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Western State Normal School

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# Vol. 2 CONTENTS FOR JUNE No. 9

## EDUCATIONAL

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Michigan School for the Blind</td>
<td>C. A. LeFevre</td>
<td>337</td>
</tr>
<tr>
<td>The Iron Mining Industry of Minnesota</td>
<td>Earl Garinger</td>
<td>340</td>
</tr>
</tbody>
</table>

## LITERARY

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>California, the Painters' Playground</td>
<td>Emelia Goldsworthy</td>
<td>343</td>
</tr>
<tr>
<td>Thomas—a Story</td>
<td>Nellie M. Bek</td>
<td>345</td>
</tr>
<tr>
<td>The New Orleans Carnival</td>
<td>Grover C. Stott</td>
<td>347</td>
</tr>
<tr>
<td>News from the Far East</td>
<td>Mrs. Edith Grimes Kirby</td>
<td>349</td>
</tr>
<tr>
<td>Carlyle and Emerson</td>
<td>Myrtle White</td>
<td>350</td>
</tr>
<tr>
<td>Manual Arts in Maryland</td>
<td>Elizabeth Jones</td>
<td>352</td>
</tr>
<tr>
<td>Jane Addams</td>
<td>Katherine Shean</td>
<td>353</td>
</tr>
</tbody>
</table>

## TRAINING SCHOOL

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing Exercises</td>
<td>Edith Seekell</td>
<td>353</td>
</tr>
<tr>
<td>History of Panama Canal</td>
<td>Paul Halley</td>
<td>355</td>
</tr>
<tr>
<td>Construction of Panama Canal</td>
<td>Nora Hope</td>
<td>356</td>
</tr>
<tr>
<td>The Culebra Cut</td>
<td></td>
<td>356</td>
</tr>
</tbody>
</table>

## EDITORIAL

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>358</td>
</tr>
</tbody>
</table>

## ATHLETICS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>361</td>
</tr>
</tbody>
</table>

## AMONG OUR ALUMNI

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Katherine Newton</td>
<td>329, 363-366</td>
</tr>
</tbody>
</table>

## NEWS NOTES

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly Notes</td>
<td>Caroline Wakeman</td>
<td>374</td>
</tr>
<tr>
<td></td>
<td></td>
<td>331-335, 366-373</td>
</tr>
</tbody>
</table>

## ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arroyo Seco—Painting by Jean Mannheim</td>
<td>Frontispiece</td>
<td>341</td>
</tr>
<tr>
<td>Steam Shovel Mining</td>
<td></td>
<td>360</td>
</tr>
<tr>
<td>Base Ball Team</td>
<td></td>
<td>361-362</td>
</tr>
<tr>
<td>Panorama of Normal Hill</td>
<td></td>
<td>361-362</td>
</tr>
</tbody>
</table>
ALUMNI NOTES.

R. Dwight Paxton, manual training 1910, now in charge of manual training in the Bay City schools, was a Normal guest early in April with Karl Knauss, a former student who is teaching in the Kalamazoo schools.

The Misses Maye Fields and Blanche Batey, graded school graduates of the Normal, both of whom are teaching in Kent City, visited the Normal during their spring vacation, the first week of April.

Miss Myda Goff of Tekonsha, a former student in the Normal, was a guest at the school Friday, April 5.

Miss Beatrice Ferguson, a student in the first years of the Normal, now teaching in Hammond, Ind., visited the school recently.

Miss Nita Butler, high school life '10, spent one day at the Normal in the opening week of school. Miss Butler has taught in the Colon High School since her graduation and plans to spend next year at Teachers' College, Columbia University.

Charles Carroll, a Normal alumnus, is an occasional visitor at the school.

Fred Middlebush, Arthur Cross and Deane S. Griffiths of the class of '11, plan to pursue work at the University of Wisconsin this summer. Mr. Middlebush and Mr. Cross are teaching in Kalamazoo and Mr. Griffiths is principal of the Lakeview High School.

R. M. Sooy, manual training '10, who is now teaching in Chicago Heights, Ill., visited the Normal April 6.

Glenn Sooy, High School Life '11, now teaching in Battle Creek, was at the school April 6.

Miss Grace Newton, 1910, will attend Columbia University during the summer term, pursuing work in music and playground branches.

Miss Martha Schebrat, graded school '11, is teaching at Pequaming, Michigan.

Miss Nellie Thacker, graded school '11, is engaged in teaching in Fremont, Michigan.

Miss Frederika Bell, graded '11, has returned to the Normal to complete the life certificate course.

Miss Bessie Stahl, who graduated from the graded school department in March, has accepted a position in the seventh grade of the Charlotte schools.

Miss Metta Thompson, a life certificate graduate in March of this year, is teaching in the Kalamazoo schools.

Miss Blanche Pepple, 1909, director of the Berrien County Normal, spent two days at the Normal in April.

J. D. Clark, life certificate 1911, is in Ada, Kent County, this year.

Miss Hazel MacKenzie, 1911, is in charge of the fourth and fifth grades at Elsie, Michigan.

Miss Mabel Fuller, '10, is teaching in a rural school near Southbridge, Mass.

BEFORE ELECTRICITY

It seems almost incredible, yet it is true, that just 30 years ago electricity was unheard of outside of scientific laboratories.

We had no telephones.

No electric railways.

No electric fans.

No electric elevators.

No vacuum cleaners.

No electric lights.

No trolley cars.

No electric ranges.

Few electric motors.

The suburban resident sections of today were undreamed of and everyone tried to live as close to the business sections as possible.

We could not call anyone up on the telephone. The mails and messenger boys did the work. The telegraph was in use but the lines were few.

In hot days we sweltered for the electric fan was undreamed of.

We read by flickering candles or oil lamps and there were no arc lamps to illuminate the streets after dark.

THE "FILLER."

I am not exactly thrilling,

I am no poetic treat.

All my duty I'm fulfilling

If I make this page complete.

'Mongst the masterpieces never

Shall I be assigned a place.

I'm no earthly use whatever—

Save to fill this vacant space.

Yet, O Reader, do not scold me,

Though I merit little praise;

For my author, when he'd sold me,

Ate his first square meal in days.

—Deems Taylor.
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Makes a continual demand upon the child's powers. It requires him to take the initiative, thus helping him to become self-reliant and free.

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NEWS NOTES

PAULINE.

On the evening of May 22 the Choral Union presented the operetta "Pauline," by Charles H. Gabriel, in the gymnasium. The scene of the operetta is laid in the grounds of the Dalles, a country inn, where a picnic arrives for the day, and the main plot centers around the love story of Pauline and the Village Physician, in which Faber, a New York journalist, interferes, while numerous village characters, an Indian fortune teller, and four spies add to the excitement of the story. The part of Pauline was creditably sung by Hilda Joseph, while Alfred Wilcox and Arthur Tyndall appeared equally well as Faber and the Physician. Other leading parts were taken by Marie Wilkins, Bess Hannen, Irene Miller, Rose Netzorg, Marie Bishop, Max Grant, Neil Verburg, Bert Ford, Clark Smith, DeForrest Walton, David VanBuskirk, Roy Healy, Howard Taft, Lloyd Tryon, and Leslie Pifer. Especially good work was done in the two duets, "Could Flowers Speak," by Marie Wilkins, and DeForrest Walton, and "The Robin's Song," by Bess Hannen and Bert Ford. The work of the chorus, and indeed of the whole cast, was characterized by remarkable freedom and spirit and was well supported by Fischer's orchestra. A large and enthusiastic audience enjoyed the production thoroughly, and much credit is due Misses Hanson and Hootman for the artistic success attained.

Dr. Ernest Burnham was host to the men of the faculty at a dinner at the American Hotel, Saturday evening, June 1. The dinner was in honor of Dr. William McCracken, Messrs John Phelan and George Sprau. Dr. McCracken will enjoy his sabbatical leave for the year and will spend it in study and travel. Mr. Phelan has been chosen to direct the work for rural teachers in the State Normal School, Stevens Point, Wisconsin. Mr. Sprau will spend the summer in England and Scotland. A very fine time was had by all and from the spirit of joy that permeated the company it would seem as if those remaining were more than willing to speed the three departing brothers.
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THE ORATORICAL CONTEST.
The annual inter-society oratorical contest was held this year on June 5. The audience present was treated to orations from eight participants representing their respective societies as follows: “Normal Literary,” four; “Amphicton,” one; “Erosophian,” three.
The contestants were well drilled and delivered their orations with ease and effect. To stimulate interest there was this year a cash prize of $25.00 to be divided in sums of $15.00 and $10.00 between those winning first and second place. It is hoped that such a reward in the future will encourage participants to more strenuous efforts.
The program was as follows:
Music ..............Normal Orchestra
Oration, “School Spirit”. Alfred Wilcox
Oration, “The Eternal Feminine”......
-------------------------Marie Hoffman
Oration, “The Russian Jew”......
-------------------------Clarence Herlehey
Music ..............Chaminade Club
Oration, “Modern Feudalism”......
-------------------------Wm. A. Hutchinson
Oration, “The Golden Touch of the Teacher” ............Theda Shaw
Oration, “Child Labor”. Harriet P. Bush
Music—Violin Duet
-------------------------Mr. Walton and Miss Hanson
Oration, “America, a Prodigal Country” ............Lon Bolster
Oration, “Joan of Arc”...Dorothy Tolle
Music ..............Normal Orchestra
Report of Judges and awarding of prizes
Judges. Supt. S. O. Hartwell,
Mrs. Herbert O. Statler,
Rabbi Samuel Thurman.

On June 26 the University of Michigan will celebrate its 75th anniversary. Universities and Colleges all over the country will be represented by delegates at these exercises. Dr. Le Roy H. Harvey, of the Normal, will take part in the celebration as the official representative of his Alma Mater, the University of Maine.
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A SMILE OR TWO

Spoonerisms at all events existed before Spooner himself was born. Some meritorious ones may be found in Moore’s Diary. There is the story, for example, of an old actor named Parker who used always to say the “coisened pup,” instead of the “poisoned cup.” One night, when he spoke it right, the audience said, “No, no!” and called for the other reading. Another actor mentioned in Moore made a great hit with the misquotation:

How sharper than a serpent’s thanks
it is,
To have a toothless child.

John Kemble was one night performing a favorite part in a country theater, when he was interrupted from time to time by the squalling of a child in the gallery. At length, angered by this rival performance, Kemble walked with solemn step to the front of the stage, and, addressing the audience in his most tragic tones, said: “Ladies and Gentlemen, unless the play is stopped the child cannot possibly go on.”

Such are a few of the blunders in word and deed that have been attributed to the “dear old dean.” Must we accept them all as genuine? Not if we are to believe a contributor to M. A. P., who informed that paper that at a recent church congress a well known delegate said to him, as Mr. Spooner passed in the procession:

“Have you ever noticed how Spoonerisms have died out since Canon Liddon is no more? I will tell you how it is. Liddon and I used to go out and sit under a tree and make them up. One of our best, which is always attributed to Spooner, is ‘From Iceland’s Greasy Mountains.’”

There must have been at least three Spooners in the Western court where the following scene is said to have taken place:

“How far is it between these two towns?” asked the lawyer.

“About four miles as the flow cries,” replied the witness.

“You mean as the cry flows.”

“No,” put in the Judge, “he means as the fly crows.”

And then they all looked at one another, feeling that something was wrong.
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ERNEST McLEAN, Mgr.
The Michigan School for the Blind

The Michigan School for the Blind at Lansing is a public school maintained as other state institutions are by appropriations made by the State Legislature.

Its management is vested in a board of control consisting of three members appointed by the governor and approved by the senate, one being appointed every two years. At present the board is composed of Mr. Phil. Eichorn, president, Port Huron; Mr. Ralph O. Doughty, secretary, Mt. Pleasant; and Mr. John Holbrook, treasurer, Lansing. The school at the present time, has reached the highest point of efficiency in its history. The credit for its growth can well be given to its worthy superintendent, C. E. Holmes, and to the board of control, who have always had the best interests of the school at heart. As a result of their untiring efforts the legislature of 1909 appropriated money for a new building when it refused to do so for other state institutions. This building which was completed and opened in September, 1911, is the first building in American Schools for the Blind where school work only is done.

Under the old system the class rooms and dormitories were in the same building. That system encouraged the pupils to stay indoors during cold weather and was considered very unhealthy. The new school building is situated about two hundred yards from the dormitories. The pupils go to the building in the morning and remain until noon, when they return to the dormitories for dinner. The results obtained at this writing have proved the plan to be a success.

Pupils between the ages of six and twenty-one who have defective eyesight are admitted upon presenting to the superintendent an application signed by a physician who has examined the applicant certifying that defects of vision prevent him from attending the public school. Only about one-third are totally blind. Each year a number of pupils enter who have started work in the public school, but have been compelled to give up their studying on account of defective eyesight.

The pupils are furnished with board, room, laundering, medical attendance and school facilities free. In cases where the parents are unable to clothe the child or pay his car fare to and from the school, aid may be obtained by applying to the superintendent of poor in his
county. This puts an education within the reach of all. A nurse is employed to care for pupils who may become sick or who are having their eyes treated while attending school. We do not attempt to cure blindness here; that work is left to our state hospitals. There is a contagion hospital where pupils having contagious diseases are cared for and the work of the school is not interrupted.

The American Braille system is used here. This is a system of raised dots which represent letters, groups of letters or words. The space occupied by each letter is called a cell. A full cell contains six dots arranged in two vertical lines. The dots or points are numbered from the top down in each row beginning at the left side when reading and the right side when writing. From the six dots it is possible to get sixty-three different combinations. Twenty-six of these represent the letters of the alphabet; the others are punctuation marks and signs. These signs represent words or combinations of letters that are often used together, and are used only in grades above the sixth.

The child's first work is with a peg board. This is a hard wood board sixteen inches long and three inches wide with three rows of cells drilled into it. Brass tacks are placed in these holes to represent the points. In this way he learns the forms of different letters. The child is next given a slate to work with. This is made of two pieces of steel about two inches wide and six inches long, hinged together. The top piece has four rows of cells in it. Each cell has three notches on each side for the six points. The under piece has depressions that correspond to the notches if the cells of the top piece. A sheet of heavy paper is placed between the pieces of the slate and a stylus is used to punch the paper down in the depressions. There is a small brad in each corner of the under piece of the slate and these hold the paper in position. When the four lines are written the paper is moved up on the slate, the holes made by the brads in the lower corners being placed on the brads in the upper corners. In this way the paper is kept even and the lines run straight across the page. The pupils write from right to left but turn the paper over and read from left to right.

The course of study in the grades corresponds to a course of study in the public schools with a good music course attached. In the high school, a pupil is required to carry three academic subjects and music. The equivalent of four years work is necessary for graduation. Some of the subjects offered in the high school are algebra, two years; plain and solid geometry; botany; physics; psychology; political economy; astronomy; physical geography; English and American literature; rhetoric; general history; civics; Latin; German and commercial work. Different devices are used in the various classes to make the work clear to the pupils. Large wooden maps that have grooves for rivers and ridges for mountains and tacks for cities are used in the geography classes. Smaller maps made on paper are used for the general work.

Industrial work of different kinds is offered to pupils in all grades. In the kindergarten, the children are taught to do simple weaving, raffia and rattan work. In the intermediate grades, the boys have broom-making, hammock and net making and manual training; the girls have sewing, bead work, knitting and some crochet work. In the high school the boys have manual training and the girls, domestic science. The classes in domestic science must be small as the work is mostly individual. A class meets once a week for four years to cover the course.

The commercial department is practically new, the first work being introduced last year. This year we have banking, book-keeping, commercial law and typewriting. The students in book-keeping have learned to use all the different books except the special column books and no doubt they will do this in time. The Journal work is done by using the braille machine. This machine is operated very much like a typewriter and takes a piece of paper about fourteen inches wide. The common paper is about seven inches wide. Two sheets of this are used for the ledger page instead of one page divided in the center. The students write notes, drafts and checks and handle money. The bills have been marked by pasting across one
end of each bill, a strip of paper on which the denomination is written in braille. The coins are small pasteboard discs and the students distinguish them by the size. They have learned to put all the different forms in type by using the tabulator. They write business letters and occasionally do a little circular work for the school. Every month they address envelopes in which their report cards are sent to their parents. The work in commercial law is done by lecture, the students taking notes. This is because there is no book on commercial law in braille.

Manual training is offered for the first time this year. The school is a pioneer in this work, there being no other institution in America where a course of this kind is given. I found it to be quite a difficult task at first, but soon discovered the pupils to be very adept. None of the students had ever handled tools. This necessitated that the beginning be very fundamental. An eighth grade boy was given the same work as a senior in high school. You must consider of course that an average eighth grade boy here is older than one in the same grade in the public schools. From the very beginning most of the boys progressed quite rapidly and now if you should visit this department you might observe table book racks, magazine racks, tabourets, plant stands, etc., being made. No two work on the same object. No models are used, the pupil depending entirely upon his "Royal Highness" for information. The classes are small, eight being the largest number during one period. Each class meets for one hour each of the five school days. Seven boys do work on the turning lathe. We generally think that it is quite necessary to see well in order to do this work, but the only requirement here is that the student be able to see the outline of the object he is working on. So far we have had no accidents. The rules and marking gages are notched so that the pupil soon becomes quite independent when measuring. The pupil does his own finishing and has learned to do it very neatly. Chair caning, basket making and rug weaving are also taught in this department.

There are six teachers in the music department, three piano, one vocal, one orchestral and one in piano tuning. The pupils carry work in this department with their literary subjects. The music is written in braille and the students learn it by reading with one hand and playing with the other until each part is memorized and then they put the two parts together. The pupils are taught to read and write braille music in the third grade and then they are given piano lessons. Some of the students continue this work until graduation. The advanced students also take work on the pipe organ.

Braille music has no resemblance whatever to staff music. It is not essential to good playing that persons without sight should understand staff notation, but it is best for them to be familiar with it in order to teach music to seeing people when they leave school and also in order to take staff music from dictation. This is taught by means of "staff tables" and aluminum characters which represent all the characters found on a page of staff music. The staff tables have parallel lines grooved out to represent the staff. The characters have small brads on the back which are placed in the little holes which are drilled into the table. By placing the different characters on the tables, the students get a good idea of staff music. All pupils have chorus practice once a day. Many of the pupils take individual lessons from the vocal teacher once a week. Pupils are assigned their practice periods and the piano they are to practice on as well as the periods for lessons. Musical history and harmony are taught to the more advanced students. Tuning is taught to the boys who care to learn the trade. A great many of them learn this work and are usually very successful in securing positions.

There is also an orchestra composed of fourteen pieces. The pupils are given individual lessons on their instruments and those who play well are allowed to join the orchestra which rehearses once a day.

The books are printed from brass plates on which the work has been written in braille by means of a stereotyper. This is a machine having a carriage somewhat like a typewriter. Six keys control the six points and press the brass
into the little holes on the opposite side. The work of stereotyping is very slow and expensive. No school stereotypes a book which can be purchased from some other school. The plates can be used to print any number of books. This is done by placing a piece of wet paper on the brass plate and then turning it between two rollers, one roller having a covering of rubber to allow the impressions on the brass to be made on the paper. The paper is then dried and bound into books. Fillers are used in the back of the books to make up for the raised dots on the leaves. The braille books are large and contain a number of volumes. The books used by the lower grades are nine inches by twelve inches and about three inches thick. Those used by the higher grades are twelve inches by thirteen and one-half inches and three inches thick. These contain about one hundred fifty pages. Nine volumes are necessary to cover the work in Myers' General History.

There is a large gymnasium in the main building where classes are held daily. The pupils also have parties in this room at which they play games and dance.

There are nineteen teachers engaged in the school at the present time. They room in part of the main building and board at the school. The academic teachers read to the pupils for a half hour each evening. The pupils are divided into three divisions and books suited to the age of the pupils are read to them. In the higher grades, part of the evening is spent in reading the newspapers.

Teaching the blind is not so difficult as it may seem. Classes are conducted in the same manner as with seeing pupils, only more explanation is required from the teacher. The work covered in a year in this school is practically the same as that done in the public schools.

C. ANTHONY LEFEVRE,

The Iron Mining Industry of Minnesota

Early visitors to the head of the lakes found many traces of nearby iron formations, but no real attempts to locate these are recorded until the middle of the last century. The first definite attempt to discover iron was in 1852. Although known for certain to exist at that time, no efforts were made to estimate its commercial value until 1875. During that year considerable ore of a low grade magnetic formation was found on the eastern end of the Mesabi range. None of this has ever been developed into producing mines. At present there are three producing ranges, the Vermilion, the Mesabi and the Cayuna.

The Vermillion or Northern range lies about 100 miles north of Duluth and extends E. N. E. and W. S. W. along the south shore of a very beautiful lake of the same name. It is reached from Duluth by the Duluth and Iron Range Railroad. The principal towns are Tower and Ely. This range was the first to be developed. In the early 80's capitalists were interested and a railroad built from Two Harbors to Tower. Ore docks were also constructed at Two Harbors. The first shipments of ore were made in 1884. A couple of years later the mines, railroads and docks of this section were consolidated into the Minnesota Steel Co. Later, when the United States Steel Corporation was organized, this company was merged into the trust. At present all operating mines, the Duluth and Iron Range Railroad, and the docks at Two Harbors are owned by the trust.

The formation on the Vermillion range is a hard hematite. It lies in narrow strips about a quarter of a mile wide and from one to two thousand feet below the surface. The caving system of underground mining is employed. Underground mining means the employment of a large percentage of foreign labor at low wages. These mines are operated during the entire year, the ore during the winter months being dumped into stock piles for early spring shipments. This means steady employment.
and is much desired by merchants and property owners.

The Mesabi or second range lies immediately south of the Vermillion and almost parallel to it. The formation extends from Grand Rapids on the Mississippi River for a distance of ninety miles to the northeast. The range is reached from Duluth by the Duluth, Missabec and Northern (also owned by the trust), The Great Northern and the Canadian Northern Railroads. The principal towns are Virginia, Hibbing, Chisholm, Eveleth, Gilbert, Nashwauk, Marble, Coleraine, Grand Rapids, Aurora and Biwabik.

The most of these towns have all modern improvements such as sewers, waterworks, electric lights, sidewalks and paved streets. Their school buildings are unexcelled by any territory of equal size or age in the world. Virginia has a $250,000 high school building and Hibbing is building one for $100,000 this summer. Gilbert's school building cost $100,000 and many others run from $65,000 up. No better trained teachers are employed anywhere in the country, as the school boards demand the best and have the money to pay the necessary salaries to secure what they want.

The first authentic discovery of merchantable ore on the Mesabi range was in 1891. Shipping began from the Mountain Iron mine in 1893. Today this range stands in the lead of all producing ranges of the world. The Hill mine at Marble produced over 1,100,000 tons last season, or more ore than any other mine in the world. The mineral is a soft hematite and varies through red, brown and yellow. It is covered with ferruginous chert, locally known as Taconite. On this range, the average depth of the ore below the surface is from 60 to 80 feet. One bed 500 feet thick, 1$\frac{1}{2}$ miles long by $\frac{1}{2}$ mile wide is known to exist.

Because the mineral lies so near the surface, the method of mining is unique and unusually interesting. Here the open pit method is used. The “overburden” or material which lies above the ore is “stripped” or dug off by means of steam shovels. Railroads are built and this waste material is carried to some location where there is no ore and dumped. After the stripping is completed the digging of the ore by means of steam shovels is a very simple opera-
The large hopper bottom cars are run down into the mine and the merchantable ore is put immediately into them to be shipped to the docks at Duluth and Superior. On the western end of the range a great deal of silica is mixed with the ore. To remove this the trust has built a mammoth concentrating plant on the shore of Trout Lake near Coleraine.

The top floor of this plant is more than one hundred feet above the level of the lake. The ore is taken from the mines and shipped to this concentrator. A high grade on the railroad makes it possible to run the loaded cars into the top of the plant, where they are dumped. The mineral begins a downward descent over tables and sieves. A stream of water is kept playing on the ore all the while. The ore being heavier than the silica sinks to the bottom, while the silica is carried off by the water and runs into the lake. The residue is a very high grade of merchantable ore at a very low cost. Before washing, it often times shows as little as 35% of iron, but after washing little of it is below 65% and much of it shows 75%. The plant is only operated during the season of navigation. The International Harvester Co. have built a similar but much smaller plant at their mine near Nashwauk.

One of the open pit mines looks very much like a huge gravel pit, sometimes a couple of hundred feet deep. It is necessary of course that these be kept dry. The first thing done in opening a new mine is to provide drainage. A shaft is dug into the ground from two to three hundred feet. From the foot of the shaft, drifts or passage ways are cut at short intervals under the entire district to be mined. An accurate map of these drifts is made by the civil engineers. Then small tubes or holes are driven from the bottom of the pit or mine to these underground passages. This allows the water to run out of the open pit. From underground it is pumped by huge steam pumps to the surface where it is drained into some convenient lake or stream.

The third or Cayuna range lies some distance south of the Mesabi. It is reached from Duluth by the Duluth, South Shore and Atlantic and the Northern Pacific Railways. Brainard, Crosby and Deerwood are the principal towns. Ore on this range is of recent discovery, but development has gone on very rapidly. A number of mines are being developed and new towns are springing into existence. The first shipment of ore was made last summer.

The development of the iron and steel industries has meant very much to this section of the state. Railroads have been built and towns have sprung up. Manufacturing and agriculture have been encouraged because of the close proximity of a large non-food producing population. Such a development as has taken place would never have been possible in such a short time, had it not been for the organization of the steel corporation with its unlimited resources.

In the Canisteo district alone they spent several millions of dollars in development work before digging a ton of ore. They are also able to pay their men good wages and furnish them good homes. A more contented or intelligent lot of workmen is not to be found anywhere. Many skilled laborers are employed in the operating departments. In the engineering, accounting and chemical departments are many college bred men receiving excellent salaries.

At present the steel trust is building a large steel plant in Duluth. This means the building up of this section much more rapidly. The plant will cost $10,000,000 and when completed will employ several thousand men. Much of the ore will be made into steel here, then, instead of in the east. Other factories using steel are already being built at Duluth and Superior. Both cities are growing very rapidly.

The resources of Northern Minnesota have just been tapped. I know of no better openings for young men in any line than those offered by the iron districts of our state.

EARL GARINGER,
Manual Training, '08.
California, the Painters' Playground

Southern California is unique in having all kinds of climate from semi-tropic to frigid and all kinds of sea and earthscapes, in the varied coast lines ranging from the picturesque La Jolla and Laguna to the south, through the sweep of sand, so admirable for bathing, at Long Beach, Redonda, Santa Monica, and Venice, on up to rugged Santa Barbara, Monterey and the golden gate at San Francisco. Between the sea and the Coast Range of mountains are the productive valleys with their wealth of semi-tropical fruit, nuts and flowers, where orchards, beautiful gardens and bungalows, in ever increasing numbers. —(Los Angeles school census alone increased last year 11,000) all give prophecy that this will be one of the greatest centers of civilizations on the globe.

The foot hills, opening up into wild and rugged canyons, vast natural museums of the mineral and vegetable kingdoms, lead up to frigid snow capped heights of "Old Baldy" and "Gray Back"—great barriers making a desert on the one hand and an oasis on the other. All of these varied attractions, within comparatively small compass, are essentially interesting to nature's interpreter—the artist. And here they are to be found in goodly numbers, some spending a few winter months while Mother Nature has gone into cold storage back east, while others who by long residence have become almost natives, are making themselves enviable reputations in depicting the wiles of the western wilds. Did you know the head of the great Julian Art School in Paris—is Jules Pages—a San Francisco artist who had his training in California? A group of his pictures representing French life and landscapes have been on exhibition the past few months in Los Angeles and other coast cities. At the Chicago Exhibition of American Painters last fall I was greatly attracted by a number of unusually impressive landscapes or rather earthscapes which I found to be the work of Wm. Wendt, one of the foremost California landscape painters. He depicts great vistas of mountain and valley scenes, most stupendous subjects and handles them in a masterful way. He is a second Thos. Moran of the West—the artist who made his reputation in depicting the Rockies—with the difference, however, that he paints with more skill than Moran. His talented wife, Julia Braeken Wendt, has a national reputation as one of the few great women sculptors. Just at present she is at work upon a statuary group for the projected art gallery in Agricultural Park in Los Angeles. I had heard a great deal of Benjamin Brown's work before coming west and fortunately, very soon after my arrival, at a reception given at the new home of my artist friends Mr. and Mrs. Sterritt—art teachers in Los Angeles High School—I had the pleasure of meeting this painter, whose pictures are known to the world by the beautiful reproductions in a fine article on "California a Sketching Ground," in the International Studio of April, 1911. Look that article up and enjoy the poetry of paint, composed by this lyric singer of California. The review is a wonderful gallery of word pic-
tures by Mrs. Mable Sears herself an artist, whom I had the pleasure of meeting recently in Pasadena.

Mr. Brown's brother has a most artistic gallery in Pasadena where one can drop in any hour and lose oneself in the fastness of the mountains or look across the Pacific from the wind swept pines of Monterey or wander over the poppy fields' golden glow, so versatile is his muse.

Mr. and Mrs. Wachtell are another well matched pair, telling wonderful stories in color of the mountains and the desert. Their subjects are very similar. They make their pilgrimages together, he using oil and she water color medium, and although she was his pupil at first she is fast taking the lead in poetic expression. Perhaps some of my readers will recall two fine water colors the work of her hand at the first exhibition given by the Kalamazoo Art Association at the Normal School, entitled "Cloud Shadows over the Mountains."

Wm. Gamble devotes himself to picturing beautiful "Garden Spots" and where flowers run riot as they do here you wonder there are not more devotees at their shrine. You lose your last adjective trying to describe the gayety of the gardens just now. With their profusion of roses, California poppies, wisteria, gay bougainvillea, geraniums, fuchsias, daisies, lilies and a host of others they so dazzle your eyes that you are tempted to put on smoked glasses, but are restrained through fear of missing something. The fragrance of them all including acres of orange trees just now in their bridal bloom, make you feel like a perambulating rose jar. Outwardly as well as inwardly you are saturated, saturated but not sated. I want to paint every variety, to bring back as souvenirs, from the tiny Baby Brunner to the great Apple Rose named from its odor. I have despaired in even learning their names.

Pomona, the "City of Roses," just now is one continuous Rose Carnival, they line the hedges, climb porches and pergolas, are regular "two story operators," they scramble up and pre-empt the roof and peek down at you from the chimneys. This week the flowers regis-tered their complete sovereignty over the city of Los Angeles when they came flaunting through the streets in one great three-mile pageant in honor of the visiting "Shriners." They floated on the barge of the queen, screened the shining sides of motors and whirled with the wheels of the victorias. They were birds, they were beasts, they assembled themselves allegorically in order to ride with the school children, they marched with the veterans, they wreathed the necks of horses and crept along the reins like tight-rope walkers. Very cunningly they thrust themselves into the vehicles that represented the bankers, the merchants, the city council, the hotels, the schools,—thrust themselves in by the ton so they spilled over! But the flowers have intoxicated me and turned my head from the real message I wished to give you.

Let me introduce you to the acknowledged leader in the western world of art—Jean Mannheim—who resides in Pasadena. He has been here but three years, coming from the London School of Art, where he was first a pupil then a co-worker with the great Frank Brangwyn, A. R. A. Previous to that he had extensive study in the schools in Paris. I had the privilege of studying with this master, painting out of doors every day during January and February at his beautiful home on the Arroyo Seco, in the midst of a wilderness of subjects that he has immortalized or idealized in the harmonics of the painter. His stories are less representations of external nature and more the rendering of a mood of nature. His landscapes may be described as musical lyrics in a minor key. There is a fine emotional quality in his work.

I am sending you a photograph of one of his recent studies of the arroyo, wishing the while, I could portray the exquisite rose pink and gray over the mountains as they catch the setting sun's rays, and the fine aerial perspective leading up the river bed into the distance clothed with mystery. It is not only in landscape art that he excels. In figure composition his wife and two little girls serve as inspiration for his brush. The garden is full of beauty spots, rose arbors, bathing pools, aquarium, that serve as backgrounds for many charming
studies. These studies have a decorative quality—that is very Brangwyn-esque. Often his play of color suggests a rich tapestry effect, as if his brush were a needle threaded with brilliant silks or strands of gold woven into a whole that gleams like precious stones.

During a recent visit to his studio King Gillette, a millionaire of Boston, was so infatuated with his work that he purchased six pictures paying $5,000 for them, and gave an order for several family portraits at $1000 each. The facile brush of the painter completed the portrait of Mr. Gillette in four sittings. It is distinguished for breadth and expressiveness of brush work, the complete naturalness and simple dignity of its pose, and for sincere expression of character.

The personality of the artist is as virile as his work. Of strong German type he impresses you at once as one who believes in himself and the ultimate value of good art. He is not a follower of any school but is a pathfinder working out his artistic problems in a most audacious manner and yet solving them with masterful ease. He frequently tells his pupils that it is all a question of mentality, to be a good painter one must be a good thinker. To analyze a certain effect, to discover the essential elements of it—and then determine the best method which will put this mental conception into immediate shape, represents a keen and vigorous mental exercise.

Few artists' work has the thrill of life in it as has that of Jean Mannheim. It comes straight from the constructive imagination of the artist who has the power of making you not only see but feel things. A star of the first magnitude has arisen in the western world and we shall hear and see more of this great painter's work in the time to come.

EMELIA M. GOLDSWORTHY.

Thomas

A storm was surely brewing, Miss Cairn felt it in the air. But the skyscrapers would allow her no glimpse of the sky and it was always dusk at an early hour among them. But that distant rumble which she could hear above the noise of New York traffic told of the storm. Already she could hear the patter of rain drops on the roofs around her. She shut her windows hastily and ran down three flights of stairs to the parlor. It was always deserted through the dinner hour and she loved to drum on the piano and also she loved the storm. She would enjoy the two together.

Miss Cairn played idly until the storm increased then the tones sounded crashingly in a wierd melody and, as the thunder rolled off again, she would let the sound die with it and the notes come sadly. She was thinking of Thomas and Thomas' mother. Only three weeks more and she would part with him, and when school began again he would be "passed on." And she was sure she would never find another Thomas and another Thomas' mother. Such a wonderful, beautiful little mother. And Miss Cairn wondered what great suffering could have given her such a glorious crown of white hair.

She turned suddenly as Ellen was standing by her side with wide eyes.

"Miss Cairn, shure an' The Bachelor would like to know might he come an' listen?"

The Bachelor was Ellen's name for the man and her reason for singling him out from all the others was peculiarly Ellen-ish. "Because he's so lonely. Shure he doesn't even keep company wid a pipe!"

"Tell him yes, Ellen." And the maid departed speechless.

He appeared in a short time and Miss Cairn played on. When she finished she turned just as a crash of thunder sounded.

"Don't you enjoy storms, Mr. Sommers?" she asked. "I love them especially when I can watch them."

"No, I hate them!" he answered bitterly. And Miss Cairn noticed he was pale and wondered whether he was afraid. He caught her glance.

"I suffered the greatest loss in my life on an evening similar to this about
seven years ago," he began sadly. "It was through my own fault so I don't complain. I asked to come down, to drive away some of my loneliness," he explained.

She was ashamed then of the doubting glance and turning, played, trying to drown the sounds with melody, until she was tired.

"Well, Thomas will leave with the others in about three weeks," she said, hoping to interest him in his pet topic.

He smiled. "I'd like to meet Thomas. Some way he has a grip on me. And anyway I'd like to thank him for giving me a chance to be useful."

"You'd have to come then during school hours. I'm afraid, as he is an eel to hold after time. But you'd see him distinctly Tommy in school."

"Guess I'll drop in some morning next week," he mused.

The bell started them as there seemed to be a lull in the storm. Then Ellen's voice called Miss Cairn.

She rushed to the hall and there stood a dripping little figure with a long white face.

"Thomas!" she cried and stooping, gathered him in her arms.

"Miss Cairn," he murmured through her sleeve and she let him go, "won't you come to our house and tell mother the story of Peter Rabbit, because she cries so hard and won't stop. She says it's a headache, but I know it's the storm, too, for she always cries when it thunders and lightnings. Maybe if you'll tell her a story she'll stop."

Mr. Sommers was standing in the door by this time and Miss Cairn looked up with tears in her eyes.

"Thomas, this is Mr. Sommers, the man who gave you the automobile and the big ship. Won't you shake hands and talk to him while I get my things?" And she left him sitting on Mr. Sommers' knee.

She came down only to find them both waiting at the door, Mr. Sommers holding Thomas by the hand.

"I'm going too, Miss Cairn," he said. "If they live in a tenement there will be room enough for me on the stairway while you tell the story. You'll need someone to hold an umbrella in this storm."

Arrived there, Mr. Sommers took his stand in the hall while the other two proceeded in.

Miss Cairn always succeeded in cheering people and they were soon chatting and laughing. Then Thomas spoke up. "That stairs ain't a very nice place to sit and it's dark, too."

"Why, son, we did not ask you to sit there," said the mother surprised.

"Yes," and he smiled and nodded wisely, "but Miss Cairn knows."

The mother seemed puzzled, then looked at Miss Cairn.

"The man who gave Thomas the presents came with us tonight and promised to wait in the hall," she explained. "But if you are feeling better, we will call him in to the party." She laughed and started for the door. But Thomas ran ahead and dragged him in.

Miss Cairn started to make the introduction but stopped at the expressions on both their faces. The mother grasped the table for support and whispered, "Tom;" the man looked steadily at her a moment then came forward hastily. "Grace," he said calmly, "after seven years I have found you." And he took the woman tenderly in his arms.

Miss Cairn glanced at Thomas and understood and as she turned to go saw the mother grasp the wondering child and say: "Thomas, father has come at last." She stole quietly out. The storm was over and between the high stone walls there was a narrow strip of stars.

NELLIE M. BEK, ’11.
The New Orleans Carnival

(1). What is it?
(2). Whence came the carnival?
(3). How is it supported and by whom is it conducted?
(4). Who is Rex, and what does the Rex organization stand for?

1. The New Orleans Mardi Gras Association is an organization that, under the direction of Rex, places on the streets of New Orleans annually on Shrove Tuesday a magnificent pageant illustrative of some subject that commands the admiration and gives pleasure to all beholders among all classes of people. In the evening the King gives a magnificent ball and reception. In these displays are illustrated year by year the earliest and latest creations of art and nature. The inhabitants of the earth and air, the panoramic events of empires and kingdoms, as they have had their respective parts in the world’s drama, and the products of man’s genius, virtues and vices are all pictured in these Carnival pageants. They serve as an object teaching school wherein all beholders are instructed in historical, scientific, zoological and geographical as well as mythological and ethnological subjects. This year the subject of the Rex Parade was “Phases of Nature,” and twenty magnificent floats illustrated different phases of nature such as “The Reign of Darkness,” “The representation of the mythological reign of Cosmos when he first began to evolve after the reign of Chaos,” and “The Creation of Light,” etc.

2. Whence did the Carnival or Mardi Gras come?
Carnival is derived from “Carnevale,” which means farewell to flesh. It had its origin in the privileges allowed by the Church of Rome to the Catholic people on Shrove Tuesday. The day preceding Ash Wednesday was allowed for all kinds of amusements, festive celebrations, etc., and from this custom comes the carnival.

The Carnival Season as now understood consists of several weeks given up to balls, amusements and social events, etc., before the Lenten season. As you know Lent begins on Ash Wednesday, and as New Orleans is at least two-thirds Catholic, this social season previous to Mardi Gras Day is easily understood.

The amusements and festive celebrations of the Carnival are parallel with the Saturnalian and Lupercalian festivals of ancient Rome, and these are parallel with the Feast of the Tabernacle and Passover of the Israelites 3400 years ago. Every nation in every age of the world has had its festivals of different characters.

In France the Duke of Orleans permitted in the 14th century public and private amusements, balls, etc., several weeks before Ash Wednesday and displays were given, including a fat ox beautifully decorated. From this fat ox feature of the pageant is derived the name “Mardi Gras,” which means “Fat Tuesday.” New Orleans having been once a French province and as I mentioned largely Catholic it borrowed its Mardi Gras celebrations from France.

The festivities were introduced into New Orleans in 1833 and in 1872 an association of citizens was formed under the title of the Rex Organization for the purpose of having the celebration conducted in the best possible manner. Other associations from time to time have given masked balls, tableaux and street pageants and have contributed greatly to the success of the Carnival season. These associations are all secret in character, have limited memberships and are sustained by membership dues alone. Their entertainments are leading social events, each giving magnificent parades followed by balls with their Kings, Queens and Royal Courts in attendance. Prominent among these associations are the following: The Twelfth Night Revellers; the Krewe of Nereus; the Knights of Mithras; the Amphictyons; the Falstaffians; the Knights of Momus; the Krewe of Proteus and the Mystic Krewe of Comus.

The last three give pageants rivalling Rex and I wish I could describe each as I saw it. The subject of Proteus this year was “Zoroaster, the Prophet of Iran,” and you can imagine the beautiful floats representing the fascinating theme.
and reflecting the rich imagery of the East. I also wish to mention the "Comus" pageant which represented the "Cathay" and pictured the far East with wonderful skill.

3. How is the Rex Organization supported and by whom is it conducted?

It is supported by two co-operative associations, working under the character of the "School of Design." One of these associations is known as the "Royal Host," all of whose members have close relations with the King (Rex) and bear the honorable title of Duke. The other organization is secret in character and is known as the "Carnival Court" and consists of younger men who man the floats and mask in the pageant. The 350 or 400 members of both associations are representative men of all trades and professions in the city working to promote the Carnival. The Royal President Publico balls and the Rex reception at the Imperial Palace cost yearly nearly $35,000, all of which is contributed by the members of the organization and does not cost the city or state a penny. The entire Carnival from beginning to end is supported by members of the different organizations who are actuated by their pride in the vast interest the public all over the United States takes in the Carnival, which has become so famous that it has won plaudits from hundreds of thousands of admiring visitors.

4. What do King Rex and the Rex Organization stand for?

The Rex Organization has a bit of history of its own and according to that, Rex is a king abounding in patriotism, virtue, wisdom, benevolence, mirth and humanity. "His Oriental residence is on Mt. Olympus overlooking the beautiful Vale of Tempe, in the classic realms of Greece." The king is a member of and the oracle of, the Rex Organization. His Occidental Capitol is New Orleans, which he visits annually in Carnival season. Rex approaches the city on the morning of Mardi Gras day in his royal yacht with the Royal Host aboard and this year I had the good fortune to go down the river to meet the king. It was a most beautiful day and the dozens of boats that steamed down below the city presented a gay appearance. We met the Royal Yacht a few miles below the city, salutes were fired and the triumphant return was a sight to be remembered. As we neared the city the levees were crowded with thousands of watchers, and all over the city bells were rung; a thousand whistles screamed a welcome and bands ashore and on board played the royal anthem, "If ever I cease to love." We landed, the motion picture machines were present and amid cheers Rex mounted the Royal Float and the parade began, including not only the King's Floats but sailors from the battleships, soldiers, home guards, boy scouts, etc., passing in its course, the City Hall, where Col. Soule presented the key of the city. Maskers were everywhere and the spirit of gayety and good fellowship seemed to have possession of everyone.

Lastly the higher aims of the Rex organization are as follows: Nearly fifty years ago a grim visaged war raged with all its horrors between the North and South. This war produced jealousies and animosities, prejudices and dislikes in the minds of many northern and southern people. Years of peace have not effaced these bitter feelings from the hearts of men and to aid in the destruction of this discord and to incite a deeper bond of fraternal love between the two sections is the higher aim of the organization.

The organizations are aware that the Carnival festivities call the attention of the outside states to Louisiana and aid in bringing people face to face with a commonwealth that offers wonderful inducements to the immigrant farmer from the more barren parts of the Union. Thus "with malice toward none and charity for all" the New Orleans Carnival has become a part of the life of the great city in which it is celebrated year by year.

GROVER C. STOUT, '11.
News from the Far East

When I graduated from the Western State Normal School in 1909, I little imagined that I would so soon be four thousand miles from home and old friends. The eighth of September last, my husband and I sailed from Quebec. We spent four days in London and from there, via the City of Karachi, sailed directly to Calcutta, India.

During our entire trip, which covered a little more than six weeks, we enjoyed the best of weather. The boat was well equipped, the servants being mostly Indian; the sailors and officers Scotch. Among the nine hundred people on board, the Doctor, a domestic science teacher, and myself, were the only Americans; the majority of the passengers being English.

During our only few days of rough sailing, just before we reached the Bay of Biscay, I did not miss a meal and was one of four women to be in the dining saloon every day. Our chief occupation on board was eating, for as everyone knows, the English have an early tea; a nine o'clock breakfast; an eleven thirty tea; one o'clock luncheon; four o'clock tiffin and a late dinner.

While passing Newfoundland we watched the glow and dance of the phosphorescent light upon the water, while every now and then a flying fish would soar above the water, sail a hundred feet or so, and then dip back into the waves. Although our steamer took on passengers at different ports, on account of contagious diseases no one was allowed to go sight-seeing.

The City of Calcutta was all so new and strange to me, that I can scarcely express my exact impression of it. Even at this farther end of the globe the same flowers, with additional varieties, seem to bloom as they did in Michigan. Were it not for the luxuriant foliage and floral decorations the city would be very unattractive, for all their buildings come very far from the beauty of India's wonderful Taj Mahal.

The class distinctions here, necessitate many servants, for the native that sweeps my rugs scorns the suggestion of mopping the floor. Fortunately for us, since my husband is a dentist, he is of professional or upper class while merchants are not. My own maid is a native Christian woman who dresses in American costume and is similar to the colored mammys of the Southern states.

The food is prepared partially in English and partially in Indian style, making it very hard for Americans to adjust their appetites to the diet. Since there are no deliveries here, the coolies do the marketing each morning. It is an interesting sight to see them march through the streets, balancing their wicker baskets upon their heads, with usually a live duck or chicken jumbled in with the fresh vegetables, flowers and fruit.

The crows are a great nuisance, for they often swoop down upon the open dining rooms in flocks. One early evening a great commotion was caused by an earthquake shaking the crows from their roosts. Since night follows day directly with no intervening twilight, the birds could not see to regain their perches and so fluttered about on the ground in such large numbers that one could scarcely walk on the streets without stepping on them.

The Indian money is less in value than ours, a rupee being equal to one-third of a dollar. Business here is very progressive, being carried on mostly by English, Scotch and Japanese with but few Americans.

The King and Queen of England, after the Durbar in Delhi, visited Calcutta, the old capital of India. In their honor an extensive and elaborate display of fireworks was given. The most marvelous features were the singing rockets and the balloons which dropped off various colored displays such as set pieces of the Taj Mahal, the King and Queen of England upon their throne, Niagara Falls, and Queen Victoria's Memorial.

We attended a native theater one evening. Our box was especially decorated for "The American Party," and especial attention was shown to us. The play was of old Roman times and the costumes were gorgeous in bright colors and tinsel. The dancing consisted mostly of a few motions of the arms and
feet with vivacious swaying of the body. Two native interpreters explained the plot to us. Although coolies fanned us continually the heat was so oppressive that we left at twelve without seeing the play, which lasted until three o'clock a.m.

Since March we have been in Darjeeling, a resort in the Himalaya Mountains some nine thousand feet above the sea level. We play tennis here a great deal, only we never think of chasing our own balls. Another recreation is to ride the hill ponies about the mountains which are indeed gorgeous. There are big rings of the bluest forgetmenots I ever saw, which with the calla lilies, make a cloisonne effect that is beyond description, while long hedges of poinsettias and magnolias make beautiful lines across the horizon.

In one direction we can see the snow cap of Kanchenjunga, which is the next highest peak in the world, while in the other we look upon a Union chapel, which was built in sections and shipped here by Montgomery Ward & Co.

We are thoroughly enjoying India with its varied charms, but it is not exactly an American’s country, so we think that dear old United States is good enough for us. If our friends but knew the pleasure any news from home brings with it, they would all send a line to the other side of the world to

MRS. EDITH GRIMES KIRBY,
Domestic Science, ’09.
Darjeeling, India.

Care Dant Kati
(Meaning Tooth House)

CARLYLE AND EMERSON.

In Thomas Carlyle and Ralph Waldo Emerson one recognizes two of the greatest literary geniuses of the nineteenth century, the former England’s deepest philosopher and ablest writer, the latter the poetic philosopher and lecturer of our own America. Both began their earthly careers with the opening of the century, Carlyle having been born in seventeen hundred ninety-five and Emerson in eighteen hundred three, and both lived to see the progress of the century, their deaths occurring in the early eighties within a few months of each other. Each by his own efforts secured a college education, and each in his youth entertained thoughts of entering the ministry, but both found the formalism of the church too great and withdrew from an institution with which they were so little in sympathy.

One great problem controlled their lives and directed their efforts, the problem of society. Overburdened with form and ceremony, society had donned the cloak of superficiality and insincerity, a garment that quite concealed individuality and true worth. The spirit of the youth awaking to a realization of these shams in church and state was lost amid the dense fogs of the “Everlasting No,” no trust in God, no trust in his fellowman, no trust in human progress. But after years of struggle Carlyle conquered the grim monsters, Doubt and Despair, and emerged from this vale of darkness with purpose fixed, to point out to his fellow men the great evils he had seen and to guide them, if possible, into ways of more complete living. Emerson also passed through the valley of shadow, and, guided by an inner light, withdrew from the church and spent his life in the broader field of an author and lecturer, where no formalism could hamper his great work of reforming society.

But while these two great souls were in sympathy, both sincere, united in their faith in spiritual truth, their modes of thought and expression were quite different. Carlyle with his greater experience and insight into human life, clung to the practical the real, while Emerson, just as sincere but more optimistic, soared into idealism. Against this latter Carlyle often warned him, as he did in acknowledging the first number of the “Dial”:

“Alas, it is so easy to screw one’s self up into high and ever higher altitudes of Transcendentalism, and see nothing under one but the everlasting snows of the Himalayas, the earth shrinking to a Planet, and the indigo firmament sowing itself with daylight stars; easy for you, for me; but whither does it lead?”

This seems to have been their sole difference, but nevertheless a chasm that neither could span, for late in their correspondence Carlyle wrote:

“How you go as if altogether on the ‘Over Soul,’ the Ideal,
the Perfect or Universal and Eternal in this life of ours; and take so little heed of the frightful quantities of friction and perverse impediment there everywhere are; the reflection upon which in my own poor life made me now and then very sad."

This in truth was the only important point on which they were divided, but both knew that beneath it, "the rock-strata, miles deep, united again, and their two souls were at one."

Their lifelong friendship began in 1833 when Emerson, enthusiastic over the essay on Burns, that on Voltaire, and still more over a paper entitled, "Characteristics," in which he recognized the hand of a master and a spirit in full sympathy with his own, crossed the broad Atlantic and visited his long admired friend at Craigenputtock. His visit was short, but each recognized in the other a genius, and there grew up a personal sympathy that was to last for nearly fifty years. From henceforth letters were exchanged which show the interests that were common. Each watched expectantly for the publications of the other, read them with keen appreciation, and offered helpful criticisms on every book published.

Their friendly relations went still further. Emerson, animated by the early works of Carlyle, infused his American friends with his own enthusiasm and actually created the atmosphere that was necessary for the reception of this author's works. At first he imported the few copies of "Sartor Resartus" that could be placed, but in a short time he entered into a contract with an American book company and superintended the publication of his friend's book in his own country. Nor did Carlyle know of the transaction until he received a surprise in the shape of two hundred fifty dollars, the sales of his "Sartor Resartus" among Emerson's people. Emerson continued to publish Carlyle's works in America, and it was from America, not England, that Carlyle received his greatest financial rewards. This would have been impossible had not Emerson always worked for Carlyle's interests and sent every penny of profit to him who so needed and rightly deserved it. Of Carlyle's appreciation of this kindness there is no doubt, for in a letter acknowledging the receipt of a sum of money sent by Emerson he spoke of the account as "a memento of affection, its arithmetical ciphers so many hierograms, really sacred to me! A reflection I cannot but make is that at bottom this money was all yours; not a penny of it belonged to me by any law except that of helpful Friendship."

As Emerson had so early recognized the genius of Carlyle, so the master later recognized in the works of his New England contemporary the elements of greatness. It was with a high degree of pleasure and satisfaction that he received and read the essays and lectures of his American admirer and passed them on with favorable comment to his English friends. Moreover, he stimulated Emerson by his thoughtful criticisms and increasing interest. In Emerson's "Nature" he recognized the foundation and ground-plan of the great structure he should build later. When he received his oration on the "American Scholar" he wrote to Emerson:

"Some say it is inspired; some say it is mad. Exactly so; no say could be suitabler. But for you, my dear friend, I say and pray heartily: May God grant you strength, for you have a fearful work to do! Fearful I call it; and yet it is great, and the greatest. O for God's sake keep yourself still quiet. Do not hasten to write; you cannot be too slow about it."

At another time he wrote:

"Be tranquil, my friend; utter no word till you cannot help it; and think yourself a 'reporter' till you find that you are not altogether that."

In this spirit he continued to read Emerson's works finding little to criticize outside of the "Dial," which he affirmed was too ethereal, speculative and theoretic.

Poetry was never so highly commended. He complained that in poetry the thought was usually obscure; too often there was no thought of any worth, and, finally, the poet assumed that if the "lines had a jingle in them, a Nothing could be Something, and the point gained." However, he received Emerson's poems with more reverence than most others. He admitted that in spite of his hardheartedness he had
gained, though under impediments, a real satisfaction. Then he concluded:

“I wish you would become concrete, and write in prose the straightest way; but under any form I must put up with you.”

So their lives went on, each a supplement to the other. Though Emerson urged and Carlyle planned several times a visit to America, it was never accomplished. But they renewed their early friendship when in 1847 Emerson made a tour of England and Scotland, delivering his lectures. Each continued to read and commend the works of his friend, and publish them in their foreign homes, and to console and comfort the other in time of grief. But as old age cramped the fingers and wearied the bodies of the two great men, their letters became less frequent. Then Carlyle, alone, without wife or child in his declining years, yearned more than ever before for his true friend beyond the sea. Every letter began and ended with an appeal to Emerson to write to him, for of all men living he felt that Emerson was the only one who understood and appreciated him. In 1871 Emerson’s son visited Carlyle when on his way to Germany. The year following Emerson himself visited his aged friend and after touring the Continent and Egypt returned home by way of London where the friends parted in 1873. No more letters passed between them, for both were too old to write, but they never lost interest or affection for one another.

February fifth, 1881, Carlyle died at the age of eighty-five. Emerson died, seventy-nine years old, on April twenty-seventh, 1882.

MYRTLE WHITE.

Manual Arts in Maryland

Up to the time the Maryland State Board of Education passed a resolution in 1910 recommending that courses in Manual Arts and either Agriculture or Business be put into all the High Schools—the course of study had been a rather rigid classical one. The state law compels attendance at school only until twelve years, so unless a boy or girl really loved study or planned to attend college the benefit of further school work was not easily seen. The boys dropped out to loaf or do any sort of job until they could go into the coal mines to work beside their fathers and older brothers. As for the girls, their only training for their life work as homemakers was gained incidentally at their mother’s side.

So when in the fall of 1910 the state appropriated money to help put Manual Arts Equipment in the three larger schools of Allegheny county (Western Maryland), the people scarcely knew the meaning of the terms. A graduate of Thomas Normal School, Detroit, was appointed to take charge of the work in Cumberland, and one of our own graduates to give three days a week to Frostburg and two to Lonaconing, both small mining towns eight miles apart. It was February before the work was under way, and the girls began to learn the difference between a carbohydrate and a proteid—and what constitutes a food.

But greater even than the need of learning how to cook was that of learning what to cook and how to work systematically and easily. Coming largely from homes where the work of the household was looked upon as a necessary drudgery filling all of all the days, they began to learn that they had brains to use to plan such work and that it could be interesting and even pleasant, also that what they were learning in other school courses could be carried over into home affairs and that all else a woman may do, helps her to do and to understand each thing better.

A new field of opportunity was opened up to the young people—the idea of being something else besides a mill hand or a digger of coal was given them, and the future became brighter. This year the work has been given in the upper grades and when we can get the children young enough so that their hands may be trained systematically from the beginning the cultural as well as practical advantages of the Manual Arts will be recognized by all. Men and women
will learn that "the great mass of human happiness will always arise out of doing well the common things of life; and that the happiness of the individual will lie in that creative genius which does today the same thing it did yesterday but does it better."

ELIZABETH JONES, Domestic Science, '11.

A DAY WITH JANE ADDAMS

It was my pleasure to work for a day with Miss Addams, a pleasure which many of my associates here in The Survey office envied, for the name "Jane Addams" is to those active in social work an "open sesame." She is loved by all social workers and known as the real founder of the great work now being carried on throughout the country by them. Miss Addams had come to New York to give an address before one of the final meetings of the Men and Religion Forward Movement, she being the only woman to address this great assemblage of people meeting in Carnegie Hall with one purpose. Miss Addams is an associate editor of The Survey Magazine, published by the Charity Organization Society of New York City, and I was "loaned out" to help her in getting together copy of her lecture for further use in the columns of the magazine.

While in the city she stayed at one of the leading hotels and it was there that I went to work with her. It was a cold, rainy morning and the thoughts of meeting her cheered me. I was received by her secretary and later introduced to Miss Addams who welcomed me cordially and in such a manner that I was at once put at ease. In thinking of "big" people we are apt to forget they are human. Any such thought I may have had in connection with her at once left me. She was at breakfast and with the help of her secretary proceeded to tell me, "over the coffee cup," what she wanted. I was more and more impressed with her personality which was written so plainly on her face, showing the wonderful unselfish life she has always led. "To live content with small means, to seek elegance rather than luxury" as William Ellery Channing wrote in "His Symphony," seems to have been her symphony.

KATHERINE SHEAN.

TRAINING SCHOOL

CLOSING EXERCISES IN THE TRAINING SCHOOL.

The director and critics of the Training School arranged the accompanying programs with such an aim in view—that of exhibiting the many sided activities of the children of the school.

The primary grades of the Training School present the following program in the rotunda of the Training School Tuesday, May 28, at 2 p. m.

Group of Songs.............Grade I
Spring Playtime...........Kindergarten
Stories of the Garden........Grade II.
Indian Work—Free Dramatization...

English May Dance...........Grade III.
Toy Band....................Grade II.
Story of the Silk Worm.......Grade IV.
Chorus ......................Grades I.-IV.

At close of program guests are invited to visit the following classes:
Basketry—Grade V. Room V.
Physical Training—Girls, Grade VI.
Printing—Boys, Grade VI.
Printing Room
Manual Training—Boys, Grade VIII.
Shop
Cooking and Serving—Girls, Grade VIII. Dining Room
Exhibition of term’s work in various class rooms.

Program at 7:30 in the evening in charge of upper grades.

The upper grades of the Training School present the following program in the rotunda of the Training School Tuesday, May 28, at 7:30 p. m.

Scottish Songs. Grade V.
Scottish Poems. Grade V.
Dramatization of Robin Hood. Grade VI.
Group of Songs. Grade VI.
The Panama Canal. Grade VII.
Chorus. Grades VII-VIII.
Stereopticon Talk on Japan. Grade VIII.

At the close of the program the girls of the eighth grade will give a spring dance in the gymnasium.

The guests are cordially invited to visit the exhibition of the term’s work in the class rooms; also the sixth grade boys at work in the printing room, and the fifth grade boys in the kitchen.

Kindly bring your programs with you!

Each and every activity plays its part in the rounded development of our future efficient citizens. Sanity was a guiding principle. Results of actual daily class work prove as fruitful a source of entertainment as do the production of elaborate features imposed from without and representing hours of out-of-school drill. It is actual school work in its varied phases we wish our friends to see, as too often existing impressions are narrow or incomplete.

In the primary grades the work chosen for representation consisted of the centers of interest of the spring work; and for the expression of these interests, an attempt was made to show various forms of expression other than English, and English as well; as a glance at the program will show.

The kindergarten children enjoyed entering into the rhythmic and dramatic representation of ball, teeter-totter and see-saw.

The making and caring for their individual gardens has formed the basis of some of the oral and written language in the second grade. It was interesting to watch a group of little students step to the blackboard on the stage and write in turn seven or eight consecutive sentences—as report of their garden work.

A form of expression that often precedes written work was shown by the first grade group, whose spring history work centers about the life of the Indian. His problems of food, shelter and clothing had been discussed. They showed the audience some of the situations they had planned out, and how they lived, through, in a dramatic or play way, the experiences of securing food and clothing and making their wigwams.

The joy of the pupils of the third grade in their folk-dance was contagious.

The spirit of play was shown in eyes, voice and rhythmic movements.

First-hand care and observation of a colony of silk worms by the children of the fourth grade, was the subject of the very vital composition work of this group. The Story of the Silk Worm held the close attention of the audience.

The program for the upper grades, in addition to the usual musical numbers, consisted of various types of English expression, the subjects for expression being selected from the literature, geography and history courses.

A group of Scottish poems were given, partly as reading and partly as recitations, by fifth grade children. To form the proper setting for these poems the pupils planned brief explanatory talks in their oral and written language periods, which they gave without notes. The poems selected were Lord Ullin’s Daughter, by Thomas Campbell, The Banks O’Doon, by Robert Burns, and A Selkirk Grace, Song from the Lady of the Lake, and Pibroch of Donuil Dhu, by Sir Walter Scott. By allowing different stanzas to be read by individual children a large number of the class were represented, as, in the reading of Lord Ullin’s Daughter, four characters
were represented, while other children read the explanatory stanzas.

The study of the geography of Scotland aided the readers in their poem study, as did also a knowledge of the Border warfare of days gone by, gained in literature and language periods.

The pupils of the sixth grade chose Robin Hood for dramatic presentation because they had enjoyed the story so much in their literature study. As most of these children had been in the Training School from the first grade up and had had much experience in dramatizing, it was decided to let them make their own dramatization without guidance from any one save that when they were ready for criticism the critic was to be invited to censorize their play. They were divided into two groups, one of boys and the other of girls with a leader for each division who also acted as secretary in writing the play at the group's dictation. No class periods were taken, but several study periods and one or two meetings after school were necessary before they were ready to offer their playlet for criticism. The scene presented was Robin Hood's reception in the royal garden by Queen Eleanor.

Through this piece of work their knowledge of this bit of literature was deepened and enriched, and so creditable was this independent production by the youthful students that the onlookers were impressed with their growth in poise and self-confidence.

Interest in the story of the Panama Canal had developed in the seventh grade through the study of current events. For several weeks this subject served as the basis of the work in composition.

Some of the material the children have gathered for themselves; the rest has been told them. The topics discussed included the history of Panama and the construction of the canal. In conclusion probable solutions were considered for some of the problems arising today, such as the use of the machinery, toll charges and fortification of the canal.

The following compositions formed the basis of the talks to which the parents listened:

**THE HISTORY OF THE PANAMA CANAL.**

It was on his fourth and last voyage that Columbus caught his first glimpse of the New World and strange to say, it was the very spot where we are today building the Panama Canal. The bay at which he landed he called "Naos" or "Bay of Ships."

A short time after this the Spaniards built a city called Porto Bello. In the meantime, Balboa, a Spanish explorer, learning of a large sea on the other side of South America, crossed the isthmus and discovered the ocean which he called the "Pacific," because it was so peaceful. A city called "Panama," meaning "plenty of fish," was built by the Spaniards. This city grew rapidly because Pizarro later conquered Peru and found there valuable gold mines. The gold was taken to Panama and then to Porto Bello, where it was stored in the king's treasury till ships carried it to Spain.

In time the Peruvian mines became exhausted and the city of Panama was deserted. Grass grew in the streets and not until 1848 did Panama become important, when it became known that gold had been found in California. In order to get to California many people crossed over to Panama and waited for ships to take them up the coast.

Shortly after that a railroad was built and goods were taken to Porto Bello by rail. However, the people realized it was much cheaper to ship goods by water, so Ferdinand de Lesseps, a Frenchman who had achieved fame by the construction of the Suez Canal, attempted to dig one across the isthmus. This was a much more difficult task than the digging of the Suez Canal, because many of his men died from malaria and swamp fever. The mountains also hindered their progress. After spending two hundred million dollars and ten years of hard labor, Ferdinand de Lesseps failed and abandoned the idea.

Meantime the Americans were watching the French with jealous eyes. After the Spanish war, America offered the French forty million for the work they had already done on the canal and their offer was accepted. Then they offered the Columbian Republic ten million for the right to construct the canal. The
Columbian Republic wanted more money and refused to accept the offer. The Panama District, fearing lest the Americans should find another route for the canal, revolted and offered the Americans the canal at their own price. This was gladly accepted.

The first thing they did was to fill in the swamp and make the place fit to work in. Then they proceeded to build the canal which they hope to finish in 1915.

PAUL HALLEY.

THE CONSTRUCTION OF THE PANAMA CANAL.

The Panama Canal is located in the southern part of Central America, where the isthmus is twisted in such a way that the entrance to the Pacific ocean lies east of the Atlantic.

The United States has had a great many problems to deal with in the construction of the canal. The first question which arose was what kind of a canal to build, a sea level, or a lock canal. The latter was decided upon because it required less excavating. The next question was how to take off the great amount of water in the Chagres river, which was sometimes known to rise twenty-five feet over night. To overcome this difficulty the Gatun dam was built, back of which a large lake will be formed. While the rise in the river might be very great, it would hardly be noticed in the lake. The dam is located at Gatun, because here the valley is only one-third of a mile wide. Across the valley a trestle was built over which cars ran from which were dumped dirt, gravel and rock from the Culebra cut. To fill up the crevices between the rocks, the river's muddy waters were allowed to filter through, and the mud, when hardened, made the rocks solid.

In order to prevent an overflow of the dam a spillway was dug at one side of the dam into which the surplus water flows. This water turns the dynamo which generates electricity for lights and for the electric mules which tow the boats through the locks. It is feared that the ships under their own power might do great damage.

Here at Gatun dam are three pairs of locks which raise the ships to the lake. At the Pacific entrance are also three sets of locks. The locks are large enough to admit a boat one thousand feet long, which is larger than any boat afloat now.

NORA HOPE.

THE CULEBRA CUT.

Going southeast from the Gatun dam, we cross a large lake called Gatun lake. As we go along it grows narrower and narrower, until we come to a range of mountains where the Americans are now digging the Culebra Cut. This cut is being blasted through solid rock.

In blasting, steam drills are used to drill holes in the rock. Armies of men then come and cut the dynamite and put it in the holes. Twice a day when the men have gone home, the fuses are lighted and then follows the explosion which sends the rock a flying.

Steam shovels are then brought to put the rock on the train. These steam shovels can lift eight tons of rock at once; but are so skillfully made that they can pick up a pebble as easily as they can eight tons. Trains then take the rock away and dump it in the swamps. The rock is also used for dams, breakwaters and locks. In unloading the trains, a large scoop, which forces the rock off, is run along the cars. The road is so built that the loaded cars run down themselves, and the empty cars only are pulled up.

A practical basis for English expression in the eighth grade was afforded by the study of the industries of Japan as carried on in the Geography course. The various industries emphasized were,—basket-making from the bamboo, silk-making, and rice-growing. Compositions on these topics, illustrated with stereopticon slides, were given by three members of the class as their contribution to the annual exhibit.

Western State Normal Training School commencement exercises of the Eighth Grade, Normal Assembly Hall, Wednesday, June 12, 1912, at 2:00 p. m.

Song of Greeting. . . . . .E. C. Rowley School.
Class History .................
   Carlton Wells.
Class Song . . . Written by Eighth Grade
   Eighth Grade.
Class Prophecy ..................
   Donald Long.
Address ........................
   Mr. T. Paul Hickey.
(a) Spring Song .............. Pinsuti
(b) The Lord is Mindful. Mendelssohn
Presentation of Certificates.
Song of Parting . . Written by 7th Grade
   School.

TRAINING SCHOOL ASSEMBLY
MAY 9, 1912.

The program was about Edward Lear and his works.

The first number on the program was the song, “Old King Cole,” sung by the school.

Miss Densmore gave a brief review of Edward Lear’s favorite ways of expressing his thoughts in his nonsense poetry and prose.

Edward Lear wrote for children. He made up a great many sham words to represent his thoughts and to make the rhythm correct. He also drew many pictures to illustrate his rhymes. They were queer pictures showing flowers, children and many kinds of animals far from their real shapes.

Miss Densmore then showed copies of his pictures that Mrs. Tashjian had drawn, each one having a rhyme telling its story. Most of the poems began with “there was,” making them sound very nonsensical. Some of the pictures represented, were: a man with an extremely long nose; a young person, who, in trying to swallow a large dish, had choked; and a young lady who had a very pointed chin and played upon a harp with it. The most peculiar of all was the Twangle Wangle’s hat. The story goes: that many different kinds of animals and birds came and built homes upon the hat; some of them being the canary, the bee, stork, baboon and the thimble fowl. This part of the program pleased the kindergarten children especially.

Some of the second grade pupils gave rhymes from Edward Lear’s nonsense alphabet. The words were nearly alike having the same ending and thus making them sound ridiculous.

One of the members of the eighth grade read one of Lear’s prose selections called “The Table and the Chair.” This is about the conversation between the table and chair and their walk together.

Seven of the fourth-graders read “The History of the Seven Families,” another of Mr. Lear’s prose selections. It is the story of seven families of birds and animals, who went out into the world to seek their fortune, and of what became of them.

A girl from the seventh grade was to read “The Nut-Cracker and the Sugar Tongs,” but the time was up so it was decided that she should arrange to go to the different grades and read it to them.

MARION HALL.
The Record extends its felicitations to Professor Burnham upon the successful conclusion of his work at Columbia. Early last month he made a flying trip to New York for his final examinations. Like Caesar he came, he saw, he conquered and after a short but spirited engagement there, was soon speeding westward again with the coveted doctorate crown upon his head. Like another warrior of renown he is said to have sighed because the worlds to conquer were so meager. Congratulations are due him and are herewith cheerfully offered.

With this number the Record completes its second year. With it, too, the present editor finishes his term of service and retires to private life. It is with mingled feelings of regret and satisfaction that he transfers the scissors and glue pot, the outward symbols of editorial authority, to other and more capable hands. There is a fascination about the editing of a magazine that grips one,—and there is also a good deal of hard and on the whole rather monotonous and sometimes trying work connected with it. There is also said to be more or less glory attached to the position. Of all these things the editor just now is more conscious of the fact that relief from the necessity of getting out more numbers is to be his portion in the future. He is quite content to let some one else grow a halo of his own about his own editorial brow.

Take it all in all the year has been a successful one from the standpoint of the Record. Far be it from the writer to pat himself upon the back because of any typographical or literary excellence in the issues of the past year. If there be such, the printer is responsible for the first and his colleagues for the second. Our aim has been to furnish a complete account of the life of the school and to present articles of value to those who are in the profession of teaching. We think that to some extent at least this aim has been realized.

There is one department that could well be strengthened and made more prominent. While numerous articles from students and some from alumni have been published, still the supply has never exceeded the demand. Moreover the student articles published have never been, in most cases, written primarily for the Record, but have come to it
through some department of the school. It does seem as if the students were missing a good opportunity in not writing something directly for publication in their own school journal. There is plenty of room in its pages for poems, short stories, essays and descriptive articles of all sorts. Again the really funny things that happen in the school are by no means so fully recorded as they should be. In behalf of the editor-to-be, the editor who-has-been appeals to the student body to do all in its power to correct this lack.

On the financial side the Record has had a successful year. It has paid its way and more. This happy and rather uncommon outcome has been due largely to the advertisers who have so generously and cheerfully taken space in our pages. Of course the subscriptions have helped, but no magazine costing as much as the Record can depend on its subscription list alone for support. The magazine in the future as in the past must rely on its advertisements to pay its bills. The advertiser, while he may be an altruist of the highest type, yet takes his space with the hope of a reward in trade. To this reward he is most certainly entitled by all the rules of the game. Here then is a most excellent opportunity for students and faculty to show their loyalty to their school and paper and their appreciation of what our advertisers do for us by making their purchases from our friends who help us. We hear much of Preferential Primaries and Reciprocity. They are in the air. Here is a fine chance for each student to exercise a preference for the merchant who helps us publish the Record. To exercise this preference is more than a right; it is really a duty.

To those who have collaborated with him, the editor expresses herewith his profound thanks. Without their efficient help and loyal support, his had been a hopeless task. To mention the names of all who have assisted would be impossible, but he cannot let this opportunity pass without making at least two personal references. During the year there has been published a very considerable quantity of practical, interesting and useful matter from the Training School. Run through the pages of any issue and see what a mine of information you will find on the actual problems of teaching in the grades. Miss Edith Seekell of the Training School faculty, has been in charge of this department and the editor gladly acknowledges a debt of gratitude to her for her untiring efforts to get him good copy.

Another department of the Record that has had much to do with its success is that in which are recorded the doings of the school and the news of the alumni. From the student’s standpoint this department is as important as any. The editor has been most fortunate in having some one so efficient and at the same time so willing as Miss Katherine Newton to fill this important department for him. In spite of numerous other calls upon her time, she has always been ready to furnish news.

Under its new editor the success of the Record is assured. To begin with, he is an Ernest man and that means much. In the second place he is a brand new doctor and will accordingly be able to diagnose correctly and therefore successfully treat, all cases of faulty punctuation and grammar, misplaced synecdoche, and dislocated hyperbole. For the new editor, Dr. Burnham, is bespoken the earnest support and hearty cooperation of faculty and students that have always been at the command of the writer. That he will be successful admits of no doubt. He is the father of the Record anyway and is just resuming his paternal interest in its fortunes after the two-year step-fathership of the retiring editor.—Morituri Salutamus.

RUSSELL HINMAN.

The American Book Company announces with deep sorrow the death of Mr. Russell Hinman, one of its directors and chief of its Editorial Department. He was widely known for his geographical work and impressed not only his associates but authors and educators with his scientific attainments, his broad knowledge and his devotion to his profession.
From left to right—Spaulding, Coach. Pillow (s. h.), Roger, (c.), Banner, (c.f.), Townsend (n. t.), Patton (p.).

Stark (1b.), Fox (c.), Martin (2b.), McGrae (2b. and r.t.), Shovel (2b.).

1912 BASE BALL TEAM

GAMES WON: 7

LOST: 2

PERCENTAGE: .778
ATHLETICS

The 1912 base ball season is now over and on taking stock of games won and lost, it appears that we have enjoyed a most prosperous one. Nine games have been played of which eight have been victories and two defeats. The teams defeated were Athens H. S., Albion College (2), Hillsdale College (2), Armour Institute, Normal College, Ypsilanti and Hope College. These games were all won by comfortable scores and without any need of the team extending itself. The two games checked up on the debit side of the ledger were lost to Olivet.

The Congregationalists are always a stumbling block to us in baseball and while the series just closed would seem to stamp them as our superiors, yet as a matter of fact the teams are very evenly matched. Both defeats were by close scores, 1–0 and 3–1. A little luck would have given us either game. Olivet won each contest in the first inning, which shows that they are better starters than are we. In the last game at Olivet we pulled off too many one-base hits to win a tight contest. Men were caught asleep on bases, when subsequent base hits would have meant scores.

However, such is the luck of the game. Even the big leaguers nod once in a while and toss off games into the lost column. Why then should we take two defeats so much to heart? A percentage of .578 is not to be sneezed at, nor are there many teams that are numerically so high at the close of the season.

The Reserves also have had a very successful time and have closed their season with a record of five victories and three defeats. The teams beaten were Comstock, Parsons’ Business College, Gibbons’ Hall, Plainwell and Augusta. The teams that proved too strong were Vicksburg, Hastings and Decatur. This gives this team of budding sluggers a percentage of .625, which is higher than that often obtained by the winners in the American or National leagues.

The experience gained by the Reserves should make them strong bidders for the vacancies sure to appear in next year’s regular line up.

ARMOUR GAME.

On May 18 the Western Normal base ball team completely outclassed Armour Institute. Tyn dall was in form and held the Chicago boys to 3 hits and no runs. The boys played the best game of the year, fielding and running bases like big leaguers. The base running of Martin was the feature of the game, the fleet footed Keystone-sacker stealing four bases including a clean theft of home. Shivel was the fielding star, while Lindquist of the visitors showed the real funs how the first station should be played by making several sensational stops of bad throws. The score:

1 2 3 4 5 6 7 R.H.E.
Normals . . . 1 2 2 1 0 1 x—7 8 1
Armoors . . 0 0 0 0 0 0—0 3 1
Batteries—Tyn dall and Fox; Maddox and Kam. Umpire—Dolan.

HILLSDALE GAME.

The Pedagogues kept up their winning streak by easily defeating Hillsdale College on May 22 at Hillsdale. The score was 6 to 4, but the Collegians were never in the running at any time, their scoring being the result of bad hops due to irregularities in the playing field. The Normals scored in the second inning when Bender crossed the plate after Shivel had been caught at home in a close play. The Baptists tied the count in their half of the second and the game stayed at 1 and 1 until broken up by McGuire’s two base drive in the sixth with the bases full.

The Hillsdale team played a much better class of base ball than they showed earlier in the season when the Normals trounced it 13 to 0.

1 2 3 4 5 6 7 8 9 R.H.E.
Normals . . 1 1 0 0 0 4 0 0—6 12 3
Hillsdale . . 0 1 0 0 0 3 0 0—4 9 3
Batteries—Pullen and Fox; Bach and Jenkins. Umpire, Crume.

OLIVET GAME.

The teachers lost to Olivet 3 to 1 on May 25. The Normals threw away enough runs by stupid base running in the first inning to win several ball games. Olivet won the game in their half of the first when, with two out and a man on first by virtue of a walk. Sanford, the Olivet pitcher, knocked the ball over the short right field fence for a home run. The Normals should have won by a lop sided score but for listless work on the bases on several occasions. At various times men were caught off the bases and immediately a base hit would go for naught except to swell the batting average of the Pedagogues. The score:

1 2 3 4 5 6 7 8 9 R.H.E.
Normals . . 1 2 0 0 0 0 0—1 6 0
Hillsdale . . 0 0 0 0 0 1 1 0 6 0 4
Batteries—Sanford and Ge; Tyn dall and Fox. Umpire, Potts, Battle Creek.

On Saturday, June 1, the team went to Holland and won a victory over the Hope College team by the lop-sided score of 8-0.
Among Our Alumni

A review of positions held by graduates of Western Normal since 1905 when the first class was graduated from this school brings to the attention a most creditable record. From the first to the last of the seven classes to have left the Normal the graduates have been engaged in positions of high grade character and their work has been, almost without exception, satisfactory. Advancement has been frequent until in the list of several hundred Normal alumni are found the names of many who have achieved unusual success in the teaching field.

In the class of 1905 which numbered seven members, the names of Miss Bessie Ashton, Lewis H. Fee and Archibald D. Polley stand out as representative of the success of the first group of graduates. Miss Ashton, after having taught in the Kalamazoo public schools, completed work at the University of Chicago and is now engaged in the State Normal at Valley City, North Dakota. Mr. Fee has successfully held the position as head of the science department in the High School at Everett, Washington, for a number of years and Mr. Polley was for two or three years at the head of the department of mathematics in the Springfield, Illinois, High School. He is now working toward a degree in the University of Chicago.

In the class of 1906 were several graduates who have won names for themselves in their teaching work. Charles Appleton is superintendent of school at Nashville, Zell Donovan is principal of the Paw Paw High School, Arthur R. Zimmer has been superintendent at Grandville and is now teaching in the Grand Rapids public schools. Arthur Mason has been supervisor of manual training in Jackson, Michigan, for several years and engaged in his department are a number of the Normal's graduates. Leo J. Pritchard of this class returned to the Normal for a manual training certificate and since graduation in that department has taught in Indianapolis with success. Miss Mary Ensfeld taught successively in Traverse City, Grand Rapids and at Western Normal after her graduation. She is now pursuing work toward a degree at the University of Michigan. Miss Bertha Toms of the music department, is studying at Drexel Institute and teaching near Chicago. Miss Charlotte Brooks of this class was director of kindergarten in Ironwood for a number of years.

The class of 1907 sent out several young men who are now holding positions as superintendents of schools. Norman Luneke is superintendent at Plainwell, Ralph Van Saw is head of the schools at Amasa, Charles Johnson is holding a position as superintendent in Indiana, Henry D. MacNaughton is superintendent of the Rockford schools and Volney Stuck has been superintendent at Lawton and Jonesville. Marion J. Sherwood is now in charge of manual training work in the Normal School and previously taught in Kalamazoo and Grand Rapids. Miss Stella Hayden, 1907, was supervisor of music in Allegan the first year after her graduation and since that time has studied music in Drexel Institute, also, teaching in that conservatory. Miss Hazel Hayden, a member of this class, is director of kindergarten in Lansing, having taught in Otsego and Hastings before going to that city. Miss Edith Griffin is a member of the Battle Creek High School faculty and Miss Ella Grable is teaching in Detroit. Mrs. Lily Robinson has been director of the Mason County Normal at Ludington since completing the life course at the Normal and Howard Rice has been engaged in manual training work in Kalamazoo since 1907.

A variety of positions is shown in the list of students who finished their work in the school in 1908. Miss Almeda Bacon is principal of the ungraded school in Grand Rapids; J. W. C. Brown is superintendent of schools at Irvington, Alabama, and Clifford Ball has been teaching manual training in the Butte, Montana, schools since graduation. Stanley Claflin is principal at Hancock and Dan Simons is superintendent at Winona, Michigan. Miss Ruth East has been supervisor of music and art in the schools at Grand Haven the past year and has been engaged as director of music in Niles for
next year. Earl Garinger has charge of manual training work at Coleraine, Minnesota, and Fred Huff is similarly engaged in Kalamazoo. Miss Ethel Gibbs and Miss Margaret Eldred are engaged in Traverse City and Hastings respectively as supervisors of music. Unique in the positions held by the graduates of 1908 is that to which Mrs. Ruth Hendryx Mosier was elected a few months ago. She is commissioner of schools in Cass County and has filled the office with credit to the county and herself. Miss Edith Klose is teaching in Huntington, Indiana, and Miss Lydia Dennis of this class is doing departmental work in the Detroit schools. D. W. Parsons holds a novel position in Ann Arbor, acting as purchasing agent for the University of Michigan. John Phelan of this class received his A. B. degree from the University of Michigan, and came directly to the Western Normal where he has assisted in the department of rural schools. He has recently been appointed head of this department in the State Normal at Stevens Point, Wisconsin. Miss Grace Norton, 1908, is director of the Van Buren County Normal at Hartford, and Miss Zoe Shaw is primary supervisor in Kalamazoo. Miss Olive Breese and Miss Violet Thudgeon have been engaged in the public schools at Boise, Idaho, the past two years.

In 1909 were graduated several students who have occupied excellent positions in the teaching profession. Mrs. Lou Sigler is principal of the Sigsbee school, Grand Rapids, and Miss Rosa Blomfield teaches in the manual training department of the Grand Rapids schools; the Misses Cornelia Brinkerhoff, Lillian Grable and Virginia Forrest are engaged in the Detroit public schools and Mrs. Lena B. Parker is teaching in Kalamazoo. J. G. Chapel is superintendent at East Tawas and Carleton Ehle is teaching in the Kalamazoo schools. Miss Ethel Fusselman is supervisor of music and art in South Haven and Miss Janet Hunsberger is teaching in the grades of the Grand Rapids schools. G. I. Leavengood is superintendent at Shepherd, Michigan, and Wayne McClintock is teaching for the third year in the manual training department of the Benton Harbor schools. Palmer McGuinness of the class of 1909, is pursuing work in the University toward a degree and is engaged in the office of the dean. Miss Ida Shaffer, who spent one year at Teachers' College, is now engaged in the vocational department of the Kalamazoo schools and Miss Marie Sayles is in charge of the work in domestic science in Flint. Gareld Whitney holds a responsible position in manual training in Allegheny, Pa., and Melvin J. Myers has been director of manual training and athletics in Port Huron for the past three years. Miss Blanch Spalding of the class of 1909, is teaching art in Jackson and Miss Ruby Williams holds a position in the Lansing schools. Harry Whitney, for the past three years, has had charge of manual training and athletics in Painesdale, Michigan, and next year goes to Pittsburgh, Pennsylvania.

Members of the class of 1910 hold desirable positions in various departments of work in Michigan and other states. Lee Barnum has recently been re-elected superintendent at Millersburg and F. W. Emerson will be retained as superintendent at Watervliet. Mrs. Dora I. Buckingham of this class has assisted in the kindergarten department of the Normal the past two years and has just completed a group of children's songs which have received most favorable comment. Miss Nita Butler, after two years of successful teaching in the Colon High Schools, expects to enter Columbia University for work in high school subjects. Edward Chambers and Karl Knauss, graduates in the manual training department, are engaged in Owatonna, Minnesota, and Kalamazoo respectively. Miss Helen De Merell, after teaching in Ironwood, has been engaged in the Minneapolis schools the past year. T. H. Fewlass has recently been elected commissioner of schools in Benzie County, where he has been superintendent for a number of years at Honor. Miss Blanche Mann is teaching in the Grand Rapids city schools and Miss Ethel Sharrow is engaged in teaching in the manual training department of the Jackson schools. Trevor Muffit is principal of the high school at Howe, Ind., and J. Pierre Osborne has charge of work at Lake Villa, Ill. John C. Salisbury of the class of 1910, has been the suc-
successful superintendent of the consolidated school at Mattawan, but has just resigned to enter business with headquarters at Lansing. Rush M. Sooy has been instructor in manual training at Chicago Heights, Illinois, the past two years and R. Dwight Paxton has been engaged for the third year as director of manual training in Bay City. Supt. C. L. Poor, a graduate of the Normal in 1910, has been re-engaged in Hudson and previously acted in the same capacity in Camden. Fred Sowle, manual training 1910, is engaged in teaching at Mannington, West Virginia, and F. S. Vaughn is ward principal in Cheboygan, Michigan. Miss Edith Trattles, a member of this class, is teaching in the High School at Shawnee, Oklahoma, and Miss Minnie Williamson assists in the high school department of the Normal.

From the class of 1911 several graduates were elected to positions in Kalamazoo. Fred Middlebush and Arthur Cross of this class, are teaching in the city and Miss Irma Hughes and Miss Nina Bobb also hold positions in the art and kindergarten departments. Miss Lois Decker holds a grade position in Canosota, New York, and Miss Elizabeth Jones has for the past year taught domestic science in Lonaconing, Maryland. Of the graduates in the manual training department of the Normal in 1911 Dale Maltby is teaching in Midland, Michigan; Ray Miller is in Rhinelander, Wisconsin; George Barnum holds a manual training position in Albia, Iowa; Howard Russell is teaching in Ft. Wayne, Indiana; Gilman Lane is engaged in the Kalamazoo public schools; Roy Coville teaches in Louisville, Kentucky; Peter Pell is in Cumberland, Maryland, and C. Arthur Shaaf holds a position in manual training in Springfield, Illinois. Miss Margaret Hutty of this class, has charge of domestic science work in Akeley Institute, Grand Haven, and Miss Pearl Sidenius is supervisor of music in West Baden, Indiana. Glenn M. Sooy has been re-elected director of athletics in Battle Creek and Lee Omans will remain principal of a ward school in Traverse City next year; Miss Rachel Everett has taught during the past year in Maryland and the Misses Blanche Powers, Nettie De Pagter and Esta Feighner have held positions in the Grand Rapids public schools. Grover Stout is connected with the Soule Business College in New Orleans, La., and many other positions, superintendencies, principalships, instructorships in special branches have been held by Normal graduates and the success of the school’s alumni is told by their promotion in various lines of school work. The training received in the Normal is high grade in all departments as evinced by the positions to which the graduates go and with credit to the school and themselves, hold.

Of the 150 students who will receive life certificates in the graduating class of 1912 there are many who have signed contracts for the coming year. Others are considering positions and the present prospect for desirable openings for the entire class is promising.

Ira J. Arehart has been engaged as superintendent at Galesburg and he will be assisted by Deal Ridler, also a member of the 1912 class. Miss Nellie Batchelor will teach in the high school department at Scotts and Miss Ruth Foote will have a high school position at Perry. Bert Ford has accepted the principalship at Royal Oak and Miss Jessie Shearer will teach in the High School at Berrien Springs. J. Frank Smith has been elected to the superintendency at Honor, Michigan, and Lyle M. Storer will go to Fremont, Michigan, as principal of the High School. Miss Dorothy Tolle has been appointed to high school work in Comstock and Miss Charlotte Ball will teach in Hastings. The Misses Margaret Murray, Velma Saunders and Lucile Watts will teach in Grand Rapids and Arthur J. Avery will also go to Grand Rapids for departmental work. Miss Myrtle White has been engaged as ward principal in South Haven and the Misses Lilian Anderson and Edith Clay have accepted positions in the grades at Norway, Michigan.

The Misses Grace Fritts, Anna Lytle and Carrie Toan will teach in the grades at Niles the coming year and the Misses Ruth Turnell and Gladys Campbell will go to Ironwood, the former in a kindergarten position and the latter in a lower grade room. Miss Laverne Argabright will return to Dowagiac to teach and
Miss Grace Blakeslee will teach in her home city, Lansing. Miss Marie Wilkins will have charge of the music work in Kalkaska and Miss Irene Goodrich will teach in the grades of that city. Miss Iva Boughton will teach in Lawton and Miss Gladys Bryson will go to her home in Wayland next year. The Misses Mabel Harris and Mila Porter will teach in Berrien Springs and Miss Nina Ives has accepted a departmental position in Holland. Miss Louise West will go to Otsego, Miss Madge Brayton to Hastings and Miss Amy Acton to Dowagiac. The Misses Electa Pierce and Edith Shepherd will resume their teaching in Kalamazoo and the Misses Anna Sonke, Helen Andrews and Beatrix Brewer have recently been elected to positions in this city.

In the manual training department several of the 1912 graduates have positions at this time. Glenn Mayer has recently been engaged as director of manual training in Flint and will be assisted by Otto Rowen. Frank Martin will go to Painesdale as director of manual training and athletics and Clarence Van Kammen will teach in the manual training department of the Battle Creek schools. Walter Dewey has accepted a position in Norway and will have charge of athletics as well as manual training.

In the music department Miss Ruby Shepard has been placed, having accepted a position in Bronson, and Miss Mabel Patterson will have charge of music in Clio.

Of the kindergarten girls Miss Pearl Spicer has an interesting position which will take her to Puuene, Hawaii, to teach in the kindergarten department. Miss Florence Smith has accepted a position in Hudson.

Miss Maude Van Keppel will go to Sparta next year for grade work and Miss F. Marie Bishop has recently been appointed to a departmental position in Battle Creek.

Mr. Eldon Adams, ’11, who has been at M. A. C. the past year, has just been appointed instructor in agriculture, biology and botany in the Elyria, Ohio, High School. —K. N.

NEWS NOTES

It is Dr. Burnham now.

Mr. Waldo addressed several hundred high school students at Central High School Thursday, June 6. On June 8, he delivered the eighth grade commencement address at Ionia.

The Normal orchestra, accompanied by Miss Hanson, director of music, played at the commencement exercises in Edwardsburg Friday evening, May 24. Miss Hanson also sang several numbers.

Among the May visitors at the Normal were Superintendents Fell of Holland, van Der Berg of Grand Haven, Murphy of Lawton, March of Jackson, Morell of Midland and Slauson of Ann Arbor.

Miss Goldsworthy, who is enjoying a year’s leave of absence, is spending a month at the School of Fine Arts in connection with the Southern University of California at Garvanza. She will spend the summer in the northern part of the state.

Mr. Phelan, who has been connected with the Western Normal faculty the past two years, has been appointed director of the rural department in the State Normal at Stevens’ Point, Wisconsin. He will take up his duties in September.

An enjoyable student party, the last in the series for the year, was held Saturday evening, May 25, in the gymnasium. The rural students had the event in charge and decorated the room attractively with branches and flowers. Fischer’s orchestra furnished the delightful music for the occasion and nearly 200 people participated in the social evening.

Miss Pearl Sidenius, a graduate in the music department in the class of 1911, visited the Normal recently upon her return to her home in Lawrence from West Baden, Ind., where she has charge of the music.
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NEWS NOTES

Miss Rose Netzorg, a graduate in the life music and art department this year, has recently been elected supervisor of music and art in the Grand Haven schools. Miss Ruth East, a graduate of the Normal, has held the position the past two years and will next year be in Niles.

The members of the Normal faculty enjoyed a picnic supper on the campus Friday evening, May 31, as the final social event of the year for the instructors. Miss Caroline Wakeman was chairman of the committee in charge and was assisted by Mr. and Mrs. Reinhold, Mr. Waite, Mr. Phelan, Miss Forncrook and Miss Hutzel.

Members of the Normal Suffrage League and others in the school had the privilege of listening to a splendid talk on the equal suffrage question in the assembly room in May by Mrs. H. S. Humphrey, one of the Kalamazoo campaign speakers. Mrs. Humphrey’s charm of personality and enthusiastic presentation of the subject no doubt won for the cause many of her audience.

Miss Minnie V. Hart, of Mt. Vernon College, Ohio, a graduate of the Normal, visited the school Tuesday, May 28.

Arthur Mason, director of manual training in Jackson, and a graduate of Western Normal, was a recent visitor to the Normal. He interviewed candidates for teaching positions.

The favorite song of the head of the rural department nowadays is “Columbia, the Gem of the Ocean.”

Two engagements of interest on the Normal faculty have recently been announced. That of Miss Helen Balch of the art department, to Mr. Harold Culver of Stevens Point, Wisconsin, was announced in May and the wedding will take place in September. Mr. Culver is attending the University of Chicago, where he will receive his doctorate this year. They will reside in Seattle, Washington, Mr. Culver having accepted
a professorship in the University of Washington for next year. During the two years Miss Balch has been a member of the Normal faculty she was won a high place in the esteem of her associates. Her efficiency as an instructor has also won for her a name in art circles.

The second engagement is that of Miss Ida M. Densmore to Mr. John Phelan, both valued members of the faculty. Miss Densmore, as director of the training school, has brought that department to its present recognized high standard and has endeared herself to every one with whom she has been associated. Mr. Phelan for the past two years has been assistant director in the department of rural schools and has recently been elected to the head of this department in the State Normal School at Stevens Point, Wisconsin. Miss Densmore will return to the Normal next fall.

Several members of the Normal faculty will be away this summer and others will have leave of absence for the entire year. Mr. Sprau, of the department of English, will spend the summer in England in study and travel. Miss Edith Barnum, of the training school, will go abroad this summer for a few months and Miss Catharine Koch will pursue work at Cornell University during the summer. Miss Densmore will spend the summer in Northern Wisconsin and Miss Pray will also spend the vacation in Wisconsin. Mr. Spaulding will be away for the summer and Mr. Phelan will be at the University of Michigan finishing work toward his master's degree.

Dr. McCracken will be away the entire year beginning with October. He plans to spend the first part of the year at an eastern University. After that he and Mrs. McCracken will travel visiting Syria and the Continent.

Miss Spindler and Miss Townsend of the training school faculty, will leave in July for an extended trip abroad. They will be away several months and will include several countries in their itinerary.

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Miss Hanson and Miss Forncrook will occupy the residence of Mr. and Mrs. Sprau on Normal Hill during the summer school. They will later go to Boston to study in the Curry School of Expression for a few weeks.

One member of our faculty thinks his doctor's bills are too high. Thesis no joke.

Three classes are graduating from different departments of Western Normal this year. From the eighth grade of the training school 29 young people were granted certificates on the afternoon of June 12, when Prof. T. Paul Hickey delivered the splendid commencement address.

On the evening of June 7 the third high school class held its exercises with the Rev. H. W. Gelston, pastor of the First Presbyterian church, the speaker of the occasion. The graduates were as follows: Ruth A. Balch, Howard C. Bush, Minerva Graf, William A. Hutchinson, Frank Carpenter, Paul Gibson, Isabelle McLaughlin, Emma Devona Montgomery, Louise Shakespeare, Henrietta Van Zee, Neil Verburg and Bailey Ayers Wright.

Final commencement exercises will be held Tuesday morning, June 18, when the life and rural graduates will receive their diplomas. Professor Charles Zuehlkin of Boston, will deliver the address and over 200 students will receive certificates at this time. Following these exercises will be the annual alumni luncheon for which Dr. L. H. Harvey of the faculty has been chosen as toastmaster. Alumni from different classes will respond to toasts and there will be special music.

Preceding these exercises will be the senior class play on the evening of Friday, June 14, on Normal Hill; Baccalaureate by the Rev. J. E. Smith, pastor of the First Baptist church, Sunday afternoon, June 16; the Round Table for rural alumni, Monday afternoon, June 17, and the general alumni party Monday evening, June 17.

Students in the department of expression gave a dramatic recital Wednesday evening, May 29, before a pleased audi-
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

ence composed entirely of women. The program follows:

Original dramatization of "Tom Sawyer," by Miss Frances Hungerford.
Tom Sawyer............Amelia Upjohn
Aunt Polly............Charlotte Ball
Jim....................Florence Smith
Ben Rogers...........Frances Hungerford
Billy Fisher...........Gladys O'Connor

Nathan Hale—Act I—Scene I.
Nathan Hale...........Hazel Barnes
Alice .................Beatrix Brewer
Lebanon...............Margaret Murray
Mrs. Knowlton.........Sabrina Dunnington
Angelica...............Bertha Herman
Tom Adams............Anna Tazelaar
Fitzroy...............Marguerite McGuinness
Jefferson Boy........Minna Hunziker
Talbot Boy............Pearl Spicer
Weeping Wives (From the French).
M. Chambly...........Charlotte Ball
Delphine...............Florence Barron
Albert De Rieux......Ruth Snow
Clotilde...............Florence Smith
Jean...................Helen Mowers

On Tuesday evening, June 11, the Normal entertained the Michigan State Bankers' Association, which had come to

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Kalamazoo, Mich.
Kalamazoo for its annual convention. The six hundred guests found the corridors, the Library Reading Room, the big Gymnasium, elaborately decorated with roses, the pink color scheme having been carried out wherever possible.

In the reception line at the south end of the gymnasium stood the officers of the Association and President and Mrs. Waldo.

Between nine and ten o’clock Harold Jarvis, the great tenor of Detroit, sang several numbers and Miss Hildred Hanson, head of the music department of the Normal, delighted the guests with two songs. The large audience was very much pleased with several very pretty drills and folk dances, which had been arranged by Miss Matie Lee Jones and which were given by young ladies in costume.

During the rest of the evening the Bankers and their ladies danced to the music of Fischer’s orchestra, partook of refreshments served in the library reading room or chatted in the numerous rose-bowered nooks scattered here and there in the corridors and gymnasium.

The occasion for the reception was one appreciated by the Normal faculty and the Bankers’ Association very evidently enjoyed the hospitality extended.

Miss Balch entertained the girls of the art department with a bacon roast in Wattles’ Glen May 24. After the appetizing supper the evening was spent exploring the banks of the stream and thoroughly enjoying the beauties of this delightful place.

The picture of the team in this issue is by Mr. Fox. The editor is indebted both to him and Mr. Hickey for other pictures published during the year.

Miss Balch was honor guest at a dinner given by the girls of the art department in the Y. W. C. A. on South Burdick street, May 28. A delightful repast was served by Miss Fletcher, after which the evening was spent informally. Impromptu toasts were given and a recipe book compiled by the art girls was read and presented to Miss Balch. She was also presented with a silver cream ladle.
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as a slight token of the esteem in which she is held by the art girls.

President and Mrs. Dwight B. Waldo and Dr. and Mrs. McCracken gave a reception on the evening of Tuesday, June 4, at the residence of the former on Thompson street, for the members of the faculty of the Western State Normal School. About seventy-five guests were received. The home was beautifully decorated with a profusion of summer flowers. The hostesses were assisted by Mrs. H. H. Tashjian and Mrs. Minnie Campbell.

On the evening of Wednesday, June 12, the men of the faculty were entertained by Dr. and Mrs. Harvey at their residence on Monroe street. The event was in honor of Messrs. Phelan, Sprau and McCracken and proved a most enjoyable one. There was eating in plenty, speaking enough and a most pleasant time all around. This good time and that contributed by Dr. Burnham on the evening of June 1 have been the two real oases in the desert of male social events for the year. The real interest and good feeling displayed by all the men in the future of the departing brethren will linger long with sweet fragrance in the memories of those who go.

Dr. Le Roy H. Harvey is on the program of the N. E. A. and will give a paper before the School Garden section during the meeting in Chicago in July on "Gardens and Their Relation to Racial Progress."

The Normal Literary Society held its preliminary oratorical contest on Friday evening, May 24. The purpose of this contest was to select representatives of the Society to take part in the inter-society contest which takes place early in June. Five contestants took part, and,
judging from their efforts and the general interest displayed by the society, the final contest promises to be a very interesting one. The orations were: “America, a Prodigal Nation,” Lon Bolster; “The Golden Touch of the Teacher,” Theda Shaw; “Our Country Home,” Harry Day; “Jeanne D’Arc,” Dorothy Tolle; “School Spirit,” Alfred Wilcox. Miss Tolle was given first place by the judges.

Mr. Hickey delivered an address on “The Meaning of Commencement” before the students of the Hastings High School Friday, May 24.

ASSEMBLY NOTES.

Tuesday, May 7.

On this date Dr. E. W. Bishop, pastor of the Park Congregational church of Grand Rapids, was expected but was unable to come because of illness. Mr. Hickey gave a short talk on his travels in Holland, accompanied by stereopticon views. Miss Hanson took the rest of the time for school music.

Tuesday, May 4.

Dr. Alexander Brown of the First Reformed church of Grand Rapids, talked on “Ireland,” giving a sketch of her past and present social, economic and political condition, and her future prospects. The views were well selected and much enjoyed. An interesting feature of the program was Miss Hanson’s solo, “The Lakes of Killarney,” sung while the views of the Killarney region were being thrown upon the screen.

Tuesday, May 21.

Mr. Jesse B. Davis, Principal of the Central High School of Grand Rapids, discussed the “Vocational and Moral Guidance of the Teacher.” Mr. Davis has been impressed during his work in the public schools with the large number of people whose lives have been wrecked or whose usefulness has been greatly diminished by having “mistaken callings.” The average high school student has no conception of the kinds of vocation or “calls for service” there are. It is the duty of the teacher to broaden the horizon of the student in this respect, to help him to find out which vocation he is best fitted for and to encourage him to begin to select a career, to work toward a definite aim. The schools must be brought to function with the community—the community to have a higher respect for the school. There is a need of “moral character” in our civilization. The subjects taught in the schools should be chisels in the hands of the teacher to be used in shaping character.

Tuesday, May 28.

This was a musical assembly, both vocal and instrumental pieces being rendered. Miss Hanson and DeForrest Walton played a charming violin duet, and Miss Hanson also gave a violin performance of her own that was very pleasing. The Chaminade Club and the Choral Union also appeared upon the program in their usual entertaining style.
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1912

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