new material that should develop into a winning aggregation in due time. The team is made up of a fine lot of men that do justice to the college they represent.
Score. 1 2 3 4 5 6 7 8 9 R.H.E
Albion .....0 2 0 0 1 0 0 0 0—3 9 5
Normals ....1 1 5 3 0 2 0 0 3—15 15 2
Batteries—Shepherd, Emmons and Karr and Casey; Tyndall and Fox.
Umpire—Dolan.

THE OLIVET GAME.
Olivet, 1; W. S. N. S., 0.
This game, which was played at Riverview park on Saturday, April 20, was from the standpoint of the scientific student of the game, a pippin, but from that of the fan who likes to see action and plenty of it, was rather tame. It was a pitchers’ battle pure and simple. There was air-tight flinging and fielding in abundance, but very few balls were injured by impact with a bat. There was little to choose between so far as the two teams were concerned, as they were very evenly matched. Tyndall, who was on the firing line for us, was a little slow in starting during the first inning and before it was over, Olivet had pushed the only pastimer that reached home over the plate. After that Tyndall settled and Olivet hadn’t even the semblance of a chance to score. This lone run looked like 1 at first, but as the game progressed it increased in size until when the bell rang it loomed up like this 1. We had men on third two or three times, but the necessary wallop was lacking to bring the anxious runner in.
Each flinger hurled in fine shape, Sanford being more steady in the initial round. The fielding behind each was ex-
cellent. A little more batting practice might have turned the tide in our favor. Olivet certainly has one of the best teams we shall meet this season. They play an excellent article of ball.

1 2 3 4 5 6 7 8 9 R.H.E.
Olivet .......1 0 0 0 0 0 0 0 0—1 5 2
Normal ......0 0 0 0 0 0 0 0 0—0 3 2
Batteries—Sanford and Gee; Tyndall and Fox.
Umpire—Dolan.

THE HILLSDALE GAME.
W. S. N. S., 13; Hillsdale, 0.

On Wednesday afternoon we crossed bats with the Hillsdale College aggregation of ball tossers at Riverview park. Those who missed the game have lost something from their lives that can never be replaced. There are some things that have to be seen to be appreciated and this was one of them. From the first batter up to the last man out, it was a howling success, as we view such things. The person who couldn't tell a base hit from a preferential primary could extract more pleasure from it than a dyed-in-the-wool fan. There was something doing all the time. It was step up to the plate, smash and run. When we failed to bat in enough runs, an opponent obligingly heaved the ball to the outfield, or the pitcher cut loose with a wild pitch and more scores came tumbling in. The Hillsdaleites really seemed to enjoy the fun as much as we did and we sure had a good time.

The first inning was a scream. Every fellow had a hack at the ball and when the dead and wounded were all accounted for, we had amassed a total of 8 tallies. Our runners, in fact, chased themselves so rapidly over the home station that they were walking on each other's heels. From then on things were not quite so hilarious. In the eighth Rosecrantz, who had endured a bombardment sufficient to reduce a fortress, was withdrawn in favor of our erstwhile friend and comrade Bill Rennie. The uproarious welcome that William received at the lungs of his former classmates so affected him that he was unable to locate the plate with his port side delivery. As a consequence one more run was added to our total. In the ninth Pullen passed him to first and to show his appreciation, Bill proceeded to pilfer second, going in head first and rolling over a couple of times. This feat was received with wild acclaim by the populace. Again William's temperament got the better of his judgment, for so elated was he over his success that he took too long a lead and was ingloriously snuffed out by a quick throw by Pullen. The former applause was a mere whisper compared with the shout of joy that greeted this bonehead.

The team as a whole played a fine game, though the big lead naturally made the play a little careless in spots. Batting averages were fattened all along the line. Shivel particularly twinkled around third.

Score. 1 2 3 4 5 6 7 8 9 R.H.E
Normals ..8 0 2 0 0 2 0 1 0—13 10 3
Hillsdale ..0 0 0 0 0 0 0 0 0—0 3 5
Batteries—Pullen and Fox; Rosecrantz, Rennie and Jenkins.
Umpire—Dolan.

THE YPSI GAME.
W. S. N. S., 2; Ypsi., 0.

Friday, May 3, was a memorable day in the annals of Western Normal. It was the day on which the Senior Tree Planting exercises were inaugurated with such eclat. That was enough to make the day one to be remembered, but in the afternoon our cup of glory and pleasure was still further augmented. At 3:45 in the afternoon the strong team of the Ypsilanti Normal College crossed bats with our sluggers at Riverview park. The team representing the Green and White came to us heralded as winners and they certainly lived up to all the advance notices. They were a mighty hard nut to crack and the big crowd did not feel sure of the outcome till the last man was out. It was a happy lot of Brown and Gold adherents that filed out of the park after the 2-0 victory was hung up.

For Ypsi, Bell pitched a masterly game. In the early innings he was invincible, having excellent control and speed, as well as a choice repertoire of curves. He mowed down our batters in order for awhile, striking out three men in the second. Toward the end, however, he weakened and we were able to get to him when hits meant runs, though a wild pitch he cut loose and a bad throw to first figured in the run getting.
Schafer’s catching was fully as classy as Bell’s twirling—in fact, these two contributed fully 50 percent of the strength of the team.

Tyndall pitched his usual good and steady game, getting stronger as the game progressed. Several times he was in trouble, notably in the sixth, when the bases were jammed and nobody in the morgue. His teammates, who got him into the scrape, now, however, proceeded to help him out, McGuire in particular coming through with a fine throw to the plate that nipped a run. The suspiration that swept through the stands when the round closed without a tally was like a wind blowing through a forest. After that there were no real thrills and Tyndall held them helpless till the finale.

At the start the Ypsi men tried to run wild on the bases, but after several attempts which turned out unhappily for them, they gave it up. Fox is too good a catcher and our infielders too steady to be stampeded by such tactics. All of our men got into the game and played good, snappy ball. Fillinger, Tyndall, Stark and Shivel were the best willow wielders. Shivel’s first hit was particularly timely and both he and Fillinger covered their territories in fine shape. Fox caught a very good game. What little the outfielders had to do was well done and Stark showed that he is bound to make a first sacker. A special word is due McGuire. He has been pulled into second to fill Martin’s shoes while Frank is possessing his soul in what patience he can till the doctor lifts the quarantine on him. It is sad to think that he must miss all the fun the team has had in the last three games, but it is mighty lucky for us that we had a player like McGuire who could step in and do such excellent work. His work has been excellent about the second garden and his peg in the sixth cut off a run and possibly saved the game for us.

This game was easily the most important in the schedule. The Ypsi fellows are a fine lot of ball players and a credit to their school. They know the game and play it well. It has been some time since we have had an athletic contest with them. Here’s hoping another will not be so long delayed.

Score. 1 2 3 4 5 6 7 8 9 R.H.E
W. Nor....0 0 0 1 0 1 0 0 0—2 7 2
Y. Nor....0 0 0 0 0 0 0 0 0—0 7 3
Batteries—Tyndall and Fox; Bell and Shafer.
Umpire—Dolan.

THE NORMAL RESERVES.

The Normal Reserves, able understudies of Spaulding’s sluggers, have a record to their credit which compares favorably with that of the first team. The Reserves have won four games so far and lost one, the same as the regulars. The tally board registered 7 to 3 in their favor at Comstock, 20 to 1 with Parsons’ Business College, 14 to 0 with Gibbons’ Hall, 5 to 6 unfavorably at Vicksburg, 6 and 2 to the good with Plainwell.

In the box Warren has good control of the ball and still retains his high speed. Grant is showing up well behind the bat, as is Jackson on second base. So far no one has held first regularly, but McGuire probably will when Martin comes back on the first squad. Healy plays short, Ridler right field, Chamberlain third, Van DeWalker center field, Nutten left field, and Cutting reserve pitcher.

The prospects are favorable for the team to annex majority scores in the succeeding games. The scheduled games in order are with Augusta, Decatur, Hastings and Dowagiac high schools.

S. T.

NEWS ARTICLES

SUMMER SCHOOL.

Inquiries relative to the summer session at Western Normal this year indicate an attendance figure equal, at least, to that of any previous summer term. Word from county school commissioners in the territory generally regarded as that of the Normal suggests that large delegations from these communities will be seen at the summer school this year, as usual.

For these prospective students special work has been arranged, both in review...
courses and credit subjects. Thorough work will be offered in the former and in the latter, courses have been so planned that a student may pursue work in a certain branch in summer terms without duplicating subject matter. An able corps of instructors, including in addition to the regular Western Normal faculty, several well-known people in educational work in Michigan, will have charge of the summer work.

A special list of lectures has also been arranged, free to the student body, and includes five nationally known speakers. Their names and the dates of their appearance follow:

June 28—Dr. Charles H. Judd, University of Chicago.
July 5—Dr. W. C. Bagley, University of Illinois.
July 13—Hon. P. P. Claxton, United States Commissioner of Education.
July 17—Mr. Charles Seymour, Historical lecturer.
July 23—Hon. O. T. Corson, Ex-Commissioner of Education in Ohio.

Besides these lecturers there will be two musical entertainments provided by well-known concert organizations. Then, there will be the usual social calendar which will give to the students special social privileges. The dates follow: Thursday evening, June 27; Wednesday evening, July 3; Friday evening, July 12; Thursday evening, July 25.

As planned, the 1912 summer school promises to give to several hundred students from various parts of Michigan the work they need as teachers and in addition to this an enjoyable six weeks' vacation.

THE ALUMNI PARTY.

There is a social event each year planned for the alumni, seniors and their friends and the third of these occasions has been arranged for Monday evening, June 17, the week of commencement at the Normal. At this time it is possible for more of the school's graduates to return to the scenes of old associations and this date is planned with that idea in mind.

Alumni who are teaching in Kalamazoo have charge of the decorations and other arrangements, Miss Irma Hughes having been appointed chairman of the decoration committee. The gymnasium will be used for the annual party and Fischer's orchestra will furnish the music.

Return postal cards have been sent out to the alumni, urging their attendance at the party and the luncheon which will be served immediately after the commencement exercises Tuesday, June 18. The annual meeting of the alumni association will be held at this time and plans for a large and active organization will be discussed.

Every graduate of the school who finds it possible to return for commencement week or any portion of it, will find a warm welcome.

On Wednesday evening, April 24th, students of the German Department of the Western State Normal presented Mark Twain's comedy, "Meisterschaft," for the Normal Literary Society. The cast was as follows:

Mr. Stephenson... Robert Chittenden
George Franklin........... Bert Ford
William Jackson......... DeForrest Walton
Margaret Stephenson...... Ruth Foote
Annie Stephenson...... Velma Saunders
Mrs. Blumenthal, wirthin... Myrtle White
Gretchen, kellnerin...... Blanche Howell

The work of the cast was excellent. They were well drilled and rolled out the mouth-filling German words in real Teutonic fashion. Blanche Howell as Gretchen was particularly at home in her part and gave an excellent characterization of a German maid servant.

THE BROWN AND GOLD FOR 1912

The "Brown and Gold" for 1912, the year book of the senior class of Western State Normal, gives promise of being a most interesting number. The senior class has spared no expense in making this publication a success, and it will comprise features that have never been included in the year books of a great many schools of larger size than ours. The cover will be of dark brown burlap mounted on a paper lining, which will give it substantiality without the stiffness of a board cover. The title and the year will be stamped into the cover with gold leaf, and it will be bound with a gold cord. The frontispiece will be a
colored picture of the school. The size of the book is 9x11 inches, the eleven inches being its vertical dimension, a larger book than has ever been published before. It will consist of about 150 pages, fifty more than the number in last year’s book. The paper is a buff and the printing will be in two colors, a light brown solid border around each page, and a dark brown for the type and illustrations. There will be over 200 individual photos in the book, including the state board, the faculty, the seniors, the rural seniors, and the prep seniors. There will also be included two pages of baby pictures of faculty members and students. Group pictures will include all of the junior class taken in course groups, the rural juniors, the prep juniors, the graded students, the societies, and the teams. There will be three or four pages of campus scenes and individuals taken in characteristic attitudes, which will serve to bring back old memories to those that have gone before, and to those that are now going when they become “have-beens.” A great many excellent drawings have been made for line cuts, by the art department. Among the literary contents will be found a greeting to normal graduates from Supt. L. L. Wright; a class history; class prophecy, in the form of a newspaper; class will, in the form of a poem; the Junior Class; the Rural Department; the Prep Department; the Domestic Science and Art Departments; the Music and Art Department; the Training School; the Drama; Athletics; Literary Societies, etc., each of which will be illustrated if need be, and each of which will contain a history of accomplishments for the past year. Many other features will be embodied in the book that will be left as a surprise for the purchasers of it.

Those in charge of the book are making a special appeal to graduates of the school to purchase copies. It is the year book of their institution, and through its pages may be gleaned all that has transpired at their alma mater during the year of their absence. Especially should the graduates of last year seek copies, as friendships that sprang up when they were seniors in the school, will be renewed as the almost-forgotten faces appear upon the leaves of the “Brown and Gold.” The price per copy is $1.50, which is as low as it is possible to make it. Those desiring books should send in their remittance at once to The BROWN AND GOLD, Western State Normal, Kalamazoo. Copies will be forwarded to subscribers as soon as it comes from the press, about the first week in June.

RALPH F. WINDOES.

ACTION PLAYS.

These little action plays for use in the primary grades have been gathered from various sources and are meant to serve as examples showing how stories of every-day activities may be used in the physical training period.

The activities of the story should follow the general outline of a gymnastic lesson as:


Each exercise is repeated several times. Little suggestions for correction of posture are sometimes helpful as—“Reach high to pick the prettiest flowers” or “Only the straight and strong looking children may take the baby for a ride.”

MAKING THE GARDEN.

1. **Spading.** Left or right hand held as if grasping handle, right or left hand farther down as if supporting handle, right knee upward bend as if foot were resting on top of spade.

   Right knee extend, arms downward stretch, trunk forward bend, pushing spade into the ground.

   Trunk erect, arms to right fling as if tossing dirt, trunk to right twist.

   Signals are—Ready! Down! Up! Toss! Front! Position!

2. **Hoeing**—Breaking up large lumps after spading.

   One foot advance, arms forward stretch, trunk forward (or right to left) bend. Chopping movements of forearm.

   Signals are—Ready! Hoe! Position!

3. **Raking**—Same as 2. Extending arms forward. Sway forward and back-
ward, changing weight from foot to foot.
Signals are—Ready! Rake! Position!
4. Picking and throwing stones out of garden. Stoop to get stone, trunk forward (or to right or left) bend, with or without knee bending; stand erect; throw with right (or left) hand, repeating equal number of times with each hand.
Signals are—Ready! Stoop! Stand! Throw! Position!
5. Making furrow for seeds. Trunk forward bend from waist, pretending to hold stick in hand. Swing arm in front of body, from right to left, pretending to make a furrow.
Signals are—Ready! Swing! Position!
Signals are—Ready! Plant seeds! One! Two! etc. Position!
7. Covering seeds with earth. Kneeling with large sweeping movements of right then left arm pretend to cover seeds.
Signals are—Ready! Swing!

A WALK IN THE ORCHARD.
1. Walking to the orchard. Good carriage and rhythm.
Signals—Ready! Start! Brisk time, heads erect, hands hanging freely.
2. Picking fruit blossoms. Correction of chest and upper spine.
Signals—(a) Left or right foot forward! With left or right hand reach! Reach high up with left or right hand, rise on tiptoes, looking up.
(b) Change! Change imaginary blossoms from the hand that picked them to the other, and lower heels. Repeat exercise three times. Change feet and repeat, reaching with the other hand.
Signals—(a) Smell! Breathe in through the nose. (b) Out! Breathe out through the mouth. Repeat seven times.
4. Climbing a ladder to look into a nest. Leg and arm muscles. Signal (a) Left! Raise left hand and bend up left knee.
(b) Right! Raise right hand and bend up right knee. Repeat.
5. Playing with ball. Correction of chest and upper spine.
Signal—(a) Pick up ball. Feet apart. (b) Up! Swing arms up overhead, holding imaginary ball. (c) Down! Swing arms and body forward and downward until hands are between the knees. (d) Throw! Toss ball forward.
6. Running home—Running by rows on tiptoe back to place or once around room.
Signal—Ready! Run!
Signal—(a) Breathe in. (b) Breathe out.

KEEPING HOUSE.
1. Washing the clothes—Back and arm exercise.
Signal—(a) Take up clothes. (b) Rub them down! Bend forward with straight spine and push arms out straight. (c) Up! Return to erect position with arms bent.
2. Hanging clothes on line—Correction of chest and upper spine.
Signal—(a) Pick up clothing! (b) Hang on line! Reach high with both hands, look up, clasping two fingers of one hand (clothes pin) around one finger of the other.
Signals—(a) Take hold of broom! (b) Left! (c) Right! Make a vigorous sweep in directions named keeping feet flat on floor, swinging arms and twisting body.
4. Blowing dust—Full breathing.
Signals—(a) Breathe! Inhale through nose. (b) Blow! Exhale forcibly through mouth at object higher than head.
5. Taking baby out to ride—For erect posture in walking.
Signals—(a) Take hold of handle of carriage! Bend hands up in front of shoulders. (b) Ready! Walk! Ten brisk steps forward rhythmically. (c) Turn! (d) Ready! Walk! Return to place.
6. Running at play—General exercise.
Signal—Ready! Run! Running in place or by rows around room.

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ASSEMBLY NOTES.

Tuesday, April 9. The program consisted of a selection by the High School chorus and a talk by Rev. Walter B. Dickinson of the Congregational church. The subject was, "Is the Universe Friendly?" The answer depends upon our interpretation of "friendly" and "unfriendly," upon our attitude toward life. The question is one to be applied to the race rather than to the individual, but as individuals we are not to submit to moral and physical evils, but to fight them and thus there is a chance for success or failure in the life of everyone.

Tuesday, April 16. On this date Mr. Jesse B. Davis, Principal of the Central High School of Grand Rapids, was expected, but was unable to be with us because of illness. The period was taken for the practicing of school songs.

Tuesday, April 23. Dr. Hockenberry, who has been with us since January only, addressed the student body for the first time. His subject was "John Ruskin." Dr. Hockenberry told of the many messages of love and gratitude received by John Ruskin on his eightieth birthday anniversary and of the many tributes paid his memory at his death and then explained what the man had done for the English speaking race which made him deserving of such attention and respect.
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Tuesday, April 30. The following is the third of the series of musical programs given by Miss Hanson and the Musical Department:

1. Lovely Appar ............... Gounod
   (From the Oratorio, Redemption)
   Chorus and Soprano Solo.
2. Violin, 'Cello and Piano, Salut
   D'Amour .................. Elgar
   The Misses Dore and Mr. Henderson.
3. (a) O, Wert Thou in the Cauld
   Blast ................. Mendelssohn
   (b) Roses .............. Anderson
   Chaminade Club.
4. (a) Sunshine Song .......... Grieg
   (b) Swallows ............... Cowen
   Miss Hanson.
5. Spinning Chorus ............ Wagner
   (From Flying Dutchman)
   Chaminade Club.
6. (a) Romance ............ Saint-Saens
   (b) Caprice Espagnol .... Mosowsky
   Mr. Henderson.

C. W.

NEWS NOTES

Dr. Le Roy H. Harvey will deliver a course of three lectures during the summer session of the Grand Rapids Kindergarten Training School. The lectures will be on the subject of Nature Study and will be delivered during the latter part of July and the first of August.

Miss Matie Lee Jones, director of physical training in the Normal, attended an organization meeting of physical training teachers in Chicago the last week in April.

Mr. Waite delightfully entertained the young men of the manual training department at his home in West Walnut street Tuesday evening, April 23.

The boys of Lake Farm have presented to the Normal several catalpa trees which will add to the beauty of the Normal grounds. Appreciation of the gift is felt throughout the school.

Mrs. Mary Master Needham, formerly head of the department of expression in the Normal, has completed a book on the festival which is in the hands of eastern publishers.
Mr. Burnham delivered the commencement address for the Millburg school the latter part of April and Miss Hanson and Miss Hootman of the faculty of music in the Normal, contributed musical numbers to the program of the occasion.

Students in the rural department, accompanied by Mr. Phelan, Miss Goodrich and Miss Koch of the faculty, spent a day in Lansing this month, visiting the botanical gardens of M. A. C. and other points of interest at the state agricultural school.

Mr. Waldo has spent a week in New York and vicinity this month, visiting various schools with the view of engaging instructors for next year.

Mr. Burnham will give the commencement addresses before the schools at Galesburg and Scotts May 29 and 31 respectively.

An interesting and unusual feature of the senior class play this year is that the cast will include every member of the class, the play selected “Jeanne D’Arc” having been selected with this plan in mind. There will be 150 characters.

The members of the Classical Club enjoyed a May Day supper Wednesday evening, May 1, in the lunch room of the training school. The tables were laid for about 50 people and were most attractive with centerpieces of spring flowers. The menu was planned, prepared and served by seniors in the domestic science department who ably demonstrated their skill and training. Miss Parsons, instructor in Latin, was in charge of the enjoyable occasion.

The Hon. W. J. McKone of Albion, treasurer of the Board of Education and superintendent of schools in Albion, spent Thursday, April 25, at the Normal.

Miss Helen Frost, director of physical training in the Flint schools, visited the Normal where she will be next year in physical training work, Friday, May 3. Miss Frost is a graduate of the Sargent school in Boston.

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There is a good position for every competent teacher. We can find that position for YOU. Enroll with us and we will render you adequate service or refund your money. Registration fee $1.00.

80 East Jackson Boulevard, CHICAGO, ILL.
The Hon. L. L. Wright, superintendent of Public Instruction, visited the Normal Thursday and Friday, April 25-26.

The program for the eighth annual commencement week at Western State Normal is about completed and includes the following events:

June 14—Class Day Play—Jeanne D'Arc.
June 16—Baccalaureate Sermon.
June 18—10 o'clock—Commencement Address—Professor Charles Zueblin.
June 18—12:30 o'clock—Commencement Luncheon (for alumni, graduates and guests).

A special gathering of rural alumni has also been arranged by Miss Goodrich and other members of the rural faculty for Monday afternoon, June 17, when a tea and "round table" will be held. The response from rural graduates to whom word has been sent has been enthusiastic and a fine meeting is anticipated.

Mr. Hickey delivered an address on the negro problem before the state meeting of the Methodist Home Missionary society May 13.

Among the recent visiting superintendents have been Supt. W. G. Coburn of Battle Creek, John Brennan of Ironwood, Malcolm of Norway, Fell of Holland, Luneke of Plainwell and Hoekje of Zee-land. Many of the students completing work this year have been engaged for the coming year as the result of these visits.

Clarence Van Kammen, a senior manual training student, is teaching in Plainwell one day each week this term. He is succeeding Miss Scales who is ill.

Mr. Hickey has been engaged to deliver addresses before the Genesee County Normal graduating class June 13 and before the High School class at Climax May 19. He addressed several hundred students of history on the subject of Roman history in the Vine Street auditorium April 29. With lantern slides his subject was finely illustrated.
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.

Julius E. Warren, agent for the Massachusetts Board of Education, visited Western Normal the first of the month. He was on a tour of inspection of rural schools of the middle west and selected the Normal rural observation school as a fine type of rural school. He was entertained by Mr. Burnham, head of the rural department in the Normal.

Miss Judson of the art faculty, and Mr. Waite, director of manual training, attended the meeting of the Western Drawing and Manual Training Teachers' Association in Cincinnati the first of May. The Normal was represented in the art exhibits by a splendid collection of student work.

Mr. Burnham spent the second week of this month in New York City at Columbia University, having been summoned for final work toward his doctorate.

"Michigan, My Michigan" in its new form is now heard frequently in the Normal and in the training school.

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Western Normal School
Kalamazoo, Mich.
Miss Alice Pomeroy, who has been a student in the Normal for two years in the rural department, was married on April 10 to Mr. Misener of Marshall. They are residing on a farm near Marshall.

Among recent visitors to the school have been the following alumni: Clark Doolittle, Peter Tazelaar, Palmer and Parnell McGuinness, all of the University of Michigan, Miss Margaret Huty of Grand Haven, R. M. Sooy of Chicago Heights, Miss Virginia Greenhow, Miss Audrey Bettes and Miss Kate Chamberlin of Sparta.

Mr. C. R. Robertson of Detroit, and Mr. Thane Benedict of Ionia, who constitute the official visiting board, recently visited the Western Normal, inspecting the buildings and various departments of the schools.

Mr. Waldo will deliver the commencement address at Tustin May 23 and at Hastings June 13. On June 20 he will give the commencement address at Belding before the high school graduating class. He spoke at the Hillsdale County Teachers' meeting May 18.

Miss Braley entertained at dinner for Professor Henry C. Adams of the University of Michigan Friday evening, May 3. The other guests were Mr. Waldo, Mr. Burnham and Mr. Hickey.

The Normal tennis courts have been rolled and put into shape for early use this spring. The faculty court at the south end of the campus promises to be popular among the instructors 16 of whom have declared their intention of playing tennis this year.

Two weddings of interest to Record readers took place in April. Miss Lottie Hagerman of Sturgis, a graduate of the Normal in the kindergarten department, was married to Mr. Ralph Boyden of Kalamazoo, and C. Anthony Lefevre, a former student in the manual training department, and now in charge of the manual training work in the School for the Blind at Lansing, was married to Miss Louise Harrington of Imlay City.
SPRING TIME.
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THE PEDAGOGICAL SEMINAR.
April 10 Dr. Hockenberry of the department of education, organized the pedagogical seminar with a small group of advanced students. The aim is to study certain men eminent in the thought-life of the present day, and certain problems that have to do with the better understanding of the educational situation, whether at home or abroad. Each member of the seminar will have an entire evening for the presentation of a formal report embodying the results of his study. The meetings are on Wednesday evening at 7:30, and for the present they will be at the home of Dr. Hockenberry.

The graduating class in the high school department of the Normal will be the largest this year the school has ever known, there being 15 members. Special exercises will be held early in June.

STUDENT TEACHER'S PARTY.
The critics and student teachers of the institution enjoyed a novel and very interesting party in the training school, April 18. The practice students of the eighth grade constituted the committee in charge with Mr. Bert Ford as chairman. The rotunda which was decorated with ferns and bouquets of flowers, was the scene of a very merry time. Upon entering the rotunda, each person was asked to write the month of his birth on a piece of paper and pin it on; later the people of each month gathered in a group by themselves to devise a "stunt" with which to entertain the others. Very clever and amusing ones were the result, several being in the form of riddles. Light refreshments were served.

The party was one of the most successful of its kind. It served to bring the students together informally, and the style of entertainment gave everyone an active part in the fun. G. M. B.
BOOK SHELF


A book of legends charmingly told in language that gives the spirit of the forest and the Indian lodge.

The book is prepared for supplementary reading in the upper grammar grades, and the vocabulary is not within the range of ability of younger pupils. But the legends, centering about the interests of the lodge,—the wooing of maidens, stories of child life, and religious beliefs of the Indians, contain a body of material better adapted to young children. The stories are admirably suited for reading to children from the third to fifth grades.

E. B. J.


This is a collection of original stories relating to the toad, bumble-bee, mosquito, fly and some other familiar animals, told in a pleasing and attractive form. The book is intended for use as supplementary reading in the third or fourth year.

The economic problems relating to the treatment of these animals are well presented, and in a manner that should lead to practical results outside of the school room.

E. B. J.


This textbook gives in proper relation a practical and up-to-date treatment of physical geography, together with a logical and well organized presentation of economic or commercial geography. It treats the leading facts and principles of geography as factors in the human struggle for better living, that is, for the highest possible civilization. A brief treatment of physical geography forms the necessary basis for further study.


This is the third volume in this series on woodwork and carpentry, and is intended to be used after mastering the elements of woodwork and of construction. Special pains have been taken to make this book valuable to students in industrial and trade schools, the finished workman, and the apprentice who expects to make carpentry his life's work.
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.