Western Michigan University

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Year 1914

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Western State Normal School

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A novel and pleasing exhibit from the art department was shown the last week of the winter term, when problems in interior decoration and furnishing were carried out in miniature houses made by the students. Special interest was taken in this particular exhibit, which was a new feature of the art work.

Dr. Breed, of the University of Michigan, made a recent visit to the Normal and was entertained informally at luncheon in the Training School.

The Hon. F. N. Cody, member of the State Board of Education and assistant superintendent of schools in Detroit, spent Monday, March 16th, at the Normal interviewing candidates for teaching positions in Detroit. He was a guest of honor at an informal dinner, given by men of the faculty.

“Chancellorsville” will be the subject of an address which Mr. Waldo will deliver before the Knife and Fork Club of South Bend, Indiana, April 21st.

Dr. L. H. Harvey was in Chicago Saturday, March 21st, to attend the conference of the committee of the N. E. A., having charge of the reorganization of the Biology course of study in high schools.

Mr. Sprau, Dr. Cameron and Mr. Jillson acted as judges for the Van Buren county oratorical contest Friday evening, March 20th.

One of the most enjoyable of the year’s faculty parties was the one which was in charge of Mrs. T. P. Hickey, March 20th. A delicious spring dinner was served in the lunch room of the Training School by the committee in charge, and later an informal time was spent before the grate fire in the rotunda.
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President Waldo will speak before the Teachers' Club of the School of Education, University of Chicago, April 2, on "The Making of a Normal School."

Mr. Arthur Bowen, president of the senior class and assistant in the manual training department, sustained a serious cut which severed a portion of his thumb from his hand, March 19th, in the manual training shop.

Mr. Hickey has been invited to deliver the commencement address before the Battle Creek High school this year. He was formerly principal of the school.

The seniors were responsible for a delightful party Friday evening, March 20, when the gymnasium was decorated in St. Patrick's Day colors most effectively and Fischer dispensed music enjoyed by everybody. Hanging baskets were suspended from the ceiling and a latticed booth was arranged for the orchestra in the center of the room. Various cozy corners and many other features contributed to charming decorations. Refreshments of orange sherbet and cakes were served in the corridors and the entire entertainment was a success.

Mr. Waldo will deliver the commencement address for the Ludington high school in June.

Dr. Ernest Burnham will give the commencement addresses for the Ingham County Normal, Richland and Sunfield high schools this year.

Dr. L. H. Harvey addressed the South Side Literary society of Kalamazoo, March 20th. He is also giving a series of eight lectures on physiology at the Y. M. C. A.

Art and manual training students of the Normal, with the heads of these departments, are planning to attend the annual meeting of the Western Drawing and Manual Training Teachers' Association at Milwaukee in May.

The Normal always sends an exhibit to this meeting, which includes many schools of the middle west.

Mrs. George Rhead of the University Conservatory of Music, Ann Arbor, appeared in a faculty recital at the Normal April 6th.

Principal E. N. Worth of Central high school, Kalamazoo, gave a most interesting address before the class in secondary education March 23rd. His subject dealt with the problems of the high school from the student and faculty standpoint.

Mrs. M. B. Ferry of the State Historical Society delighted the assembly audience Tuesday morning, March 24th, with a most enjoyable address on "Michigan."

Mr. Waite, director of manual training in the Normal, was in Hastings Tuesday, March 24th, to visit schools and to speak before the men's club of the Presbyterian church.

Dr. Ransom of Bloomingdale was a recent visitor at the Normal.

Professor Filibert Roth of the department of forestry at the University of Michigan, was a caller at the Normal recently.

Deputy Superintendent of Public Instruction Munson visited the Normal recently and was entertained by men of the faculty at an informal dinner downtown.

Prof. R. M. Reinhold attended the meeting of the National Child Labor committee held in New Orleans the week of the sixteenth of March, going in President Waldo's place as delegate appointed by Governor Ferris.

Principal Lon Bolster of Prairieville spent a few hours at the Normal March 21st.
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Inquiries regarding the school, its faculty, its work, tuition, etc., will be given prompt attention by the Music Department

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The Domestic Science Department of the Normal spent Wednesday, March 18, in Battle Creek, the guests of the Postum Cereal Company. The morning was spent in the Grape Nut factory, after which the guests returned to the administration building, where luncheon was served. During the afternoon they visited the factories where the Postum Cereal and Post Toasties are manufactured. The young women were royally entertained and felt that the day was most enjoyably and profitably spent.

Jennie Weinberg, president of the rural seniors, has been compelled to give up her school work by the serious illness of her mother. The class accepted her resignation with great reluctance and elected Frank M. Ayres to succeed her as class president.

At the last meeting of the Rural Sociology Seminar for the winter term Joseph Walsh spoke of the advantages of participation in the activities of the department of expression, referring particularly to the recent school play in which he took part. Reports of committees having the Rural Progress Conference in charge were received, and suggestions for next year's conference were made and discussed. The treasurer reported a balance in the treasury.

ALUMNI NOTES

M. J. Sherwood spoke in Plainwell March 31 on “What the Schools Should Teach.”

Fred L. Johnson, manual training, 1910, who is now teaching in Grand Rapids, visited the Normal Saturday, March 21.

A recent postcard from Miss Josephine Byrne of the class of 1913, bore a picture of a domestic science parade at Santa Cruz, California, where she is in charge of the domestic science work in the public schools. A crusade is being waged there for more complete facilities for this work in the city schools and Miss Byrne is active in the campaign.

Edgar Roper, manual training, 1913, who is teaching in Fremont, Ohio, visited the Normal in March and attended the special senior party March 20th.

Oral Fillinger’s address is the Hennessey Apartments, Butte, Montana, where he is engaged in teaching manual training.

Miss Rena Wilson of Paw Paw and Miss Hazel Keith of Battle Creek visited the Normal recently and attended the general student party March 14.

Alfred Wilcox, class of 1913, manual training, was up from Hastings March 21 and visited the Normal.

Bert Ford of the class of 1912 is engaged in writing a history of Michigan at his home in Newberry.

Mrs. Bernard Sonke, formerly Miss Grace Dimoc of last year’s class visited at the Normal recently and attended the mid-winter play “You Never Can Tell.”

Mrs. J. Calvin Towne, formerly Miss Nina Ives of the class of 1912, resides at Rives, Michigan.

Rexford Nutten who has been director of manual training at Amasa, Michigan, the past year and a half, has accepted a fine position as the head of the manual training work in the new county agricultural training school in Benson county, North Dakota.

Earl Garinger of Coleraine, Minnesota, writes that he expects to be in Michigan and at the Normal at commencement time.

Irwin Valleau, who attended the Normal several years ago, visited the school March 24th.

An interesting letter was recently received from Alva E. Heaton of the class of 1908. He is now superintendent of schools at Cosmopolis, Washington.
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Miss Marie Buss of the class of 1908, resides at Mille Roches, Ontario.

Miss Nora Colburn, 1909, is teaching at Santa Juan, Porto Rico.

Miss Anne denBleyker of the 1909 class is teaching this year in the Anne Wright Seminary, Tacoma, Washington.

The Misses Lillian and Ella Grable are both teaching in the public schools of Detroit and have recently purchased a home there.

Emanuel C. Judd of the class of 1909 is at Waukesha, Wisconsin, this year.

WHAT IS A COURSE IN PHYSIOLOGY?

While a course in physiology is no joke, there is still something distinctly humerus about it. This is but natural when it is considered that some anatomy is always included in such a course, and to be a good anatomist one must be quite a cut-up. Anatomy is a dead subject. Physiology and hygiene, on the contrary, are very much alive, though the latter is frequently in poor health and peevish. An interesting thing about physiology is the colon. Oftentimes this comes to a full stop, which is always bad for the colonist. Another popular subject is the vermiform appendix, so called because the surgeon worms it out of you by hook or crook whenever he can. It is considered distinctly bad form now to carry your appendix in any other way than in a bottle of formalin on the mantel. A study of physiology has demonstrated that the wooden expression that so many people have is not due to a lack of gray matter so much as to an excessive development of the lumbar tract in the spinal column.

GEOGRAPHY.

This subject possesses a world of interest. It is full of the grandeur of mountain peaks, of the pleasant murmur of purling brooks, of the shim-
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show you the way to correct dress.

mering beauty of jeweled lakes and
the mystery of the deep and verdant
woods. On the wings of faith and
fancy one harks back to the days when
the stars sang together in their courses
and the spiral nebulae began to nebu-
late. Those were stirring times in the
celestial firmament. Then in the
course of cons of time in La Place of
the nebula behold a world appeared.
Then cataclysms, plutonism on a gi-
gantic scale, groanings of earth and
troublings of waters, then life and
Adam calmly eating an apple upon a
fateful summer's Eve. Following fast
came scourings, erosions deep, the icy
breath of death, plateaus, cordilleras,
pene and outwash plains, lakes, rivers,
cities, telephones, trolleys, Michigan
and a gasolene-infested atmosphere.

Truly a stirring tale, a subject of
startling contrasts. Be an Archean and
begin at the beginning. Should your
feet grow cold you may hie yourself to
the neck of a volcano and toast your
shins as the welling lava spreads out
into a huge lake of molten rock. Then

thoroughly baked you may transport
yourself to some vagrant terminal mo-
aine and watch the bald head of old
father earth emerge from under his
continental ice cap. A wonderful
panorama awaits you, awesome gla-
ciers, towering mountains, lovely
plains and laughing rivers. And all
this you can do with credit—12 weeks
fall, winter and spring terms.

"O!" exclaimed Johnnie as the des-
sert came on, "how I wish you had
told me this morning, mother, that
you were going to have peaches and
cream!"

"Why, what difference would it
have made?" inquired his mother.

"O, lots! I could have looked for-
ward to it all day then!"—Minneapo-
lis Journal.

Teacher—Henry, can you define a
hypocrite?

Henry—Yessum. It's a kid wot
comes to school wid a smile on his
face.—Judge.
The Spirit of the Times

THOSE be the halcyon days of isms, ologies and ics. Each year seems to be the open season for those who think, or at least claim, they have a patent for the regeneration of society, and daily from countless platforms eager and up-to-date orators proclaim the good news and glad tidings of salvation to an expectant world. Propagandas sprout and grow faster than did Jonah's peevish gourd outside the walls of Nineveh. In fact, so rapidly do these meteors of hope dawn upon the horizon and so swiftly do they pass that the earnest uplifters of the race are hard put to it to earn an honest dollar from their exploitation ere they sink into the gloom of an unmourned forgetfulness.

At the present writing among the many panaceas on the shelves of our social drug store, three there are that occupy the favored spots just behind the blue, green and red lights in the window. These curealls for our common ills are Race Betterment, Sex Hygiene and Eugenics. Not the least of these as measured by the sound and fury of its Boanerges is the last. For it, on the part of those who know the least, there are most extravagant claims. From their palpitating lips there streams a fairy tale of such wonderful verisimilitude that doubts vanish and all the future seems bathed in a soft and rosy flood of blissful color. Before our eyes of faith appears a race of sublimated children who shall grow into the supermen and women of the day of hope. Give us Eugenics and 150 years and the millenium is here, they cry. Still there is a rift in the lute, a fly in the ointment, a speck in the amber. The chorus is not universal, the decision not unanimous. There are some doubting Thomases, some gentlemen from the Ozarks, some who put a non before the q. e. d. of the eugenists. Say they, this talk is tommy rot, a mass of gaseous matter unduly charged with caloric, a case of imagination unleashed and running riot. These hardy souls aver that at the end of the 150 years demanded there will be no race to eugenize. They insist, and they have the whole guild of poets back of them, that love in theory at least, has always been a sine qua non of mating. They scorn the idea of placing the rearing of children on the same basis as that
of producing prize shoots or blue ribbon Orpingtons. For them, boys and beeves have no common divisor nor do they recognize any least common multiple for girls and goslings. The eugenists declare that Cupid is passe, his day gone, his race run. Not so, fulminate their opponents in thunderous tones. In the midst of such turmoil, where then, shall one find the truth? Doubtless, as in all cases of dispute, somewhere in the neutral tract between the rival camps. Horace was not far off when he said, “there is a mean in all things; and finally there are boundaries fixed, this side of which or beyond that, it is unsafe to walk.” Conservatives may perk up and take hope. Little Dan Cupid is a sturdy lad and not to be frightened by much talking, loud and vociferous though it be. The little boy of the bow, with a full quiver upon his back, will still go quietly about his work transfixing with deadly accuracy the palpitating pericardiums of lads and lassies with those deliciously irritating darts of his.

Still we can not blink the fact. There is such a thing as eugenics. It can not be denied, since so many people say so. What then is it to be eugenic?

If a layman who once had a speaking acquaintance with Socrates or enjoyed a joke with Aristophanes may answer, it means to be well born, well bred. And what is it to be well bred? Well, it means in the opinion of many that the favored person belongs to a family that has a long line of more or less honored and respectable ancestors. To be well bred in this sense is to be a scion of a group whose roots run well back into our social past. In the older and more settled countries this is the common view and folks set much store by their ancestry. In fact, many become most ardent horticulturists and delve deeply into the past in search of any possible twig, direct or collateral, of their family tree. This, however, often turns out to be a very unsatisfying labor, for not infrequently when the real founder is unearthed, instead of supporting the tree, he appears supported on it in a manner which if not edifying is at least uplifting. There are ancestors of great families who have been common robbers, if not worse, and I have heard of D. A. R.'s, the male progenitors of whom fought, bled and died as sutlers. Fortunately those of us who live west of the Alleghanies and out of sight of Plymouth Rock are not concerned so much with such studies, interesting though they be.

There is, however, something real and valuable about good breeding; a sense in which we may all be interested in it whether we belong in Boston or hail from Butte. And as good breeding in this sense is free to all and to be acquired at will regardless of the eligibility of our forbears, it may be worth our while to look into the matter briefly. What then are the earmarks, the special points, of this kind of good breeding.

Well, first of all to be well bred is to be possessed of an accessible human sympathy for our neighbors and their troubles. Now there are all kinds of sentimentalities abroad in the land masquerading under the name of sympathy and many of them are spurious. It is quite the fashion nowadays for those having bungalows on Easy street to extend verbal sympathy to those on Hard Luck Row. “Poor fellow, yours is a tough lot,” and “I feel deeply for you my poor woman in your present affliction and hope for better days for you;” and “I am awfully sorry that you are in such a plight and wish I could help you, but just at present I am rather cramped myself,” and so on, etc., are daily heard. The person using such formulas may think he is sympathetic, but his feelings resemble the real thing about as much as the Rhine-stone does the water-white African stone it seeks to counterfeit. True sympathy consists much more in doing than in saying. The word denotes to suffer with and implies some personal experience to make it effica-
cious. It means that the sympathizer puts his real heart into what he does and it is this that enables him first to get near and then to assist one in trouble. The world is full of well-meaning philanthropists who go about relieving the physical discomforts of others in a business like but rather cold and dollar-like manner. What these people long for is a little love and affection, and when a man bearing these appears, though his hands be empty, yet he is welcomed with open arms and tearful eyes. And we and our neighbors, regardless of our circumstances, need a little love, a little affection, a little consideration, to lighten our daily tasks and give us courage. The real sympathizer who knows his business can find plenty to do in any community.

Again, to be well bred means to be considerate and respectful to those in authority and to those whose years are many. This point is more particularly intended for the consumption of those who are in the morning of their lives. One need not be a close student of society to detect the note of flippancy everywhere apparent. Be the man ever so high in social, business or political life, there is none so poor as to do him honor. He is ridiculed, lampooned and cartooned in the grossest fashion apparently to the delight of many. What is true of position is likewise true of age. No longer do gray hairs get the respect due them. On the contrary the ideas of the elders are combatted and their conservatism sneered at. This is a fresh country in that it is new, and it has a superabundance of cocksure, fresh young people who are brash enough to pit their limited experience against the knowledge of age. In their crass ignorance they think they know it all, and lacking the modesty to wait until opinions are asked, give vent to them without solicitation. This is no indictment of all young people, but it certainly applies to some known to all who read these lines.

Again, to be well bred is to have a deep and ingrained respect for law. Not a slavish and servile fear of it, but just an honest, decent regard for it. All things considered we put much too broad an interpretation on liberty in this country, and read altogether too much into the word freedom. The only freedom there is is that which is under the law and guaranteed by it. Any other course has but one possible goal—anarchy. This in turn to be followed by a dictatorship. That we are not a law abiding people is not because of a dearth of laws to follow or lawyers to instruct us either in keeping or breaking them in safety. When it comes to placing laws upon the statute books, we acknowledge no superiors among the nations of the world. We have laws of all kinds of merit and demerit and are not at all backward in adding to our code whenever opportunity is offered. In fact, we have have so many enactments that it seriously bothers an honest man to know when he is in or outside the legal bulwarks. So we have laws a-plenty and to spare. What we lack is a wholesome respect for our own productions. Once a law is enacted the average citizen pats himself complacently on the back, assures himself that the state is saved, forgets all about it and the stream of life finds its way back into the old channels and flows on as formerly. Seriously though, there is a marked and growing spirit of lawlessness in lesser matters that augurs ill for the future. Possibly this is due to the fact that so many who occupy the seats of the mighty in politics and business have been so successful in evading the statutes to their greater perfection and the augmenting of their strong boxes. Then too discipline has fallen off woefully in the home. The "old man" and the "old lady" now dance to the tune of their offspring instead of laying down the law as formerly. Johnnie, no longer spanked, snaps his fingers at the "old gent" and pursues his saucy and impudent career. Susie, the demure miss of yesterday, wears high heeled
shoes and a slit skirt, tangoes all night, graciously permits her tired mother to wait on her hand and foot and snubs her on every possible occasion. Both are unconscionable snips and snobs, and would both be better for the strenuous application of the good old-fashioned thick-soled slipper. Both carry their pleasing (?) personalities to school with them and smile superciliously as that poor drudge, the teacher, tries to steer her perilous course between the parent's wrath and the school board's disapproval, by futile appeals to the better nature of these imps of Satan. Full well she knows that the diagnosis indicates extract of hickory or tincture of bamboo for external application, till the bump of conceit is reduced. However, love and tenderness are the watchwords of modern discipline and with these she must make shift. Doubtless in the millenium, these will suffice, but in these humdrum days they don't quite fill the bill always. Anyway, are love and lickings absolutely incompatible? There seems to come to me from the past a remark dropped by a very wise man to the effect that, for children, the rod is an excellent antiseptic.

However, whatever the treatment required, the fact remains that both in the home, the school and society, authority speaks in a muffled tone and is seen, if at all, "through a glass darkly." It is the age of taking chances, cutting the corners close and skating on thin ice. No one doubts but that things could be vastly improved. Every one who values his breeding should do a little to stem this tide of lawlessness and he can best do this by cheerfully obeying the various laws, written and unwritten, that society has established.

And, not to draw this screed out to an undue length, the well bred person should go about his daily tasks in a cheerful spirit. Of weeping there is a surplus in this life of ours. Many by much practice have acquired such a lugubrious and lachrymose spirit that they are constantly overflowing. As potent and efficient extinguishers of the fires of joyfulness they are always at hand and ready to work whenever the temperature reaches the stage of comfort. They waste enough water in this way to drown their own and others' sorrows, but somehow the result is not a happy one. Probably they get a melancholy enjoyment out of their outlook on life, but if so, they are the only ones to whom such pleasure is vouchsafed.

The only successful antidote for this "spirit of heaviness" is the cultivation of that of cheerfulness. This is the only medicine that will drive away the blues, dissipate the clouds of doubt and gloom that portend and let the clear sunshine of honest mirth and happiness irradiate the dark recesses of the soul. The cheerful person is a booster, a real social uplifter, a genuine race betterer. He is the optimist in this vale of tears who shows us how to bear our griefs and grin.

And this is the "conclusion of the whole matter." If we are to be well bred let us have a catholic but discriminative sympathy. Let us be considerate of our superiors in position or age. In matters of convention let us not run amuck, but on the contrary, let us so comport ourselves as not to infringe upon the rights of others. And finally, let us face the world in a cheerful fashion and when croppers come as come they will, let us come up smiling.

* * *
Spring

It was about the middle of April, on a beautiful, bright day, that we took this walk down to our woods. The air was pure and balmy and every little breeze seemed to bring a hint of spring. From the top of the hill we could see far off over a country of bare ground, with here and there just a faint green color of new grass. As we walked our feet sank into the ground and made the water ooze out, forming little streams. Once we stood still and listened, and from somewhere deep in the woods we could hear the babble of running water. A robin on a nearby tree chirruped his loudest, and now and then we caught glimpses of bluebirds as they flitted about in the trees. We went on, and when we came to the brook we felt indeed that it was spring, for the water was so clear and it flowed along with such a merry sound. Along its banks grew some anemones, while farther off, by poking away the dead leaves, we found some May flowers, their bright blue making a beautiful contrast with the dark, moist earth and brown leaves. Everything in nature seemed to be moving upward and bursting forth after its long rest.

Alice A. Waite, H. S. '14.

Sunrise

Filtered, as it were, by the light of the moon, which coasted lazily across the sky, the crisp spring air was most invigorating. Millions of stars, scattered about, contributed their light to that of their sister orb. Looking toward the east, low on the horizon, I noticed a star flicker and fade, resume its brightness for an instant and go out. I stopped and watched, and as I stood, many, many others lost their brilliancy and disappeared. Each one, it seemed, was trying to be the last to wing to the earth. Vainly they fought against a pale light that gradually filled the eastern sky, stretching out to the north and south as it mounted higher. Then, slowly but steadily, the light changed from gray to an alluring hue of pink, which deepened until the heavens were as though ablaze. A bird in a nearby tree twittered, as from behind a wooded hill arose a huge crimson disc, lighting up the earth and reflecting its supreme light in the windows of the dwellings. It did more than that. It transmitted to me, body and soul, the joy of living; a feeling of content and satisfaction; of peace and rest.

O. A. Rabbers, H. S. '16.

Shakespeare's Ghosts

Shakespeare has been studied from every angle, by rich and poor, by admirers and critics, by wise and otherwise; but the one great question still remains for us to solve, namely: Will we ever know all that is to be known about the great works of such a master artist? Thousands of years after we have been buried the works of Shakespeare will probably be studied as much as they are today. People will still disagree and argue about Hamlet's insanity, Iago's diabolical
nature, and whether the ghosts are to be taken as mere illusions or are to be conceived as having a real existence outside the sphere of hallucination. From my short study I have concluded that Hamlet was temporarily insane; Iago was not such a fiend as I was wont to think at first; and, the ghosts are real. Carlyle once wrote, "Again, could anything be more miraculous than an actual, authentic ghost?" The English Johnson longed all his life to see one, but could not, though he went to Cock Lane, and thence to the church vaults, and tapped on coffins. Foolish doctor! Did he never so much as look into himself? The good doctor was a ghost, as actual and authentic as heart could wish. Well-nigh a million ghosts were traveling the streets by his side. Once more I say, sweep away the illusion of Time; compress the three-score years into three minutes; what else was he, what else are we? Are we not spirits that are shaped into a body, into an appearance; and that fade away again into air and invisibility?" Here Carlyle tells us we are ghosts—then would it be very strange for us to see a ghost who has been in another world, if we were the same? But Shakespeare pictures ghosts as having some message for the people. He has them appear in the dead of night representing some one gone before. How can we account for his so doing? In the first place, Shakespeare wrote for a superstitious age. People actually saw ghosts just as much as we hear things that really are not. Is there anyone who has not heard someone or something come suddenly up behind him on a dark night? What was it but a ghost? People used to believe they could cork up sound in a bottle and keep it always. We are perhaps beyond this, but how far? Don't we see things that others cannot see? Then, are ghosts real or imaginary? All people in Shakespeare's time did not see ghosts of the same nature any more than we all see the same ones.

We have every reason to believe that the ghosts took a very prominent part in the life of the persons concerned in Shakespeare's plays. Shakespeare himself played the part of the ghost in Hamlet, and do we find any author taking a minor part in his own play? We have no right to think that the play could be without the ghost any more than Hamlet could be left out. How can anyone say it is not objective in this particular play? It is seen by three persons and at different times. Horatio, the level-headed, worldly-wise man sees it; the guards see it, and Hamlet himself converses with it. Have we any evidence of Horatio telling a falsehood any other place in the play? Why should he tell one here, then, to his dearest friend and on such an important subject—as he knew this was? We know he was unwilling to believe that the guards had seen the ghost of Hamlet's father, for Marcellus says to Bernardo,

"Horatio says 'tis but our fantasy, And will not let belief take hold of him Touching this dreaded sight, twice seen of us; Therefore, I have entreated him along With us to watch the minutes of this night, That if again this apparition come, He may approve our eyes and speak of it."

Horatio answers rather impatiently, "Tush, tush, 'twill not appear." After the ghost has appeared and gone he swears that had he not seen it with his own eyes he would not have believed it. There is no doubt in my mind about the reality of the ghost, as far as Horatio is concerned. Then, again, when the ghost appears for the second time—the same night—can there be anything so unreasonable as to think that three people would see exactly the same thing at exactly the same time if there were nothing present? Hamlet does not only see the ghost, but follows and converses with him. The ghost tells him to avenge his father's death. Did Hamlet think he saw this? No, he did see it!
In Macbeth we have the ghost again. A great deal of dispute has been made concerning this ghost, whether it is Banquo's or Duncan's or both that Macbeth sees. This does not interest us particularly at this point, but he surely sees something. How could he say that the table is full, if he sees nothing? It is true that the guests do not see the ghost, but neither does Hamlet's mother see it when he is talking with her. There would be no force in it if it could be seen by all. It is the supernatural working through the natural. The unreal is made real through the messages which it brings.

In Richard III, the two men are sleeping when the apparitions appear.

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In Macbeth we have the ghost again. A great deal of dispute has been made concerning this ghost, whether it is Banquo's or Duncan's or both that Macbeth sees. This does not interest us particularly at this point, but he surely sees something. How could he say that the table is full, if he sees nothing? It is true that the guests do not see the ghost, but neither does Hamlet's mother see it when he is talking with her. There would be no force in it if it could be seen by all. It is the supernatural working through the natural. The unreal is made real through the messages which it brings.

In Richard III, the two men are sleeping when the apparitions appear.

It seems strange that they should appear and first talk to one and then the other, but to me, it would be more unnatural to believe that two men would dream the same thing at the same time.

Whichever they are, real or unreal, they are very interesting to study. Their actions, messages, and purpose are not understood by the majority of Shakespeare students. Every character has something to give to the audience and the ghosts certainly have a wonderful amount of knowledge to give us. We must study them if we would wholly appreciate the realistic element in their mysterious existence.

HILMA C. SWANTY, '14.

Miscellaneous Contributions

THE W. S. N. S. AT THE UNIVERSITY.

It is altogether fitting that the great and increasing growth of our Normal School should have as a desirable corollary, the steady increase in the number of graduates who come to the university to complete the regular undergraduate course. The success of a school, especially one for higher education, cannot be measured entirely by the number of students enrolled, or the number of graduates. Its ultimate and far reaching success depends to a very great extent on the success of those graduates after they have entered on their life work. A big factor in making this life work what it should be is without question the supply of knowledge gained from one's Alma Mater—but with that one must assuredly have the impetus to go on, to learn more so as to be able to do more.

I remember hearing Mr. Sprau, at one of our football mass meetings tell about the man who wanted "to buy more land to raise more corn, to feed more hogs, to sell for more money, to buy more land, etc." This is not looked upon as a very high aim in life, but I firmly believe that a school can instill such a feeling in its students that after graduation they will burn with a desire to teach a little while, to earn some money, to go to the university, to gain more knowledge, to teach (of course, for more money, but with a much higher aim as well).

If one considers the increase in the numbers of our alumni who are attending the university one cannot help but be convinced that our graduates are doing that very thing. Greater numbers are seeing the advantage of university training. It was in 1908, that the first graduates entered the university, two in number, and at the present in a period of six years, that number has increased to some twenty-four. We are represented in all departments with the exception of the medical department, the greater number, of course, being enrolled in the Department of Literature, Science and Arts. A very good sign, too, I think, is in the fact that our numbers are increasing in the graduate school, men are beginning to see that they must not be satisfied with the A. B. degree, modern conditions are demanding more of the teacher.

Now as to the way the Normal graduate fits into university life. The remark is often made that he is sort of a misfit in university conditions but that is not true. The power of adaptability is strongly emphasized
in the life of a teacher and that power quickly enables a student to fit into campus life. I know of no more loyal rooters, at the athletic contests, no more loyal supporters of club activities, e.g., sectional clubs, educational clubs, Y. M. C. A. work, etc., than the normal student and it certainly does not take him long to get into the spirit of it. As for class room work, the Normal graduate need not hesitate to come to the university. I do not wish to detract from the standard of work done at the university—it is of a very high standard, but for all of that, the number of Western Normal people, who have been in attendance or are in attendance find that the fact that they have put in their freshman and sophomore years at the Normal School constitutes no hardship whatever. On the contrary, although many men in the university do not agree with this, I emphatically believe that the first two years spent in the Normal are more valuable for the average person than they could be if spent in the university. I do not mean to include here the graduate who changes his life work entirely, e.g. to become an engineer, or a physician, but rather the people who expect to continue in school work.

The Normal School graduate takes a more serious view of the work before him, he has a fuller realization of the value of preparation and it is a business proposition with him, not a chance to idle away four years. Then, too, the training he has received in the practice of teaching, enables him to approach his work in a more effective manner. The element of thoroughness is well learned, also things learned are for a definite purpose and not solely to enable one to acquire a certain number of hours of credit or a certain quantity of information. Gathering and acquiring information is desirable but one must also gain with it a method by which he can make use of this information. The Normal school gives this to a greater degree than the University.

I say, then, that the Normal graduate need have no fear that his previous training will prove a handicap to him in his University work; quite to the contrary it will prove a much valued asset. I have yet to see the Junior in the straight college course that can outstrip the average junior who has spent his first two years in the Normal school.

I think that it would be well then for the Normal Alumni in this decennial year of our existence to make it a strong resolve that the number of graduates enrolled in the higher schools of learning be materially increased. It matters not so much whether the university chosen is our own state institution, although one would have to seek a long way to find a better one, but, at least, become a student of some university. Summer schools offer great advantages to the Normal graduate who is teaching, certain of our Western universities afford great possibilities in their correspondence school department, giving university credit; all of these make the road more easy.

We should take upon ourselves this duty in a very serious way, I think, because after all is said and done, the Alma Mater can be no bigger than its student body, students in attendance and alumni. It is our duty to see that W. S. N. S. is heard from, not entirely as an institution putting out rural and village school teachers, with all due respect to them, for all have their place, but also as an institution whose graduates are able to hold their own with members of institutions more favorably conditioned. We can do much to do away with whatever prejudice there is among university people who look upon the Normal graduate as an inferior student. We can do much to make such people understand that the "Normal Point of View," as some one has characterized it, has much in its favor. It is by the increasing number of our alumni that go on to college that the honor of our institution can be increased and the higher standards set up by it can be made to receive just recognition. It is by the success of every Normal student in the university, that the higher institution can
be made to recognize the unquestionable work of our previous training. More harmonious relations can thus be cultivated between the two institutions.

Western Normal men and women now in the university are holding up the high standard of work set before them by the school from which they are graduates, but in a big institution like Michigan, numbers have their effect. We should have a live W. S. N. S. club at the university. The movement has been set on foot, a good live nucleus has been organized, now we need greater additions to the body.

So let us all from now on make it one of our prime objects to see that the number of graduates taking up work in the university is steadily increased. It will pay the individual both financially and intellectually, and it will form an invaluable legacy to our Alma Mater.

FRED A. MIDDLEBUSH, '11.

COUNTRY YOUNG PEOPLE.

Much discussion has been put forth in our Granges and other organizations, and by the country press in an endeavor to determine just why the younger generation in the country is migrating to the city. But in spite of arguments, and apparent earnestness of parents and others interested in the upbuilding of our rural section, not a great deal seems to have been accomplished toward holding the young people on the farm. The reason for this failure, I believe, lies in the fact that the real root of the trouble has not yet been sought out and removed.

A great many of the rural folk have held to the idea that boys and girls should be taught to love their surroundings just because that is the proper thing for anyone who lives in the country to do. It might give them a new thought if they would ask themselves these questions: "Can it be that there are really elements lacking in the rural home and community, which are essential to the younger generation?" "Are we to hold their interest and love for their home, and thus hold the young people themselves?"

Do not think that because there is a spirited horse in the barn, or because there is a piano in the house, that the sensible boy or girl can be deluded into the belief that they have at their command the opportunity for a full measure of human happiness. No! A thousand time no! They are going to demand that which will place them on a social equality with their city cousin. Let us see what a few of these specific demands will be.

Country young people will want more convenient and labor-saving devices on the farm, in the house, in the barn. Present conveniences on the farm, in the house and outside almost make us shiver because of their unhandiness.

Then they will want music and a library. In selecting either of these, parents will need to exercise profound judgment, that the music or books may educate as well as furnish mere pleasure. Great harm may ensue from an improper choice of music or books, especially the latter.

Then what will they want outside of the farm and home? Most imperative is the need of a church and a school working together for the promotion of a better life.

The church to be effective in taking care of the spiritual needs of the young people must hold their interest by causing them to clearly see that there is much of religion that will be instructive and good for them. Their interest and presence can not be held by the pastor who is constantly nagging them about their fancied shortcomings. He must preach the gospel, show them by act and word that he really enjoys their friendship and association. He must hold such an influence over them that they themselves will be supremely desirous of living exemplary lives. Through the misdirection of the energies of the churches, more young people have been driven away from the churches than have been taken in. I care not whether the church be Catholic or Protestant; its opportunities for accomplishing good are unlimited. Any
church that can not hold the interest and respect of the young people of its community, is unworthy to be called a church.

What should the school contribute toward the making of men and women? It should offer enough of general education to enable its graduates to have a broad understanding of life and its problems, and be thinkers for themselves.

These are the general educational advantages which the school should offer. What should the school offer in vocational training? I believe it should afford such vocational training as is consistent with the community in which it is located. In the rural districts I think that agriculture should be the emphatic item of the vocational curriculum. Enough shop work should be included to enable the future man to be his own mechanic about the farm. A good course in domestic science is imperative to the proper training of the girl. Moreover, both boys and girls should have a general business training to cope successfully with the demands of commercial life. Athletics need not be so emphasized as in the city, because the life of the country is conducive to a good physique. Music as an aid in character building and an inspiration to higher ideals is absolutely essential.

But no matter how well the course of study may be arranged, nothing of value will be accomplished unless we have an inspiring, energetic and well-trained superintendent assisted by a corps of teachers of the same quality. And if the rural section is to draw its share of such talent it will have to pay good salaries. But isn’t it worth the price? Think of what the future generation would be able to accomplish with such a training back of it.

If the course which I have outlined in general can not be completed in four years of high school work, then I would unhesitatingly say, extend the course to five years. An extra year well spent in preparation is insignificant as regards the number of years spent afterward, years which may mean a life of joy or sorrow accordingly as the beginning years are employed.

Hence I believe it absolutely imperative that our boys and girls receive to the full measure that training which will prepare them to be uplifting forces in whatever community they live. It is life I emphasize. Real happiness comes only to those who live right. Teach our boys and girls to know how to live well, show them how the essentials of Christian living are necessary to experience this happiness, inculcate in them the desire for higher ideals by giving them the advantages which rightfully belong to them, and I doubt not that the problem of preventing the emigration of the best blood from the rural districts, will in a large measure, be solved.

A. J. BIRDSSELL.

Note:—Mr. Birdsell, who is in charge of the Fruitport schools, has been especially helpful in the organization and maintenance of the extension class of this school in Muskegon. The foregoing article is an abbreviation of one of his class reports.—Ed.
Musical Interest by the city press, frequent individual observations by local and state friends of the Normal, and the increasing responsiveness of the whole student body, all bear testimony to the progress in musical spirit, and the effectiveness of the various musical activities of our school life. Reference to the music notes in the art and music section of this issue of the Record will give an idea of the scope of the participation in musical events by the instructors and students in music. It must be a splendid satisfaction for the director Harper C. Maybee, to witness the accumulating results of his first year of leadership in this school.

Institutional Loyalty Loyalty to self interest, to other individuals, and even to remote personal ideals is evidently a much more general characteristic of human behavior than is loyalty to community or institutionalized interests and ideals. This latter form of loyalty sometimes called, in its exemplification, social service, is well illustrated by the responses of students and members of the alumni to the plans for the early realization of the utilities of the new athletic field. Not alone the generous responses in subscriptions and cash payments, but the enthusiastic letters accompanying the gifts, as well as letters of encouragement for the movement from some who must for the present defer active financial participation, have revealed a general and whole hearted appreciation of the beneficent work of the Normal, and a belief in a further expansion and a richer service in the future. The effect of the public attitude and of the personal encouragement toward the effort to finance the field, lightens the labor and increases the courage of all who have voluntarily assumed the immediate responsibility.
Fred A. Middlebush, University '11, now a graduate student in the University of Michigan presents in this Record an interesting account and discussion of the relations of Normal and University work. No reader of the Record can afford to miss reading the article by Mr. Middlebush. Some sentences which we desire to especially emphasize are: "Greater numbers are seeing the advantages of university training. It was in 1908 that the first graduates entered the university. The number at present is twenty-four. We are represented in all departments, with the exception of the Medical Department, the greater number, of course, being enrolled in the Department of Literature, Science and Arts. ** Our numbers are increasing in the Graduate School, men are beginning to see that they must not be satisfied with the A. B. degree, modern conditions are demanding more of teachers." This is the key note of this excellent article. We are glad to believe that the appreciation of scholarship by instructors in this school as proven by their daily class room attitude, and by the effort and the expense to which they voluntarily subject themselves in pursuit of learning both at home and abroad, is a positive factor in developing the scholarship ambitions of students, both in their present and in their future work. At any rate, the W. S. N. S. representation in the State University constitutes a very tangible gratification to former teachers, and an invigoration to the present corps of students.

Arbor Day

May 3

The governor has designated May 8 for Arbor Day this year. Much more than the usual activity on this day is anticipated in Michigan this year, and later, because of the emphasis being placed upon the importance of the day by the State Teachers' Association, through circulars being sent out by the president of the association, Mrs. Hulst, of Grand Rapids. We quote the gist of one of the several excellent circulars:

"In brief, it is our desire that the usual Arbor Day exercises expressing sentiments appropriate for the season, be followed by a planting of trees and shrubs in the highway near the school house. This should be done so well that it will be a lesson in planting to the pupils as well as be a means of securing more and better trees in our state, where too much cutting has been done. In the planting this spring it might be well to set out some nut trees and evergreens, since we have too few of these valuable species at present, but this will vary according to the neighborhood. Also it would be well to plant trees not all in straight rows, but in a variety of ways so that they will have a more pleasing effect, sometimes in groups of two to seven, set irregularly from three to twenty feet apart. This will afford well shaded picnic places later on, when the trees are grown. Among the most desirable native shrubs and vines that can be planted on grades at hillsides and hollows, near culverts and bridges, to stop erosion and shifting of soil as well as to give beauty to the landscape, are wild grape, bittersweet, wild clematis, wild rose, dogwood, sassafras, elder, wild crab, thornapple, sumac, shad, choke cherry, button bush, prickley ash, witch hazel, willow, scrub oak, locust, berry bushes and other growths. By offering nesting places these will serve the added purpose of attracting more of the birds that protect the crops. Biologists estimate that the reduction of our bird population is at present costing our state not less than ten to fifteen million dollars a year. The highway officials of the state may under the statute expend one-tenth of the road repair funds for planting, a policy that would prove good economy in the care of roads, and the highway officers are invited, ex-officio, to co-operate in this Arbor Day movement.

"We desire to bring the teachers of the schools into closer and friendlier relations with the parents, to the end that they may understand each other better, and work together for such improvements as the schools
will need from year to year. In our opinion it would be well to make Arbor Day an annual School Festival, following the planting with games and contests, awarding prizes and honors, and ending the day with a picnic lunch or social at the schoolhouse, or some other suitable place. It seems desirable that a Harvest Festival should be held in the autumn to inspect the results of the spring planting, gather nuts, and enjoy the season. By means of the Arbor Day festival and the harvest festival, each community will obtain the benefits of the parks and playgrounds movement and the schools will become social centers, more useful as well as pleasant to both parents and children of the districts and towns. We hope that no district will rest content until it has a well equipped building with a large playground, surrounded by a beautiful little park of native shrubs, and protected by a windbreak of forest trees.

Senior Class The class of 1914 has now entered upon the last stretch, so to speak, of their life at Western State Normal and soon all that will be left of the many and varied experiences they have enjoyed at this institution, is the memory and the few more practical reminders of the happy events and days here spent. A good summary of all these experiences will be the year book, the annual Brown and Gold, in which will be the pictures of all the classmates, faculty, buildings, etc., together with characteristic writings which cannot fail to recall old times or to prove to outsiders that the school of our choice is really worthy of our choice. Do not let this book be the work of a few chosen individuals who select at random those things which seem to them the personal and therefore vital interests of the entire class, but put into it something of yourself and the book will be doubly attractive and dear to you. Your opportunities to do this are many—first, there is the very valuable medium of suggestion. If you have an inspiration or brilliant idea which you know would make the book better and more interesting, do not keep it to yourself and then when the book is published, complain because such and such was not done. Tell the editors your ideas and they will be only too glad to act upon your suggestions and thus make the book more truly yours. After all, what are these editors for except to act as a medium between the thoughts and experiences of the class and the compiled book which records them? Second, when you hear a good joke, contribute it. "Tis said "truth is stranger than fiction," and it may as truthfully be said that "real jokes are funnier than fictitious ones." Third, use your kodak. Snapshots are one of the truest portrayals of school life and the character of the students attending it. In other words, saturate the entire book which represents your class, with your own self.

FIRST GRADE BULBS.
We planted our bulbs last fall. We put little stones in the pots, and then put in dirt. We made a hole and put the bulb in with its head out. The boys dug a big hole in the garden and we put the pots in it, we covered them with leaves.
We brought them in January 30th.
They had begun to grow. Some of the roots grew out of the little hole in the pot. Some of them had leaves just coming out. Other bulbs had not sprouted.

We put them near the window so they would get the sun. The sun gives them heat and light. We had to water them every day. After a while the leaves began to grow. Soon the buds came out.

Phyllis had the first blossom. It took four weeks after we brought it in for it to blossom. Most of the plants blossomed in five weeks. Our bulbs were daffodils.

They decided to make the hills, ravines, a well, a river, a sheepfold, paths and the level stretches of land from the sand. Beans were to represent the stones, green paper cut in small pieces was to be the grass, the palm trees were to be made of paper, and small branches of trees, and the tent was to be made of cloth and sticks of wood. The furnishings of the tent, the rugs, curtains, cushions and water pitchers, the girls were to bring from their doll houses.

After these things were planned a picture of the sand table was drawn on the blackboard and the children mapped out on this just how the sand table was to look when it was finished. Each child was given a chance to map out one portion of the picture.

On the following day the real work on the sand table began. The work was divided as follows: two were to make the hills and ravines, two, the paths and rivers, three the sheepfold and level stretches of land and one the well. Before they were allowed to go to the sand table, each group...
planned how it would carry out its work. The well and sheep fold were to be made of sand and stones, the hills were to be high with ravines in them, and the paths were to lead from the sheep fold and tent up over the hills and among the ravines. While these were at the sand table, the remainder of the section cut the paper up for grass. The other section of the second grade made the tent out of muslin and sticks of wood.

The next day the work on the sand table was finished and then the whole group cut the palm tree leaves and fastened them on the end of sticks for trees. The tent with its furnishings was then set up, the trees stood up in their proper places and the grass scattered about over the hills and plains. In the art class the children had made camels and these were used to represent a caravan returning from over the hills to the tent of the shepherds.

LUCILE ATKINSON.

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5. How We are Clothed—Chamberlin (Useful facts); MacMillan & Co.
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11. Ventures Among the Arabs—A. Forder (Interesting); W. N. Harts-horn, Pub., Boston.
15. Home Life in Colonial Days—Earle. Stories; The Song of Our Assyrian Guest—Knight; Early Life of Abraham; Stories of Isaac, David and Joseph; Bob, Son of Battle—Ol-livant; Rob and His Friends; Short Shepherd Dog Stories—Lang; Kipling, "How the Camel Got His Hump."

ASSEMBLIES.

An assembly program on Shepherd was given March 5, in charge of the Second Grade. Lantern slides of Pal- estine were shown. A group song was sung, a story told, and the life of Joseph, including Joseph telling his dream to his brothers, the birthday party, the selling into Egypt, Pha-raoh's dream, and the brothers' rec- ognition of Joseph, was presented.

The Seventh and Eighth grades gave a program of "Living Cartoons" for Assembly exercises February 26. Each pupil in these two groups is a subscriber to the miniature weekly newspaper called "Current Events," published in Chicago by the Educa-tional Press Co. The papers are studied at home, and one period a week is spent in discussion.

Cartoons are collected for bulletin board and scrap-book.

It was at first planned to work out a program of "Living Cartoons" from those cut from newspapers and maga-zines. Then it appeared that these told an incomplete story—as, of the Mexican situation. So the necessity became evident of studying each question in back numbers of their pa-pers and inventing scenes to form a complete story for each set of living pictures.
It was felt that the audience of pupils from the lower grades would enjoy the national figures in their typical costumes—as Uncle Sam, John Bull, the French Goddess of Liberty, etc.

To make the point of each set of cartoons clearer, a pupil stepped in front of the curtain each time and explained what the picture was intended to represent. Printed signs, dumb show, and even spoken words completed the explanations.

The program as represented follows:
I. The Trusts—Class III, Grade 8.
   1. Present status. 2. Telephone and telegraph trusts voluntarily dissolve.
II. The Currency Law—Class III, Grade 8.
III. The Balkans—Troublesome children of Europe and Uncle Sam—Grade 7.
IV. Japan and California—Grade 7.
V. The Panama Canal Controversy—Class I, Grade 8, and pupils of Grade 7.
VI. The Suffragettes at Washington—Class I, Grade 8.
VII. Alaskan Problems.
VIII. The Mexican Situation.

ARBOR DAY LESSON PLAN,
GRADE I.
Who thinks he could be a bird, maybe a robin, and show the rest of the class how to fly? Robert and Edith, we'll let you try.

Boys and girls, don't you think it is most time for the robins to come back and make their nests again? Where have the robins been all winter? Yes, of course, they go way, way down south, where it is nice and warm, but it soon will be warm again here, won't it? When our robins come back what do they do first, James? Yes, they build their nests and make comfortable little houses for themselves. This morning we are going to let Robert and Edith be two little robins coming home again, and they are going to fly all around, looking for a place to build their nest. (Birds fly about.) The robins cannot find a tall tree with many branches and green leaves and they are unhappy, for they want to build a fine nest that the wind can't tear down.

What do you think every little boy and every little girl should do to help all robins have a safe nest? We should plant trees so that bye and bye there will be many places waiting for our little friends when they come back to sing in the spring. Each one take a shovel and dig a great hole in the ground ready to plant a tree. Bend way down, oh, shovel so hard and throw the dirt over your shoulder, way down and over your shoulder. Every one has a place large enough, so set the little tree squarely in the center and pack the dirt around it again. Pack it around firmly so the roots will be kept warm. Do you think your little tree might be thirsty? Shall we water it? Hold a sprinkling can in both hands and walk slowly around the tree and give it all the water it can drink. Do you think your tree is ready to grow and some day make the birds happy?

Let's all sit down and watch for the birds. Perhaps they will find some worms in this dirt we have dug up about our trees. James, do you know how a robin hops when he is very, very hungry? All hop, hop, and I will pick out the most hungry robin.

EXERCISES.
Robins flying in and out the circle. Arms sideward, upward and down.
Shovelling exercise—holding spade, trunk forward, trunk raise, with broad sweep of arms over shoulder.
Sprinkling roots of the trees—holding can with both hands, arms swinging sideward, forward.
Hopping exercise—hop forward with both feet.
Note: The children are encouraged to show the exercises, and the plan may change its form as their suggestions are acted upon.

RUTH PAYNE, '15.
MUSIC NOTES.

The Men’s Glee Club furnished the music for the annual Commercial Club banquet. The boys were enthusiastically received and responded to a number of encores. Clarence Hoekstra and Ralph Bloem did the solo work. H. Glenn Henderson acted as accompanist.

Mrs. Hostetter and Mr. Maybee sang at the St. Patrick’s banquet at the Auditorium.

The Ladies’ Glee Club will sing at the Kalamazoo County Sunday School Association the middle of April.

Mr. Maybee sings Stainer’s “Crucifixion” at Lansing, April 10-12, at the First Congregational church.

MAY FESTIVAL. MAY 12-13.

May 12—8:15 p. m.—Miscellaneous program, soloists and chorus.

May 13—2:30 p. m.—Symphony concert, Minneapolis Symphony Orchestra and soloists. Mr. Oberhoffer, conductor.


The chorus of nearly 200 voices has been working on the “Hymn of Praise” since giving the “Messiah” at the holiday time.

FACULTY RECITAL.

A faculty recital was given before an enthusiastic audience Monday evening, April 6, by the music department of the Normal, assisted by a most talented pianist, Mrs. George Rhead, of Ann Arbor, a member of the University Conservatory of Music faculty. The appearance of Mrs. Rhead at the Normal was an exchange between the two institutions. Mr. Maybee having sung at a faculty recital of the Conservatory early in the year. A program replete with artistic numbers was presented before an audience which both appreciated and enjoyed one of the musical treats of the year. The program follows:

Caprice Alceste Gluck-Saint-Saens—Mrs. Rhead.
Herodiade Massenet—Mrs. Hildred Hanson Hostetter.
Fantasie and Fuge, G Minor Bach-Liszt—Mrs. Rhead.

Intermezzo, Op. 116, No. 4—Brahms

Mrs. Rhead.

ARCH AND MUSIC
MENDELSSOHN PROGRAM.
Mr. Maybee was in charge of a Mendelssohn program for the Kalamazoo Musical Society early in March and the Normal assembly room was used for the occasion. The following enjoyable program was presented by the Normal chorus, assisted by soloists:

"O For the Wings of the Dove" (Hear My Prayer")—Mrs. Hostetter semi-chorus, and chorus.

"Woe Unto Him" ("Elijah")—Mrs. C. B. Rogers.
(a) "Greeting;" (b) "Lift Thine Eyes" (Elijah")—Ladies' Glee Club.
 Piano, "Songs Without Words"—H. Glenn Henderson.

Solo, "If With All Your Hearts" ("Elijah")—Stanley Perry.
(a) "Departure;" (b) "Nightingale"—Mrs. Rogers, Mr. Glockzin, Mr. Maybee, Mrs. Maybee.

Selections from "Hymn of Praise"—(a) "All Men, All That Has Life and Breath," chorus; (b) "Praise Thou the Lord," Mrs. Hostetter and ladies' chorus; (c) "I Waited for the Lord," Mrs. Maybee, Mrs. Rogers and chorus; (d) "My Song Shall Always Be Thy Mercies," Mrs. Maybee and Mr. Glockzin; (e) "Sing Ye the Lord," chorus.

H. Glenn Henderson acted as accompanist and Harper C. Maybee as conductor.

Pictures in Normal Buildings
Corridor 1st Floor.

NAME.
Large Carbon Photograph of Statue of Lincoln (Lincoln Park, Chicago)
Photograph of Bas Relief of Gen. Shaw
Flight of Night, Mural Painting in Capitol, Albany, N. Y.
Christ head, Detail from "The Holy Family."
Laughing Cavalier—Man with the Glove—Death staying the hand of the young Sculptor. Photo from bas relief—

ARTIST.
St. Gaudens, American Sculptor.
St. Gaudens, American Sculptor.
Wm. Hunt, American Artist.
Murillo, Spanish.
Frans Hals, Dutch.
Titan, Italian.
Daniel French, Am. Sculptor.
Michelangelo, Italian.
Mesdag, Dutch.
Edwin Blashfield, American.
Barducci, Italian.
Harry Bates, American.
John Sargeant, American.

Library.
Photo of Mural Painting, Athlete—Marine—
Lunette Symbolic, Figures, representing rise of the Mississippi in Capitol at St. Paul, Minn.—
Cross Walk of the Dominicans Santa Marie Novella, Florence—
Photo, Hounds in Leash, from statue—Frieze of the Prophets, from Boston Public Library—

Offices.
Autumn, Sheep—Dutch Cottage Interior—Portrait of My Mother—By the River—
Photographs of Columbia University—Anton Mauve, Dutch.
Joseph Israels, Dutch.
Whistler, American.
Le Rolle, French.
Ploughing—Rosa Bonheur, French.
Photograph of Lincoln—Gilbert Stuart, American.
Washington—Madame Le Brun, French.
Mother and Child —Karl Bohme, German.
Sunset at Capri—

Education Room.
Courtyard of the Bargello, Florence—Photograph colored.

German Room.
Mother and Child—Gari Melchers, American.
York Cathedral, England—Photograph.
Durham Cathedral, England—Photograph.

History Room.
Pyramids—Photograph.
Parthenon—Photograph.
Acropolis—Photograph.
Winged Victory—Photograph.
Gettysburg—Photograph.
Cardinal Richelieu—Photograph.
Napoleon 1st—Delaroche, French.
Marie Antoinette and Children—Madame Le Brun, French.
Coronation of Josephine—David, French.
Joan of Arc—Ingres, French.
Henry III and Duc de Guiza—C. Comte, French.
La Imperatrice—Prud' hon, French.
Bouchot—Brumaire, French.
Louis XIV—Regaud, French.
Sabine Women—David, French.
Appeals of Last Victims in Reign of Terror—Mullen.
Erasmus—Holbein—German.
Notre Dame—Photograph.

English Room.
Frieze, Chaucer's Pilgrimage to Canterbury—Robert Sewall, American.
Shakespeare—Whistler, American.
Carlyle—
Engravings from scenes in Shakespeare's Plays—
Photographs—

Expression Room.
Photographs—
Engravings of Scenes in Shakespeare's plays—

Music Room.
Avenue of Trees, Middleharnis—Hobbema, Dutch.
St. Cecelia—Carlo Dolci, Italian.
Last Days of Beethoven—Paul Sonntag.
Child Handel—Dicksee, English.
The Sower—
Landscape—
Return of the Cattle—

Detail from the Frieze Holy Grail,
(Key to the Castle)—
Sir Galahad—
Engravings from Scenes in Shakespeare's Plays—

Roman Forum—
Coliseum—
Cicero's Denunciation of Cataline—

Edge of the Forest—
Lake Albani—
The Storm—
The Blue Mill, Belgium—
Water colors, oils and charcoal studies

Original painting, Autumn—
Rhine Print, "Swans"—
Rhine Print, "Harvest"—
Posters—

The Guild of Wool—
The Blue Boy—
Going to Work—
"The Return of the Plow Boy," hand tinted carbon—
The Hay Wain, hand tinted carbon—
Nicholas Kraetzer—

Frieze, Singing Boys—
Song of the Lark, hand tinted carbon—
The Evening Meal, hand tinted carbon—

Sir Galahad and Knights—
Details from Holy Grail—
Frieze, "The Departure"—
Girls at Capro, hand tinted carbon—
Children of Chas. I., hand tinted carbon—

First Steps—
Feeding Her Birds—
Christ Child—
Innocence—

Rural Room.
Millet, French.
Jules Dupre, French.
Troyon, French.

English Room.
Edwin Abbey, American.
Sir Frederick Watts, English.

Latin Room.
Photograph.
Photograph.
Maccari, Italian.

Art Rooms.
Theo. Rousseau, French.
Corot, French.
Corot, French.
Fritz Thaulow, Norwegian.
Misses Goldsworthy, Judson and Spencer.
Theodore Steele, Indiana Artist.
K. Y. Volkmann, German.
K. Y. Volkmann, German.
French Artists.

Assembly Hall.
Rembrandt, Dutch.
Gainsborough, English.
Millet, French.
Jean Francois Millet, French.
John Constable, English.
Holbein, the younger, German.

Corridor, Second Floor.
Della Robbia, Italian.
Jules Breton, French.
Joseph Israels, Dutch.

Training School, Corridor.
Edwin Abbey, American.
Edwin Abbey, American.
Edwin Abbey, American.
Jean Benner, Italian.

Kindergarten.
Millet, French.
Millet, French.
Murillo, Spanish.
Reynolds, English.
First Grade.

Family by the Sea—
His Majesty—
Animal Pictures—
Photo, Tiger—

Second Grade.

Iron Guard—
Girl with Apples—
Arabian Outposts—
Christ in the Temple—
I Hear a Voice—
Lord of all I survey—
The Itinerant Candy Vender—

Third Grade.

Photographs.

Fourth Grade.

Cattle Study—

Watchers on the Hill—
Return of the Cattle—
Family by the Sea—

Fifth Grade.

Children of Chas. I—

Eighth Grade.

Around the Lake—

Library—Training School (now Geography Dept.)

Photo of Statue of Lincoln—
Flatford Mill on the River Stour—
Picture Writing—
Falls—
Natural Bridge—
Panoramic View of Canadian Rockies—
Hour of Prayer—

Blommers, Dutch.
Gamber Bolton, American.
Jenks, (German Print).
Schreyer, German.
Maude Earl, American.
Van Dyck, Dutch.
Troyon, French.
Dicksee, English.
Troyon, French.
St. Gaudens, American.
Fifth Grade.

George Bolton, American.
Grueze, French.
Maude Earl, American.
Jenks, (German Print).
Schreyer, German.
Robert F. Blum, American.

Photographs.

Photographs.

Photographs.

Photographs.

Photographs.

Photographs.

Hoffman, German.
Cleminson, American.

Troyon, French.

Blommers, Dutch.

Robert F. Blum, American.

Sahara Desert.
BASEBALL PROSPECTS AND SCHEDULE.

Another baseball season is upon us, and after so many good past seasons we fear lest we lead you into an overly optimistic mood by saying that the "prospects were never brighter, etc.," so we refrain from a statement so rash and merely hope that we have the best team in the history of the school this coming spring.

There are pitchers galore: Curtis, too well known to mention further; Ernest Koob, a new recruit from St. Joe; Louis Corbat, the Port Huron "phenom," and Wesley Wilbur, of "knuckle ball" fame—all these will be ready to go to the "well," it is hoped not "once too often." Then, there are such demon hurlers as "Red" Anderson and "Cy" Martin, who can be counted upon to keep the outfielders busy when they are working. "Cy" is "some" pitcher when the team is fielding behind him, and is steady in the pinches.

Joe Walsh will be behind the bat with the same old pep that has always characterized his work in everything he attempts, and woe be to the pilfering base runner who gets too reckless on the sacks when Joe’s throwing arm gets into condition.

Donald Miller will be back on first base with some keen competition in Anderson, who has had experience cavorting around the initial sack. Lake, Corbat, McIntosh and Wilbur look like infielders, and in case they come up to the necessary requirements, will be stationed where each can do the most good to the team. Barker, Snell and Martin are old outfielders and will be expected to hustle every minute to hold onto their positions against King, Nichols and several other aspiring recruits. It is not unlikely that Curtis or Koob may be used in the outfield when not pitching.

With the exception of several practice games with Kalamazoo College and the local Southern Michigan league team, the schedule is practically completed and is as follows:

April 16—Notre Dame University at Notre Dame.
April 17—Battle Creek Training School at Kalamazoo.
April 21, Olivet College at Olivet.
April 24—Bethany College at Kalamazoo.
May 1—Hillsdale College at Kalamazoo.
May 6—Hillsdale College at Hillsdale.
May 7—Albion College at Kalamazoo.
May 8—Battle Creek Training School at Battle Creek.
May 15—Olivet College at Kalamazoo.
May 22—Ypsilanti Normal College at Kalamazoo.
May 23—Hope College at Holland.
May 26—Albion College at Albion.
May 28—Lake Forest College at Kalamazoo.

WESTERN NORMAL, 40; OLIVET COLLEGE, 16.

On the afternoon of February 26 the basketball five closed its season by administering an easy defeat to Olivet College. The score was 40 to 16. It was the second defeat the visitors had suffered in as many days, having been humbled by the local college quintet the preceding evening, 33 to 17.

The Normals were slow to get started and led at the intermission by only four points, the score being 14
to 10. However, they had learned the weaknesses of the Collegians' style of attack and during the second period it was a complete walkaway for the home team.

The team worked together with machine-like precision and showed the best teamwork ever seen on the local floor. The passing was a mixture of the short and long pass style of play, and at times the defense of the visitors was at a loss as to how to meet this style of game. The result was that during the second period Olivet scored only one field goal.

Soo and Wilbur did some fine basket shooting, and Anderson contributed several points to the cause. Barker was a tower of strength on the defense and Koob's work was effective in breaking up the opposing attack.

Olivet played a clean, hard game, and though badly beaten, proved to be good losers and true sportsmen.

**NEWS ARTICLES**

**TICKETS FOR TETRAZZINI, APRIL 28.**

The appearance of Tetrazzini, the world-famed prima donna, in Kalamazoo through the efforts of the Normal School, promises to place April 28th in the red letter days of the city. It is not usual for the famous soprano to sing in cities the size of Kalamazoo, but the musical atmosphere of the city, of which the Normal is the center, interested the management to the degree of closing negotiations for her appearance under the auspices of the school. Detroit is the only other Michigan city in which she will sing, and it is certain that many of the musical people from surrounding towns will hear her in Kalamazoo the twenty-eighth.

Her program will include selections from famous Italian operas, of which she is master, the principal numbers on this occasion being "Caro Nome" (Verdi) from "Rigoletto," "Grand Valse" (Vensano); "Grand Aria," including "The Mad Scene," and "Lucia" (Donizetti). Extra and encore numbers will be selected from requests from Tetrazzini's, friends and admirers.

The new Armory has been engaged for the concert, for which tickets may be secured through the Normal office (mail orders) and from Colman's Drug Store, Kalamazoo.

**"YOU NEVER CAN TELL."**

When Bernard Shaw's play, "You Never Can Tell," was presented by a cast of Normal Students Wednesday evening, March 18, the expression department scored a triumph which out-classed any previous event of similar character in the school. Miss Forn-crook's special knack in selecting a cast—adapting the person to the part—always signifies a good production, and in this year's midwinter play was this special ability emphasized. Every part was well assigned, the cast was a well-balanced one, and it would be difficult to select the "stars," so good were they all.

To begin with, the play has a laugh in every line, and the cleverness of the Shaw situations was artistically and effectively brought out in the Normal's presentation of "You Never Can Tell." The story of the play centers in a family affair, which arises from a mother's well-defined ideas of a woman's rights. A crabbed husband furnished the object of her individuality and a family of three children—twins of a merry, rollicking disposition, and a sister in direct contrast of nature—complete the group around which the play is made. Accessories in the persons of solicitors, a waiter and a maid, supplement the cast, which, though small, gives everybody something to do.

Miss Esther Straight as Mrs. Clandon, was excellent in the role of the twentieth century mother, and Mr. H. H. Fuller, as the cranky, crabbed,
estranged husband, was perfect in his part.

Miss Ruth Payne, in the part of the haughty but charming Gloria, delighted the audience, and Miss Marian Hays and Paul Snauble, as the twins, were as irresistible as they were irresistible.

In the role of the imppecunious dentist, who found it difficult to adapt himself to the situation, Glenn Sooy made a decided hit. At all times his work would have been a credit to a professional.

One of the parts most enjoyed during the evening was that of the waiter, Joseph Walsh giving this part and winning the audience from first to last.

Cecil Ross and Edward Hanson, as the solicitors, Mr. McComas and Mr. Bohun, won favor for themselves. Both were excellent in effective parts. The maid, Miss Theda Peake, pleased and, in fact, the entire cast was so uniformly good that it would be impossible to name the stars.

It was the first time a Normal play has ever been given on a stage other than the school, and this year the Academy of Music was filled with an audience composed not only of students but many townspeople, who joined in the enthusiasm called forth by the delightful performance. The scenery and other stage arrangements helped in the successful production.

For the financial success of the play credit is due to the splendid business management of Miss Alice Marsh, whose thorough and systematic handling of the tickets and advertising leaves the expression department an excess over expenses of the best dramatic undertaking the Normal has ever known.

SUMMER SCHOOL PLANS.

For the 1914 summer school at the Western State Normal some particularly fine features are planned for the lecture series, which each year is provided for the students without expense to them. In the list will be Dr. W. C. Bagley, of the University of Illinois, and Dr. Snedden, commissioner of education in Massachusetts, whose debate on "Vocational Education" at the recent meeting of the department of superintendence of the National Educational Association held in Richmond, Virginia, was one of the big features of the program.

One of the choicest lectures for the summer will be by Mrs. Cora Wilson Stewart, of Rowland county, Kentucky, who also distinguished herself in her story of the "moonlight schools" in her state. Mrs. Stewart was responsible for the organization of night schools in Rowland county, which have almost eliminated illiteracy. Twenty-five counties have adopted her plan. Her "honor class," which is composed of students ranging in age from 84 to 94, is one of the illustrations used by her in one of the most vital and interesting stories of the age. There will be other attractions, not yet announced, but equal in merit to those already planned.

CLASSICAL CLUB PLAY.

The Classical Club made its first appearance in public on March 9, when it presented in the Rotunda of the Training building a dramatization of the story of Dido. This dramatization has been very nicely prepared in a neat little volume by Prof. Miller, of the Latin department of Chicago University, and has been given in part by a few high schools of the state. Previously, the Western High School of Detroit has been the only school in Michigan to present it in complete form, in all four acts.

In getting ready for the play, Miss Parsons was ably assisted by Ruth Reynolds, chairman of the committee on costumes; Miss Devona Montgomery, chairman of the music committee; Mr. Rabbers and Mr. Deal, who acted as stage managers and printed all the tickets and programs. Mr. McCafferty managed the sale of tickets, and Mr. Knox and Mr. Edgar Smith acted as ushers. Every member of the Latin department assisted in some capacity.

The persons of the drama were as follows: Aeneas, Prince of Troy and
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The Classical Club desires to express thanks to the members of the faculty, who gave valuable help and suggestions—Miss Forncrook, Mr. Hickey, Miss Townsend, Mrs. Hosterter, Miss Frost and Miss Jones.

EIGHTH RURAL PROGRESS DAY.

The attendance, the program, and the social features of the eighth annual Rural Progress day, March 13, were all convincing evidence of the growing recognition of the opportunities for happiness and service in rural life. Participation in the forenoon was general, but under the chairmanship of Miss Jennie Buell, of Ann Arbor, the discussions were given definiteness and relation. The time was too brief for all the organizations represented to be adequately heard. Dr. Eben Mumford, of the Michigan Agricultural College, in a short talk, helped greatly to define the purposes of the forenoon.

In the afternoon John C. Ketcham, master of the State Grange, presided. He took a census of the audience, with results as follows: Attendance by counties— Allegan, 22; Barry, 5; Berrien, 4; Branch, 2; Calhoun, 20; Cass, 12; Eaton, 1; Elkhart (Ind.), 2; Ingham, 8; Isabella, 1; Kalamazoo, 200; St. Joseph, 25; Van Buren, 19; Wayne, 1; and Washtenaw, 1. Numerical representation of organiz-

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The addresses by H. W. Foght, W. H. French and Miss Jessie Field, in the afternoon, as well as the splendid lecture in the evening by Mr. Foght on "Education in Denmark," were greatly enjoyed. Miss Field also met a group of girls for a more intimate acquaintance, preceding the evening lecture.

The county Grange, assisted by instructors and students in the Domestic Science department, looked well after the picnic dinner at noon, and the students in the Department of Rural Schools gave an informal reception at 4 o'clock in the Training School building, thus enabling the guests from different sections of the state to get acquainted, and to meet the speakers from outside of Michigan.

Co-operation by all departments of the Normal, which could help in any way, contributed much to the success of the day. Music and exercises by children from the grades were generously provided and were greatly enjoyed by all present.

ORATORICAL CONTESTS.

The disciples of Cicero have been indeed busy this term preparing for the final oratorical contest, which occurs on April 30, and at which time a prize of twenty-five dollars will be given the winner. In order that candidates might receive public practice and that the number of contestants for the final prize might be limited and thus insure a more interesting program, preliminary contests were arranged in the literary societies, at which time one member from each society was chosen by the judges to enter in the final contest without further public practice. These individuals were Miss Agnes Cagney, from the Amphictyon Society, and Miss June Montieth, from the Normal Literary Society. Out of the remaining contestants, four were chosen from each society to enter the second preliminary contest, which was a joint
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From these eight contestants the decision of the judges showed a tie between the two societies, so that in the final contest there will be three from each organization. Besides the two before mentioned, who won in the first preliminary, those entering will be Miss Wilcox (Normal Literary), Miss Herdell (Amphictyon), Mr. Ross (Normal Literary), and Mr. Fuller (Amphictyon). It remains to be seen which society will be able to claim the final winner or real school orator.

NEWS NOTES.

For the meeting of the Schoolmasters' Club, held in Ann Arbor early in April, several members of the Normal faculty appeared on the program. Dr. L. H. Harvey headed the biology conference; Prof. L. H. Wood, Prof. T. P. Hickey and Dr. N. W. Cameron presented papers in their respective sections, and Miss Mary Ruthrauff, of Owosso, a graduate of the Normal, took part in the program for the Modern Language section.

The students were given the privilege of listening to a masterly paper on the composer, "Wagner," at the Tuesday assembly, March 17th, by Mr. Edward B. Desenberg, of Kalamazoo. Beautiful illustrations of the Wagner music were given on the pianola.

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co-related scheme ought to dominate the selection of schoolroom pictures, so that when a child has finished the elementary schools, he will have come under the influence of the masterpieces of the world’s painting, sculpture and architecture.

In the earliest grades some concessions may be made to the childhood of the pupils, but after the third year, a serious consistent idea of the historical importance of the great art periods ought to dominate the choice.

The halls may be used especially for examples of Egyptian, Greek, Roman, Italian Renascence, and most important, yet most neglected, Gothic Sculpture.

As the more modern paintings are popularly supposed to be easier understood by the younger children, the fourth year rooms may be given over to reproductions of our American masterpieces of modern art, to be followed as the grades progress, back to the earliest periods, thus covering gradually the fields of Modern English, French and German Art: the eighteenth Century, English and French Schools, the Dutch, Flemish, German, Spanish and Italian Schools, not neglecting good examples of the primitive influences in each period.

Article Number Three

The W. Scott Thurber Art Galleries
408 South Michigan Blvd.
Chicago, Ill.
Western State Normal School
KALAMAZOO
ORGANIZED IN 1904
A High Grade School for the Training of Teachers

The faculty consists of 50 efficient instructors who have been trained in the institutions named below:

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

The buildings are new, large, well planned and attractive, and the equipment is excellent. The library numbers 9000 carefully selected volumes, all new, and is growing rapidly. The gymnasium is the largest structure of its kind among the normal schools of the Middle West. The training school building is a model of convenience, practicability and architectural beauty.

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

Students may enter at the opening of any term. Summer Term June 29 - Aug. 7, 1914. Fall Term opens Sept. 21, 1914. The year book and summer bulletin will be mailed on application.

DWIGHT B. WALDO, President.
Kalamazoo, Michigan.