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The April meeting of the State Board of Education was held in Kalamazoo at the Normal the 28th. Those present were Hon. W. J. McKone, president, of Albion; Hon. Frank N. Cody, Detroit, vice-president; Dr. T. W. Nadal, Olivet, treasurer, and Hon. F. L. Keeler, Lansing, secretary. The guests attended the Tetrazzini concert in the evening.

Dr. E. J. Bernstein gave a most interesting and valuable address in assembly Tuesday, April 14th, on the general subject of disease. For the assembly on April 21st, Prof. B. L. Jones gave a program which will long remain in the minds of those who were present. The subject was in general, the games and folk-lore of America, and demonstrations were given by children of the training school. Professor William Hall of Syria, who is in this country on leave of absence after several years abroad, spoke in assembly Tuesday, April 28th, on his trip to Antioch.

The Senior class of the high school held a class meeting on Monday, April 27, to discuss plans for graduation. The class pins have arrived and are voted "fine" by the future graduates. A meeting was held on the same afternoon, called by the official "yell-master" of the high school, Merle Vosberg, to practice "yells" for the oratoricals of the Senior literary societies, held on April 30.

Two programs of the Rural Sociology Seminar were given in April. The general topic, "Reading and Story Telling," was considered at the first meeting. Henrietta Sholten and Lotetta Bunker gave excellent illustrations of story telling. The second meeting considered "The Country Home." Bernice Creagan talked on "Home Decoration." "Home Cooking" was Louise Campbell's topic, and Armina Gillespie discussed "Modern Improvements in the Farm Home." The chief address was by Margaret Spencer on "Native Materials That Can Be Used in Country Hand Craft."
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Mr. Waldo attended the meeting of the Normal Council in Grand Rapids April 17.

Group II of the Women's League enjoyed a social afternoon Saturday, April 25, at the home of Miss Brewster and Miss Butler, 503 Oakland drive.

The program for the regular meeting of the Erosophian Society, held on the afternoon of Friday, May 1st, was of unusual interest. It was the first of the "Inter-class Debates," this one being between the ninth grade and tenth grade teams. The question, "Shall a professional athlete be permitted to play on a school team?" was taken on the affirmative by Bertha Roskam, leader, assisted by Donald Sooy and Carleton Wells. The negative side was taken by Clarence Swan for leader, aided by Anna Wagner and Edgar Smith. Music was furnished by Thelma Hootman.

At the last meeting of the Y. W. C. A. officers for the ensuing year were elected, as follows: President, Anna Reinhold; vice-president, Margaret Hartman; secretary, Beatrice C. Farr; treasurer, Ruth Miller. The meetings are full of interest and are of great benefit to the students. Come and increase our numbers.

ALUMNI NOTES.

Walter Dewey, of the class of 1912, Manual Training, who is in charge of this work in Norway, visited the Normal during the spring vacation.

Miss Irene Sterling, Music and Art, 1913, was a recent visitor at the Normal.

Steven Stark, of Midland, Manual Training, 1913, called at the Normal during the spring vacation.

Edgar Roper, of Fremont, Ohio, spent the spring vacation in Kalamazoo.
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Trevor Muffitt, 1910, now attending school at the University, was a guest at the Normal recently. He will graduate from the University in June.

Lon Bolster, of the class of 1913, who is principal at Prairieville, was recently elected superintendent at Augusta.

Miss Ruth Foote, 1912, resigned at Perry and is studying voice and cello in Chicago, preparatory to entering upon concert work.

Leonard Monteith, 1912, is attending school at New Concord, Ohio.

De Forest Walton, 1912, who is teaching in Howe Military Academy, visited the Normal in the spring vacation.

Miss Alzadah Baker, of the class of 1913, has accepted a kindergarten position in Battle Creek for the coming year. She has been teaching in Ionia the past year.

Announcement of the engagement and marriage in the summer of Miss Sadie Friend, of the class of 1910, to Mr. Orson Munn, was recently made in Grand Rapids. Miss Friend was a very popular student in the Normal and has been a successful teacher in both Holland and Grand Rapids since her graduation. Mr. Munn is engaged in the electrical business in Grand Rapids.

Miss Maude Grill, 1906, who has taught in Battle Creek for several years, plans to attend Teachers’ College next year.

Miss Estelle Winn, special kindergarten, 1909, is in Seattle this year.

Mrs. J. C. Kenning, of Montague, formerly Miss Mae Brown, a graduate of 1910, visited in Kalamazoo in April, calling upon old acquaintances.

Miss Elsie Crabtree, Domestic Science, 1910, is attending Michigan Agricultural College this year.
Moving Pictures in the Schools

ABOUT thirty years ago E. J. Marey devised a practical method of photographing moving objects whereby they might be cast upon a screen and presented to an audience. From this beginning there has developed one of the most important industries of all time. In the past few years much has been written about this invention as to its use and value in education. Up until the present time the moving picture has been employed almost exclusively for purposes of amusement. Today in New York city there are almost, if not quite, 300 places exhibiting scenes and activities photographed in nearly every walk of life. What is true of the metropolis of America is likewise true, only to a smaller extent, of practically every city, town and village in our country. Any one who is familiar with the “movies” can testify to the wide variety of subjects that the film concerns have prepared for commercial purposes. And this latitude includes everything between the highly moral and the intensely immoral. But whether moral or immoral we are struck with the wonderful hold this institution has on the American people. It is this hold that has prompted those interested in the school to believe that out of this agency for entertainment and commercial enterprise there should develop an organized and systematic application of it to the special and general fields of education.

One of the problems of the teacher has been to secure and hold the attention of children to school work. The moving picture has demonstrated beyond all doubt that it is one of the most valuable means for this purpose. Thousands of children sit enrapt at the scenes as they go flitting by on the canvas, never tiring at the length of the exhibition. What possibilities there are in the directing of these prolonged periods of attention!

Fundamental to the attracting influence of the moving picture is the fact that the child attends instinctively to certain kinds of objects: novel, intense, moving, living. For him these have tremendous significance. “Actions speak louder than words” with children of every school age. The more intense the idea, the greater the chances are that it will issue in action. Our daily papers with all too great frequency give evidence of this fact. It is not only the youth in his teens but he who has passed this age that is prompted to acts against law and society by the stirring scenes thrown on the screen. To this dynamic force
we must give our attention. Here are potentialities that need our most careful consideration.

Already the moving picture has been introduced into the school. Many cities have used it in some way, or are contemplating its use directly or indirectly in connection with the work of instruction. In most cases it has been tried as a source of amusement, or in connection with popular lectures. Less frequently it has found a place in class recitations.

There are four questions relative to the use of the moving picture in the school that need in whole or part a satisfactory answer at this time:

1. What school subjects and what parts of such may be best taught by means of the moving picture?
2. How may the moving picture be used in the most effective way?
3. What cautions need to be remembered in the utilization of this educational agency?
4. How should the production and distribution of these films be controlled?

These questions will be considered in the order in which they are mentioned above.

1. It may be said that there is hardly a subject in the whole course of study in either the elementary or high school that could not be made more dynamic by representation on the screen. Even penmanship may be made more vital through this medium. Morals, history, geography, nature study, biology, literature, hygiene, agriculture, physics and chemistry contain much subject matter that may be quickened in the minds of pupils when presented to them by means of the cinematograph. Characterizations of fiction or great events of history, the customs and habits of the people, land forms and industrial activities, processes of development and methods of nurture, and action of any sort would be more profoundly impressed upon children if shown on the screen. The length of this paper will not permit of a detailed recital of the appropriate content of each branch of study to be prepared for the moving picture industry. Such a matter should be entrusted to a committee of persons in educational work qualified for this work.

2. For a school building containing no more than 500 pupils, one moving picture machine will meet the required needs. This should be in a room set apart for this purpose. It is feasible, however, to have the apparatus in the assembly room where there is one in the school. If the daily work is regularly planned, no difficulty should arise from conflicts in the use of the apparatus. A number of the larger boys may be taught to manipulate it so that the teacher may devote her time wholly to the presentation of the subject matter. The text-book work should be reinforced by the film only as new types of study are developed. Other details will work themselves out effectively in any well organized system.

3. It must be borne in mind by the teacher that the function of the moving picture in the school room is not for the purpose of furnishing amusement to the children. It is to supplement the text-book work and to make more concrete the matter presented in the class room. In this way the pupil may be spurred to thinking. It must be an agency for developing the reasoning powers of the child. If this result is not attained, then this instrument of instruction is in so far a failure. The teacher must see that this period does not degenerate into a "show." Pupils should be impressed with the necessity of relating the text-book work with the views shown. The class should not be permitted to see a picture until it has first learned the general plan of the lesson demonstrated. This will be the period of closest attention, yet we must be sure that the pupils will have problems that require their best efforts to solve.

4. At present all films are manufactured by private companies. While there is a nominal censorship to which some of the manufacturers submit their films for approval, on the whole the plan is lacking in effectiveness from almost every point of view.
Every one interested deeply in the moral aspect of education realizes the necessity of a rigid and intelligent control of the product of this industry for educational purposes. It seems reasonable, therefore, that the moving pictures to be used in our schools should be under the regulation of the State Board of Education, or a commission designated by the state board, who shall have charge of the selection, manufacture, distribution, and general supervision of this educational asset. In this way the proper films could be furnished to school boards most economically, both in the matter of time and cost. Where there is a state museum, the work might well be placed under the direction of the curator of the same. Many of the museums are furnishing schools with lanterns and slides for educational purposes, just as the traveling libraries are being furnished to schools in communities where there are no public libraries. There is equal reason why the museums may add the moving picture films to their exhibits for distribution to schools.

As an agency for amusement the moving picture is exerting a greater power every day. Will the school fail to avail itself of the possibilities of this great invention? Let us hope not.

N. W. CAMERON.

General Exercises in Elementary Schools

The general exercises in our Training School are divided into two distinct classes. There are the opening or morning exercises in which the children of a single grade or room are partakers. Then there is the general assembly in which all the pupils from the kindergarten through the eighth grade come together for a brief half-hour weekly.

The morning exercises in each room are conducted for the purpose of getting the school started as a unit for the day and they also offer the opportunity of beginning the day's work on a high plane. For this reason devotional exercises of a simple nature, songs, the recitation of inspiring poems and the telling of classical stories are the subjects most generally taken up. From ten to fifteen minutes daily are profitably utilized in this way. This first period of the school day is an excellent time to set up ideals that may be realized in the workings of the school room and playground.

Ella M. Cabot's "Ethics for Children" and "The Golden Hour," by Prudence Lewis are splendid guides in the planning of these morning programs. Perhaps the most interesting development from the use of the former was in the work of an eighth grade which took for its theme, for the opening exercises of the term, "Vocation in Life." The pupils wrote papers on the various elements which were to be considered in selecting a life vocation, had informal discussions, memorized classic poems, studied literary selections dealing with the topic and as a culmination of this opening exercise work at the end of the term they came before the whole school in general assembly to give us the results of their thought, original investigations and careful study of the lives of great men.

In one grade room each morning of the school week has its appointed theme and the pupils of this grade are always in a receptive mood for the particular program of the morning. On Monday, the exercises are of a devotional nature and consist of the recitation or reading of a beautiful psalm or classic poem, illustrating high ideals or the intensive study and memorizing by the whole school of some classic selection, like Van Dyke's "Footpath to Peace," Riley's "The Prayer Perfect," Channing's "Symphony," Kipling's "Recessionals," Ruskin's "Rules for the Guild of St. George," and others of like worth, so that at the end of the school year these children have a life—abiding re-
pertoire of noble passages from the best prose and verse. On Tuesday, the most beautiful of the Bible stories are told by the teacher, chiefly for their cultural value, so that her pupils may understand the scriptural allusions in their literature. Wednesday, is "current events" morning and though all the children come prepared to take part in the informal discussion, they appoint leaders a week ahead who guide the trend of the morning talk and confer with the other children during the week in regard to the topics for discussion. This is a most profitable exercise as the leaders see to it that world charts, maps, atlases, etc., are on hand to illustrate and make things clear. On Thursday, a musical program is prepared and generally some musician of the city is invited to come before the school to explain and interpret the works of the great musical composers. Usually about five minutes of the time is given to an explanation of the thought or motive and ten minutes to the rendition of the short selection. For instance, selections from one great opera were given during an entire term, at the end of that time the children had an intelligent appreciation of that one opera, which meant much to them in their musical culture. On Friday the program centers about some one theme and the poems, songs, and stories selected are such as illustrate this particular thought as, for instance, perseverance, faithfulness, loyalty, self-control, taking responsibility, kindness to animals, etc.

In another room the exercises have been mainly the reading of stories, which the children have brought. Some stories were read by a child and some by the supervisor. Frequently one section entertains the others by dramatizing stories that they have worked out in class or else they give a story, the dramatization of which they have worked out independent of any help from the teacher. Some of the stories dramatized were: "The Frogs and the Boys," "The Boy in the Apple Tree," "King John and the Abbot." The victrola is another source of great pleasure at opening exercise time, the children being allowed to choose their favorite records.

Besides these daily exercises in each grade the school as a whole is best unified by our weekly assembly, which is held on Thursday morning at ten o'clock in the rotunda of the school. All of the children from the kindergarten through the eighth grade, as well as parents and other visitors, meet together to enjoy a program specially planned by the assembly committee. This committee is composed of three members of the faculty and two pupil representatives from each grade. They meet once a week, at which time each representative tells what special line of work his grade is doing that is of general interest, and when the various reports are all in, the committee decides what projects seem most interesting and plan the programs accordingly. In this way all the good things of class and grade are poured into the larger life of the whole school.
LITERARY 297

FOLK-LORE IN MICHIGAN.

E sometimes hear the remark that Michigan, as compared with states such as Massachusetts, Kentucky, or Virginia, is either lacking in or disinterested in legend and tradition. This I believe not to be so. I should prefer to say that Michigan has her stories and her songs, but that many of her people, nay, most of her people, are not conscious of the wealth of folk-lore within the bounds of their native state.

Between the years 1882 and 1894 Professor Francis J. Child, of Harvard University, issued in nine parts (a tenth part was issued after his death) the greatest single compilation of folk-song that has ever been the work of any one English-speaking editor. This great collection contains a total of over twelve hundred versions of three hundred and five distinct ballads. While Professor Child was but twelve years in issuing his collection, he was actually engaged in the work of collecting and editing it for more than fifty years. His sources were confined to three fields: (1) original manuscripts deposited in American and European libraries, museums, and universities; (2) original manuscripts in the hands of private individuals; (3) printed collections derived from manuscripts, some that were and still are extant, many that are lost. Manuscripts, then, and printed books were Professor Child’s principal sources. At his death he felt confident that he had unearthed every important extant manuscript, with perhaps one exception. We have his finished work in five large volumes (Parts I.-X.)*


This is the richest legacy of its kind that any American or English scholar has ever left to Anglo-Saxon peoples.

But Professor Child’s work was only the beginning of what he would have liked to see supplemented by a still greater work—the ingathering of English folk-songs treasured away in the minds of our people and perpetuated by oral communication. This Professor Child did not live to see even in modest beginnings. Living songs came in slowly, or almost not at all, in response to his call for them. In this respect he died a disappointed man. But, as has often been the case in the life work of great men in other fields, so it has proved to be in that of Mr. Child. Gradually has the influence of his long endeavor been exerting itself in the United States. Many states have their ballad or folk-lore societies. The Journal of the American Folk-Lore Society is in its twenty-sixth or twenty-seventh year. Many of our great universities are putting some of their best men into fellowships solely for the purpose of collecting our native songs; private individuals are spending money and devoting much time to the same end. All this is but the beginning of the realization of Mr. Child’s dream of what might be done.

At the present time the United States Bureau of Education, through the leadership of Professor Alphonso C. Smith of Virginia, is stimulating, on the broadest scale yet attempted, a nation-wide campaign to accomplish this one definite thing: a complete collection of all existing American versions of all the English and Scottish popular ballads in Mr. Child’s
great collection. This brings me to the point and purpose of the present paper. Through the co-operation of teachers and students in the schools of Michigan; through the co-operation of woman’s societies and federations; through the co-operation of private individuals, no matter who, interested in the preservation of folklore in Michigan—through all these and any other agency or agencies, I am anxious to collect and preserve to our posterity what I regard as a priceless heritage. Such a work is being done by Mr. Phillips Barry of Boston for Massachusetts and other New England states; Professor Belden is doing the same in Missouri and its neighboring states; Professor H. G. Shearin, of Lexington, Kentucky, has printed a syllabus of some 370 or more pieces of genuine folk-stuff; Professor John Lomax of Harvard, now president of the American Folk-Lore Society, has gathered an immense amount of folk-material in the Southwest, particularly Texas, and has embodied the best part of it in his book Cowboy Songs and at the present time he is actively engaged in collecting negro songs in the South.

These are but a few of the men at work in this field. I am anxious to see, in a measure at least, the same thing done in Michigan.

To a few whose interest in this subject may be stimulated for the first time the question may arise, “What is folklore?” This is not the place for critical or fine-spun discussion. To me folklore means the literature and the song of the people themselves, the music and the literature which grow up amongst us as grow up the brier rose and the violet, we know not how. They are with us—that is sufficient—and we enjoy them and cherish them. By folklore I mean the verse, the story, or the song, that would still be ours if every printed book or scrap of printed paper should by some miraculous power be wiped out of existence. I mean in substance these things: Popular songs, and parodies of printed songs, whether secular or sacred, that come to us we hardly know how; “tongue-twisters,” riddles in verse or prose, nonsense rhymes, or rhymes in the form of axioms; counting-out rhymes, “Mother Goose” rhymes, and lullabies for children; dancing and singing games of children; fairy tales and legends; anonymous songs popular in the days of the Civil war; songs of the “lumberjack,” songs of pioneer or missionary days; songs of the emigrant, whether French, Canadian, Irish, Scotch or English, it matters not which. All these and other unnamed creations like them constitute what I mean by folklore, the literature and the music of the people.

That I may not be obscure or general, I will give parts or wholes of some few of the preceding types I have already been able to collect through the help and kindness of students and friends.* The specimens will speak for themselves. To make rough distinctions appear bold, I shall group these specimens under—

I. Rhymes and games of children.

II. “Modern” popular songs and parodies, apparently American in origin.

III. Songs of the soldier, the lumber-jack, the emigrant and the negro.

IV. American versions of English and Scottish ballads.

I. Rhymes and Games of Children.

A. Counting-Out Rhymes, or “Count-Outs.”

1. Antry, mentry, kentry, corn,
   Apple seeds and apple thorn;
   Wire, brier, limber, lock,
   Three geese in a flock;
   One flew east, and one flew west,
   One flew over the cuckoo’s nest.
   O-u-t spells “out”—
   Ring the old woman’s dish-cloth out.

2. As I went up the apple tree
   All the apples fell on me, etc.

3. Eenie, meenie, miny, moe,
   Catch a feenie finey foe;
   Amanoochie, papatooechie
   Riek, bick, ban do.

*I print most of my texts in part, with the simple purpose of “stirring up” unprinted versions now in the minds of my readers. I have not, however, been able to determine whether all my specimens are in print or not.
   Wang, wum, wittle-wum; way goes Flum, etc.

B. Game-Rhymes, Memory Rhymes, Etc.
1. Here comes, here comes the golden ball
   Under apron strings and all, etc.
   (Bouncing Ball).
2. Alligator, hedgehog, anteater, bear,
   Rattlesnake, frog, anaconda, hare; etc.
3. Chickamy, chickamy, crany crow
   Went to the well to wash her toe;
   When she got back her chicken was gone.
   What time is it, old witch?
4. Oranges and lemons says the bells of
   St. Clemens;
   You owe me four farthings, says
   the bells of St. Martins. Etc.

C. Nonsense Rhymes, Riddles, Etc.
1. Beefsteak when I’m hungry
   Whiskey when I’m dry;
   Pretty girls when I’m happy,
   Heaven when I die.
2. As I was crossing London Bridge,
   I met my sister Ann.
   I pulled off her head
   And drank her blood
   And left her body stand.
3. When I was a little boy,
   My mother kept me in;
   Now I am a big boy,
   Fit to serve a king. Etc.
4. I came to a city, I went to a ball,
   I married a rich widow with nothing
   at all;
   I was married in June on a hot summer
   day,
   In the middle of winter, the making of
   hay.
   Burden—Down, down, derry down, etc.
5. Said the man to Sandy,
   ‘Will you lend me your mill?’
   ‘Yes, I’ll lend you my mill,’ said
   Sandy.
   So Sandy lent the man his mill,
   And the man had the loan of Sandy’s
   mill.

D. Lullabies, Mother Goose Rhymes, Etc.
1. Little birdie in the tree, little birdie in the tree,
   Sing a song to me.
   Sing a song of big ships, etc.
2. Once there was a little girl
   Who had a little curl, etc.
3. Lady bug, lady bug,
   Turn around;
   Lady bug, lady bug,
   Touch the ground. Etc.
4. Rock a baby Bilkin,
   Daddy’s gone a-silkin, etc.
2. I knew by the light of his deep, dark eye
When he heard the roll of the must’ring drum,
That he never would fold his arms and sigh
Over the evils that were to come.
I knew that the blood of a patriot sire
Coursed through his veins like a stream of fire;
So I took his hand and I bade him go,
But he never dreamed that it grieved me so. Etc.

B. Songs of the Lumber Camp.

1. Young Monroe—the following is a typical stanza:
'Twas on one Sunday morning,
As you will plainly see;
The logs were piled up mountain high,
They nearly reached the sky.
The foreman said, "Turn out, my boys,
With hearts devoid of fear;
We'll break the jam on Gerry Rock,
And for Charlietown we '11 steer."

The jam is broken, but Charlie and six companions are drowned—
There was one headless body
A-lying on the beach below;
All cut and mangled in the rocks
Lay the head of Young Monroe.
His "girl" is from "Saginaw town."
For her, the raftsmen take up a collection.
She dies not long afterwards of a broken heart.
Her last request was granted;
She was placed by Young Monroe.

2. Come you true and shanty boys,
Wherever you may be, etc.
The story is of Harry Dunn,
Who went in to the lumber woods
And never did return.
He is killed by a limb which his "body bored."
Both his mother and father die of grief.
The last four lines run—
So come all you true and shanty boys,
Wherever you may stand;
If ever you run short of work,
Keep clear of Michigan.

Bay City, Pinconning, and "the Huron shore?" all figure in the setting.

3. I'm a heart-broken raftsman, etc.
This ballad is the lament of Jack Haggerty over the faithlessness of his sweetheart, Annie.

Her cheeks were as fair
As the lily of Spain
Or the wings of the sea-gull
That skims o'er the sea.
Jack blamed Annie's mother, Jane Tucker, for the jilting. He finally says:
Good-bye to the river, for me there's no rest;
I will shoulder my pevie; I will go to the West.
I will go to Muskegon, some comfort to find;
I will leave my false love and the river behind.

C. Songs of the Emigrant. (I quote only first lines).

1. Oh, the weary on you Johnny.
2. Young Emma was a servant maid,
Who loved a sailor bold.
3. "John Reily?"
As I roved out one May morning,
All for to take the sweet morning air.

4. There was a rich merchant in London did dwell.

5. You tender maidens I pray draw near.
In most of these a rich girl marries a poor man or sailor, runs off with him to sea, etc. Some end happily, some unhappily.

D. Cowboy Songs.

1. Come all ye Texas Rangers, wherever you may be.

2. The Dying Cowboy.

3. The Dying Californian.

E. Negro Airs.

1. Did you ever hear de hammer ring (repeated thrice).
When dey nailed poh Jesus down?
Chill'n dey nailed poh Jesus down.

2. Heaven is a high and loftiest place;
You can't git there if you got no grace.
Fare you well, sinner, fare you well. Etc.

3. I heard a noise in a cloud;
It sounds to me like thunder.
If that ain't my old wife comin' back,
It is to me a wonder.

4. Where now is the prophet Daniel?
(Repeat thrice).
Way over on the other shore.
He went up from a (land of lions,
Safe on de oder shore.

IV. American Versions of English and Scottish Ballads.

I use the titles and numbers adopted by Professor Child.*

1. Riddles Wisely Expound (No. 1).
It begins—
What is rounder than a ring?
What is deeper than the sea?
What is higher than the sky?
What is worse than women kind?

*To the curious reader who may desire to have better reading acquaintance with Professor Child's famous collection. It may be convenient to know that the best versions of about three hundred are printed in English and Scottish Popular Ballads, Cambridge Edition (Boston, New York, Chicago: Houghton-Mifflin Company, 1904. Price $3.00).
2. The Elfin Knight (No. 2).
   Where are you going? I'm going to Lynn.
   Let every rose grow merry in time, etc.
   (I have two versions of this.)

3. False Lambkin (No. 93).
   False Lambkin, goodly mason
   As ever lay stone,
   He built Lord Arnold's castle,
   And the Lord paid him none.

4. The Twa Corbies (No. 26). (I have several variations.)

5. Lady Isabel and the Elf-Knight (No. 4).
   (I have three versions.)
   Go steal me a portion of your father's gold
   And also your mother's fee,
   And I will take you to old England
   And there my bride you'll be. Etc.

6. Lord Lovel (No. 75).

7. Our Goodman (No. 274).
   Home comes the old man, home comes he,
   A stick in the corner he chanced for to see.

8. Bonny Barbara Allan (No. 84).
   'Twas in the merry month of May
   An' the birds was sweetly singin'
   Sweet William lay in his dyin' bed
   For the love of Barbara Allen. Etc.

9. Sir Hugh, or the Jew's Daughter (No. 155.)

10. The Cruel Mother (No. 20).
   As the version I have is so short, I submit it in its entirety. It comes to me from South Carolina by way of Kentucky. Here it is:

I.
   My dear little children, if you were mine
   All alone and aloney-o,
   I'd dress you up in silks so fine
   Down by the greenwood sidey-o.

II.
   O, false mother, when we were thine,
   All alone and aloney-o,
   You dressed us not in silks so fine,
   Down by the greenwood sidey-o.

III.
   You buried us under a marble slab,
   All alone and aloney-o,
   Think you these deeds will ne'er be known,
   Down by the greenwood sidey-o?

   This last is the type of song that Andrew Lang must have had in mind when he said, "Ballads are a voice from secret places, from silent peoples" that still lingers in the memories of living men and women and children within the borders of our commonwealth as it may be my good fortune to collect. I need offer no apology for this effort. How long it may take to get together enough material to warrant an opinion as to origins, distributions, literary values, cultural values, and the like, I cannot say; it may take a decade, it may take a generation. However that may be, I feel the task is a worthy one. To teachers it must mean much. The days of the teacher of the type such as Georgie Madden Martin pictures in *Emmy Lou* are fast going if not entirely gone. No more "blue" or "red" fairy books with genuine folk-material in them will ever be pitched in the fire; but a few teachers and many mothers need to know the superior value of the folk-child's songs and games, of the old ballads as compared with the modern mongrel tales embodying wizards armored in stove-pipes and tin-pans. The general reader, the common man, should be brought to realize that what is his in folk-song is what has always been the greatest of inspirations to some of our best poets. Allan Ramsay did an inestimable service to humanity when he published the songs in his *Evergreen* and his *Tea-Table Miscellany*, songs that inspired some of Burns' most touching lines. Walter Scott's work as a romanticist in both song and prose owed its earliest and its continued inspiration to Thomas Percy's *Ancient Reliques of English and Scottish Poetry*; not to the fanciful artificial pastorals of this interesting book, but to the mangled and "improved" renderings, by the obliging bishop, of the old ballads which his ecclesiastical excellence found "lying dirty on the floor under a Bureau in ye Parlour" of a certain Humphrey Pitt of Shropshire. The leaves of the old manuscript were being used by Pitt's "maids to light the fire." This is how near Scott came to losing the best of the old ballads
that come down to us from five centuries and more. But why need I say more? Wordsworth and Coleridge's "Lyrical Ballads," much of Dante Gabriel Rossetti's best verse, many of William Morris's charming tales, Kipling's "Seven Seas," and the charm of many another singer's best

*I shall be pleased to receive any contributions from any individual or group of individuals who may be willing to submit anything whatever that may be suggested by the selections which I give above. If any of the following information can be added to the material, such information may prove of great value:

1. From whom was the piece obtained? When? Where did he live? How old was he? Where did he get it?
2. Has it ever been seen in print? Where? When?
3. Did it have an air (tune)? Can the air be written down?
4. Was the piece accompanied by a game or a dance? Can either be described.
5. Spell the piece as it sounded at the time it was taken down.
6. Fragments may be of inestimable value even when not accompanied by any information. If these questions cannot be answered, submit your material anyway. It will be welcomed by the collector.

Address all material to Bertrand L. Jones, Western State Normal School, Kalamazoo, Michigan.

**Miscellaneous Contributions**

**EDUCATION OF THE ROMANS.**

The education of the Romans began at an early age. The pupil was first sent to a literator, generally a slave or freedman, and there learned reading, writing, arithmetic and Greek. The next school was the school of the grammarian. Here the boy read standard authors, such as Homer, Virgil and Horace, in both Latin and Greek. These were studied very thoroughly, some passages being just read aloud, while others were learned by heart. In the school of the grammarian much attention was given to the preparation of the pupil for the lecture room of the rhetorician.

The discipline of the grammarians was very severe. A corporal punishment, such as whipping or imprisonment was nothing out of the ordinary for the idle pupil.

In this school vacations were long and holidays frequent. There was a regular vacation of four months and school was out on every holiday and every market day of the year.

The physical side of education was not neglected. Ball and other athletic exercises were encouraged. Dancing was taught to great extent. Girls were even permitted to dance.

The robe of childhood, as it was called, was laid aside for the ordinary dress of the adult citizen about the same time that the boy was transferred from the school of the grammarian to that of the rhetorician. In this stage the pupil prepared himself for active life. This was the aim of the Roman education. Public speaking was thought to be the chief if not the only road to success. This art was taught with a systematic seriousness unknown at the present day. Debates occurred at regular intervals,
during which the master criticised and corrected.

The students were obliged to attend the lectures of the philosophers whose duty it was to teach morality and how to mould one's character into noble shape. It was hoped that these lectures would teach the student to think for himself along these lines.

In the old Roman system of education too much time was given to rhetoric and the student's mind was not developed so fully in other things just as practical.

MABEL TYLER, H. S. '16.

MARRIAGES IN ROME.

Polygamy was never practiced at Rome, and we are told that for five centuries after the founding of the city, divorce was entirely unknown. In the early times in Rome, the father of the woman, or her guardian, transferred her to the man who was to become her husband. This form must have been a survival of the old custom of purchase and sale of wives.

There were certain conditions that had to be satisfied before a legal marriage would be justified:
1. That the consent of both parties should be given.
2. Although no precise age was fixed by law, there were no marriages between children. It is probable that fourteen and twelve were the lowest limit for the man and woman, respectively.
3. That both man and woman should be unmarried.
4. That the parties should not be nearly related. This was fixed by public opinion rather than by law.

If the husband and wife were both Roman citizens their marriage was known as a "regular marriage," their children possessing all of the civil rights. If but one of the parties was a Roman citizen and the other a member of the community, the marriage was still called a "regular marriage," but the children took the civil standing from the father.

It was a point of honor with the Romans for the bride to bring to her husband a dowry, which was furnished either by her parents, her relatives, or herself. In early times, all of the property belonging to the bride became the property of her husband, but later, after divorce had become a frequent occurrence, a distinction was made, so that the bride might gain a part of the property.

There were really no legal forms necessary for a marriage, there was no license, and the ceremonies, simple or elaborate, did not have to be performed by persons authorized by the state.

Because of the superstition of the people certain days were picked out as "lucky" days for weddings. The days which were known as "unlucky" were the Kalends, Nones, and Ides of each month, and the day following each of them, also all of May and the first half of June, on account of certain religious ceremonies observed in these months; February thirteenth to twenty-first, and the days when the entrance to the lower world was supposed to be open. August the twenty-fourth, October the fifth, and November the eighth were carefully avoided. One-third of the year, therefore, was absolutely barred. Women marrying for the second time chose certain holidays which were avoided at the first marriage, to make their weddings less conspicuous.

On the eve of her wedding day the bride dedicated to her own family a certain kind of a dress which married women did not wear, and also if she was not twelve years of age or thereabouts, she gave up her childish playthings.

On the morning of the wedding day the bride was dressed for the ceremony by her mother. The chief article of dress was a tunic, which was fastened around the waist with a band of wool tied in the knot of Hercules, probably because Hercules was the guardian of wedded life. This knot the husband only was privileged to untie. Over the tunic was worn the bridal veil. Especial attention was given to the arrangement of the hair, which was divided into six
locks by the point of a spear. These were kept in position by ribbons. The bride had also a wreath of flowers and sacred plants gathered by herself. The groom wore, of course, the toga and had a similar wreath of flowers on his head. He was accompanied to the home of the bride at the proper time by relatives, friends, and clients, who were very anxious to do him honor on his wedding day.

The house of the bride's father, where the ceremony was performed, was decked with flowers, boughs of trees, bands of wool and tapestries. The guests arrived before the hour of sunrise.

After the omens had been pronounced favorable, the bride and groom appeared in the atrium, and the wedding began, which consisted of two parts:

1. The ceremony proper, varying according to the form used, the essential part being the consent before witnesses.

2. The festivities, including the feast at the bride's home, the taking of the bride with a show of force from her mother's arms, the escort to her new home, and her reception there.

In the ceremony, the bride and groom were brought in by a matron and were made to join hands in the presence of ten witnesses. They then took their places side by side at the left of the altar and facing it, sitting on stools covered with pelt of the sheep slain for the sacrifice.

A bloodless offering was then made to Jupiter, consisting of the cake of the spelt, also a prayer was offered to the same god.

At the conclusion of the ceremony came the wedding feast, lasting until evening. This seems to have concluded with the distribution among the guests of pieces of the wedding cake, which was made of meal steeped in must and served in bay leaves.

After the wedding feast the bride was formally taken to her husband's house. This ceremony was known as the "Bridal Procession," and was never omitted. It was a public function, that is, any one might join the procession and take part in the merriment that distinguished it, and we are told that persons of rank did not scruple to wait in the street to see the bride. As evening approached, the procession was formed before the house with torch bearers and flute players at its head. When all was ready, the marriage hymn was sung. After this, the bride took her place in the procession attended by three boys, two of whom walked by her side, holding each a hand, while the other carried before her the wedding torch of white thorn. Behind the bride were carried the distaff and spindle, which were emblems of domestic life. When the procession reached the house, the bride wound the distaff with bands of wool, probably a symbol of her own work as mistress of the household, and anointed the door with oil and fat, emblems of plenty. She was then lifted carefully over the threshold, in order to avoid the chance of so bad an omen as a slip of the foot on entering the house for the first time.

The husband met the wife in the atrium and offered her the fire and water in token of the life they were to live together and of her part in the home. Upon the hearth was ready the wood for a fire, and this the bride kindled with the marriage torch, which had been carried before her. The torch was afterwards thrown among the guests to be scrambled for as a lucky possession. A prayer was then recited by the bride and she was placed on a sort of platform, which always stood on the wedding night in the atrium. Here it afterwards remained as a piece of ornamental furniture only. On the next day was given in the new home the second feast to friends and relatives, and here the bride made her first offering to the gods as a matron. A series of feasts followed, given in honor of the newly wedded pair, by those in whose social circles they moved.

KATHRYN McLAUGHLIN,  
H. S. '16.
Attention Among the news articles Alumni in this issue will be found a brief outline of the events of the decennial anniversary program which is being prepared for commencement time, June 19 to 24, inclusive. The success of this effort will be assured if the alumni return in sufficient numbers to participate as completely as possible. Age, dignity and effectiveness in an institution like this can be proven most satisfactorily by the personality and the professional achievement of graduates. Wherever you are, if you possibly can be present for the first significant anniversary, come by all means. It will be greatly appreciated by committees at work, if every alumnus will write to the secretary of the Normal his intentions in this matter.

A Study of Folk-Lore The literary department of the Record has some highly interesting suggestions about the study of folk-lore, and presents a plan for this study for Michigan. This undertaking is both important and feasible. We feel sure that the great need which prompts Professor Jones to undertake this task will also appeal to all who read the plan and the request for cooperation. If each reader of the article “Folk-Lore in Michigan” in the Record or in the reprint, which will be generally circulated, will take the first available time to write down an enumeration of folk-lore materials which come readily to mind, and will send this list, with the quoted fragment of partly lost pieces, the adequate conservation of the fund of common wisdom may yet be accomplished.

Valuable The Michigan Department of Public Instruction prepared for Arbor and Bird Day this year a splendid selection of choice materials for school and more general programs in recognition of the vitally important movement which this annual day is the most effective agent in promoting. Governor Ferris and Superintendent Keeler most
happily expressed the spirit of the day in their introductory statements. The participation of the president of the State Teachers’ Association, of professors from the State University and the State Agricultural College, together with the students and the children of the Training School made the Normal’s annual observance of the occasion genuinely successful.

Choosing a School. The question is often asked “why do so many young men come to the Western State Normal for their manual training?” The reasons are many. This school stands for efficiency. It is democratic in its nature. A good fellowship prevails throughout the institution. Its instructors are well educated men with high ideals. Its athletics are clean. There is a close correlation in the work. The shop equipment is up to date and hard to improve upon. As to the head of this department we cannot speak too highly of his qualifications. No graduate from this department can go out and not make a success if he has followed Mr. Waite’s sound teaching and advice. His helpers he has chosen with care. They are men with university training or men with practical ability in shop work. All these things influence a young man when he is trying to decide what school to attend. It is not the school that gives the greatest amount of credit for the least amount of work that men are looking for. This cannot be said of our school. It is progressive. Its president and every instructor stands for the best. Can we be blamed for upholding such a school and passing the good word along? I think not. We will look back with pride and pleasure to the days spent here, even if some of our work has been up-the-hill business.

Manual Training is greatly in need of is a Building. The course given here is becoming more and more advanced every day and the percentage of manual training students is increasing rapidly. As it is now, our Normal school cooperates with the city schools and gets the benefit of the splendidly equipped Vine street shop. This shop is sufficiently equipped to give the students all the necessary training for competent manual training teachers. But, it is very inconvenient in many ways, not only for the students, but for the members of the faculty in that department. The two schools being several blocks apart it keeps those having classes in both buildings chasing from one to the other. This can be managed all right as long as the number of manual training students does not become too large. But at the present rate of increase it will not be long before there will be too many Normal students to be handled properly at the Vine street school; that is, together with the high school students. With a building of our own, fully equipped with all the machinery necessary for the different departments, all the present disadvantages would be done away with. All the work would be centered in one building, making it convenient for everybody. The students would get the experience of working in a large shop, and would become better acquainted with the different machines. This and many other things would add greatly to their ability as teachers. It would raise the standard of the school, and would bring a marked increase to the enrollment in the manual training department. A building of this kind has already been planned for and we sincerely hope that the day of its erection is not far off.

Location The appended account of visits by classes in Manual Training to various local industrial plants is an excellent illustration of the exceptional advantages offered by the City of Kalamazoo, for this school, which is giving especial attention to the training of teachers of vocational subjects.

“The pattern making and moulding class made a visit to some of the
shops and foundries of Kalamazoo, on the morning of February 21st. We started out at 8:15 and the first place that we visited was the Globe Pattern Works. We spent about a half hour here and saw many interesting things. One thing that interested me very much was a machine used for filing band saws. A band saw of any length may be filed on this machine. The machine is so constructed that it files every tooth at the same angle and to the same depth. Every bench in the shop was fitted with a vise that was adjustable to any angle and made work easier. The method in which beeswax fillets were made was also very interesting. The beeswax was put into a tube and forced through different sized holes, by means of a plunger. Some very fine work was being done in this shop, but mostly all the patterns under construction were small patterns.

"We next visited the Riverside Foundry. The first room which we entered was a long room about fifty feet wide, with a space in center and moulds and sand on either side. The men in this room were engaged in both floor and bench moulding. One man, in particular, interested me. He was making a mould for part of a silo and the extreme care with which he handled his tools was out of the ordinary. We next passed into the sanding room. In this room the castings are placed in large revolving drums, and the burnt sand is removed. From this room the castings are taken into another room where the rough edges are chipped off and ground smooth. We next entered the core room. The cores are made and placed on large trays and when a large number of these trays are filled they are placed in the oven and baked. From the core room, we went into a separate building where the galvanizing is done. The pieces to be galvanized are first placed in an acid bath for a number of hours and then placed in a large oven and baked. After being subjected to great heat the pieces are dipped into a bath which has the appearance of molten lead. From the Riverside Foundry, we went across the river to the Gerline Brass Works, where they cast in brass only. A great deal of the work here is done with compressed air. The sand is all riddled by compressed air, because in casting with brass or other soft metals, the sand must be very fine. The moulding here was confined entirely to bench moulding. Some very fine work was being done here and the cope and drag were separated by means of compressed air. After a number of moulds were ready, the flasks were fastened together very securely and three men carried a ladle full of molten brass and poured several moulds from the same ladle. The brass castings are trimmed and cut into the required pieces by a large machine. The castings are next placed into a revolving drum and the water turned on and they are smoothed and polished. We probably could have seen more here, but as our time was limited we had to leave."

"Last The management of the Brown and Gold are exerting every effort to make this year's publication the biggest and best in every way. This will be accomplished if they are given the thorough co-operation of the student body, particularly the members of the Senior class. There are still a considerable number of seniors who have failed to turn in their photographs and the fifty cents for the cuts. Once more they are urged that this matter be attended to at once in order that our book may be complete. Our plan for selling the "Brown and Gold" is to sell tickets at $1.50 each, which will be exchangeable for the books when they come out. The editors propose to place these tickets in the hands of each senior. Of course, every senior will want a book and it should be an easy matter to sell two additional tickets. The printers and engravers are making a substantial discount for the early payment of their bills. Consequently we are anxious to sell as many books in advance as possible, as all expense saved at this time will go toward producing a better and larger annual."
NEWS ITEMS

Miss Frost is holding many of her physical training classes out of doors on these warm spring days. Singing games are greatly enjoyed by the younger children. The seventh and eighth grade boys are, as usual, working up baseball teams.

The martins returned to their bird house Monday, April twentieth. It was a joyous event to see them again sailing gaily over our hill.

Pupils in the kindergarten and the first three grades are busy making gardens. This activity is greatly enjoyed by all. It furnishes much useful material for several lines of work.

A wild-flower garden is one of the new undertakings which is being promoted this spring by the pupils of all the grades.

The second grade has enjoyed reading "The Pied Piper of Hamlin." At present they are enthusiastic over "The Blue Bird for Children" by Maeterlinck.

Pupils in grade three made wren's houses early this spring. The wrens have already begun to appropriate them for home use. Some fine kites have been made by this grade. Fierce dragons decorate the paper tops. The art department took charge of this part of the work, giving a motive for drawing and design. The next problem in manual training is the making of simple boats. This bears a direct relation to the study of boats as developed through a study of the Vikings in their history. It also is a problem which children of this age enjoy because the boats will be really used.

The fourth grade has been studying early Michigan history. The founding of Detroit has been studied intensively and has been especially enjoyed by the children. Friday afternoon, April 24, the second grade entertained the fourth grade by giving dramatizations of several stories they have studied. The geography classes taught by Miss Coburn and Miss Holmes have worked out very interesting Abyssinian villages in the sand table.

The "Normal Pulse" is the name of the new paper which will be printed monthly by the pupils of the seventh grade. The first number made its appearance during the past week and it is very creditable indeed. The compositions, news items of the school, and current event topics are all written by the pupils. As a motive for composition nothing can be more vital.

The assembly program, "Taming of the Shrew," as presented by grade seven was based upon Lamb's "Tales from Shakespeare." These the pupils have read and upon it based their dramatization. The motive for composition was, of course, real.

Some beautiful martin houses are being constructed by the boys of grade seven in the manual training classes.

ASSEMBLY EXERCISES.

On March 12, Dr. William McCracken gave a stereopticon lecture on the Holy Land.
On March 19 the pupils of the third grade entertained the school with something of the life of the early Phoenician traders. The dramatization and song with its music were entirely original with the group. The following program was presented in simple costumes conceived by the pupils:

1. Descriptive Reading — Phoenicia—Francis Boylan.

2. Stereopticon Slides—Phoenicia, Holy Land and other places visited by the early traders.

3. Trader's Sea Song—Original words and music—Grade 3.

4. Dramatization — Phoenicians visit southern shores of Mediterranean and trade with natives.

5. Sailor's Dance—Original with Grade 3—(a) Joy over rich trade with natives; (b) Ship pulls away from home.

Dr. N. W. Cameron gave a stereopticon lecture April 10 on "The Philippine Islands."

The assembly program for April 16 consisted of Victrola records, chorus singing by the school, and readings from the eighth grade paper.

On April 23 the school sang in chorus, "Flow Gently, Sweet Afton," after which the seventh grade presented a dramatization of "The Taming of the Shrew."

2. Leg exercises. Face front of room. When they have harnessed the horses and are ready to start for the woods, the horses start off galloping, because they are rested and feel frisky. We are the drivers and must hold the lines tight. (Galloping with arms held "forward-stretch.")

3. Arm exercises.
   At the woods. Chopping of trees. (Arms over right shoulder, chop to left side. Chop also with arms over left shoulder, chopping to right side.) Sawing trees.


6. Return of horses to barn at night. Anxious for supper. Gallop to barn.

7. Breathing. Horses have been running as they are waiting to be unharnessed, they breathe fast.

8. Marching. Desks the stalls of horses. Marching (snake march) to own seats.

CLARA M. PARMELEE, '14.

Exercises Grade II.

1. Class rise! Position!

2. Breathing exercise — Keeping feather in air. Throw heads slightly back as if watching a feather in the air. Take a deep breath and as you imagine the feather coming near you blow short, quick breaths, keeping it in the air.

3. Arm exercise — Windmills. Ready. Right arm sideward, raise shoulder high. Rotary arm movement. Little wind makes slight movement. We must make the windmills move slowly. Same exercise with left arm.

4. Trunk and abdominal exercise. Trees swaying. Let us imagine that we are trees swaying in the breeze. Get roots firmly planted. Feet slightly apart. Body erect! Chest and head up. Arms upward, stretch fingers, touching overhead. What kind of trees are we? (Poplar). We will be poplar trees and we will sway from the ankles. Right, 1, 2. First position 3. Left, 1, 2. Position 3, and continue for eight counts slowly.

And now apple trees. Bent knees; arms obliquely sideward, downward; the wind blows them forward and backward and from side to side.

5. Balance exercise. Walking on log across stream. Chalk line to represent log. This is a very small log, so we will have to walk slowly on our toes, steadying ourselves with our arms so as not to fall into the water. We will do this by rows so that I can see which row can cross on a log best.

HELEN GRABLE, '14.
EXHIBITION OF AMERICAN ART.

An unusual treat to the art lovers of Kalamazoo was the fine exhibition of American paintings which was held under the auspices of the Kalamazoo Art Association in the corridors of the new high school during the two weeks from April 3rd to 18th.

The Normal School students in the art department made valuable use of the occasion in spending several afternoons in the gallery and making copies of the pictures.

As a result an "aftermath" exhibition of the students' work was held in the second floor corridor of the Normal the first week in May.

The event of importance during the exhibition at the high school was the lecture on the "American School of Painting," by Prof. George B. Zug, of Dartmouth College, formerly of Chicago University. It was illustrated with beautiful slides showing the work of a dozen artists, whom Prof. Zug prophesied would become the "immortals."

Following is a list of the pictures in the exhibition. The collection is representative of many American artists of note. Following is the list of painters, titles, and prices of pictures:

7. Leon Dabo, "Nocturne," $1,000.
11. F. C. Frieseke, "Breakfast in the Garden," $800.
26—Chas. Hawthorne, “The Skaters.”

ART NOTES.
The art students are busily engaged in making illustrations for the “Brown and Gold” and the June number of the “Normal Record,” which will be a souvenir number for the decennial year.

Misses Goldsworthy, Judson and Spencer attended the Western Drawing and Manual Training Teachers’ Association at Milwaukee from May 6 to 9. This is the event of the year for the teacher of the arts. A trip to Muskegon to visit schools and gallery was included in the trip.

MUSIC NOTES.
The Normal School orchestra, assisted by Mrs. Hostetter, soprano, and Mrs. M. J. Sherwood, violinist, furnished the music for the annual Oratorical Contest April 30.

The Men’s Glee Club gave a concert at Galesburg Friday evening, May 1, under the auspices of the public schools.

Special music was given at the Arbor Day program under the direction of the music department.

Mr. and Mrs. Maybee and Mr. Glockzin will be the soloists in the May Festival at Muskegon, May 26-27. Haydn’s “Creation” will be given at the First Congregational church with a chorus of 75 voices, under the direction of Mr. Frank Showers.

MRS. HOSTETTER’S RECITAL.
Mrs. Hildred Hanson Hostetter gave a recital of Irish, English and Scotch songs in costume at the Woodward avenue schools Friday evening, April 25. Her program was as follows:

Part I.
Irish Songs—The Little Red Lark, old air.
The Minstrel Boy, old air.
Low Backed Car, old air.
Robin Adair, 15th Century Irish tune.
Selection—Woodward Avenue orchestra.
Scotch Song—Skye Boat Song, Jacobite.
Loch Lomond, traditionary Scotch melody.
Blue Bells of Scotland, old air.
Gin a Body, old air.
Annie Laurie, Lady John Scott.
English Songs—Oh, Dear, What Can the Matter Be? air Henry VIII.
Nymphs and Shepherds, Purcell.
Drink to Me Only, old English.
I’ve Been Roaming, old English.
The Lass With the Delicate Air, Arne.

Part II.
Selected from Art Song Cycles, O. Miessner.
Kitty Cat, Tasting, Hearing, Bob White, Mr. Owl and Mrs. Mouse, Honey Bee and Clover, Grand Daddy Long Legs, Katy Did, Dandelion Seed, The Acorn, The Burr, Germany, China, Jack in the Pulpit, Trillium.

Part III.
The Cuckoo Clock, Schaffer.
A Garden, Hawley.
The Swing, Lehmann.
Sweetes’ Lil Feller, Nevin.
Child’s Prayer, Harold.
The Open Secret, Woodman.

MAY FESTIVAL.
The annual May Festival will be given in the Academy of Music May 12-13. Minneapolis Symphony Orchestra and Festival Chorus (200 voices).
Wednesday, May 13, 1914. 3:30 P. M. Minneapolis Symphony Orchestra.
Soloists—Alma Beck, contralto; Theodore Harrison, baritone; Cornelius Van Vliet, cello; Emil Oberhoffer, conductor.
Program.
1. Symphony No. 1, in B flat major, Op. 30—Schumann
   1. Andante in poco maestoso.
   2. Larghetto.
   4. Finale—Allegro animato e grazioso.
4. Cello Soli.
   a. Cantabile—Casar Cui
5. a. Berceuse—Jaernefeldt
   b. Canzonetta—Godard
6. Contralto Solo—Aria—O Harp Immortal (from Sappho)—Gounod
Wednesday, May 13, 1914. 8:15 P. M.
Kalamazoo Festival Chorus.
Minneapolis Symphony Orchestra.
Soloists—Leonora Allen, soprano; Frederic Free Mantel, tenor; Richard Czerwonky, violinist; Emil Oberhoffer, Harper C. Maybee, conductors.
Program.
1. Overture to “Mignon”—Thomas
2. Violin Solo—Fantasie Appassionata—Vieuxtemps
   Richard Czerwonky.
3. a. Valse Triste;
   b. Tone Poem—Finlandia—Sibelius
4. Soprano Solo—Aria—Wie Nacht Mir Der Schlummer (from Der Freischuetz)—Weber
   Leonora Allen.
5. A Ballet Suite, Op. 130—Max Reger
   a. Harlequin.
   b. Pierrot and Pierette.
   Oboe—Alfred Doucet.
   Cello—Cornelius Van Vliet.
   c. Valse d’Amour.
6. Norwegian Rhapsody No. 3—Svendsen

Part II.
Symphonic Cantata—Hymn of Praise—Mendelssohn
Festival Chorus, Orchestra and Soloists.

ATHLETICS

THREE BALL GAMES.
The Western Normal baseball team lost the opening game of the season to Notre Dame on April 16 by the score of 6 to 1. About the only “alibi” we have to offer is that Capt. Walsh was unable to do service behind the bat, owing to an injured hand, and besides, “Bobby” Curtis’ sprained ankle kept him out of the outfield, where he could have been of value to the team on account of his hitting ability.
Ernie Koob pitched in excellent form, holding the Catholics to five hits and striking out 16 men.
We outhit the University boys “two to one,” but loose work on the bases cost several runs.
The score by innings:
Notre Dame_________01013010x—6 5 2
West. Normal________100000000—1 10 3
Batteries—Berger, Sheehan and Gray; Koob and Hutchins. Umpire—Anderson, South Bend.

BATTLE CREEK-W. S. N. S.
On April 18 the pedagogues lost to the Battle Creek league team in a well played game of baseball by an 8 to 2 score. Louis Corbat pitched
good ball, considering the fact that he has been used at second base ever since the opening of the season.

The team played brilliantly in spots only. But for bad baserunning the score would have been much closer.

The score by innings:

Battle Creek: 3 0 0 1 2 0 0 2 x—8 1 6 2
West. Normal: 0 1 0 0 0 1 0 0 0—2 5 3

OLIVET-W. S. N. S.

The Westerners won their first college game on April 21, when they trimmed their old-time rivals at Olivet by an 8 to 2 score.

"Bobby" Curtis hurled his first game of the season and held the "Congos" safe at all stages, while the team did some fine hitting and baserunning behind him. His control was better than ever before and 13 batters were retired on strikes during the fray. Louis Corbat did some excellent batting, having two singles and a home run to his credit. Curtis and Miller also "came through" with some good hitting at the right time.

Long pitched for Olivet until the seventh, when he was knocked out of the box, four runs being scored during this period. Hamilton, who succeeded him, managed, through some sensational support, to stop the "Highlanders" from further scoring.

The score by innings:

Olivet Col: 0 0 0 0 1 0 0 0 0—2 9 1
West. Normal: 0 0 0 0 1 3 4 0 0—8 1 2 0

Batteries—Long, Hamilton and Miller; Curtis and Walsh. Umpire, La Ros, Battle Creek league team.

NEWS ARTICLES

WESTERN NORMAL DECEN-NIAL.

This year marks the tenth commencement of the Normal School, and combined with the usual graduation activities, will be a decennial celebration. Mr. Sprau, as chairman of the committee in charge of a fitting program, has the following tentative plan:

Sunday, June 21 — Baccalaureate sermon.
Wednesday, June 24, A. M.—Commencement. Noon—Alumni luncheon.

ANNUAL ORATORICAL CONTEST.

The annual oratoricals of the Western State Normal School, held on the evening of April 30, were distinctive as compared with contests of previous years, in at least two respects. First, what has hitherto been a joint contest between four literary societies, including two societies of the Normal School proper and two of the preparatory departments, was for the first time divided into two separate contests. Second, the contest of April 30, was the first occasion on which the finals have been preceded by three preliminaries.

The first departure offers the advantage of making the oratoricals a fairer struggle. It pits against each other students of more nearly equal age and experience. The preparatory societies have always been at the disadvantage of contending with mature and more experienced speakers. This means, in the contest of April 30, that the struggle was between two well-matched societies. It also means that the contest between the Rural Seminar and the Erosophone Society will be equally hard fought. This second contest will occur some time in May.

The second departure was initiated several years ago, but has never been in full effect because of the small number of contestants. This was participated in by six speakers, these six having won their places in the finals by earlier winning a place in one of
three preliminaries. Each society held a preliminary restricted to its own members, and open to all comers. The best speaker on this occasion won the society prize of five dollars; the next four best won the right to contend in a succeeding joint preliminary. Out of the eight contending in the joint preliminary, four were chosen for places in the finals, thus making the total of six for the annual oratoricals.

In the Amphictyon Society’s first preliminary, Miss Agnes Cagney won the society prize of five dollars. In the Normal Literary contest, Miss June Monteith took similar honors. The remaining four places open for the finals were won by Mr. Cecil Ross, Miss Fern Wilcox, Miss Lylan Herdell, and Mr. Henry Fuller.

The four speakers last named were under no handicap in the finals, for the reason that the society prizes are offered on the basis of delivery only. The finals call for judgment based on both delivery and composition.

It was, moreover, by mere chance that both societies were represented by three members. The present procedure by preliminaries on three separate occasions makes it possible for one society to be represented by five members.

Preparations for the event have been in progress since last November. The general supervision of this work has been under the direction of Professor Bertrand L. Jones, of the Department of English. The prize offered in the finals, twenty-five dollars in gold, was the gift of the Western State Normal School. The program was as follows:

1. “Prize Song” (From Die Meistersinger) Wagner
   “Flower Song” Lange
   “Simple Aveu” Thome
   Normal School Orchestra.


5. “America and the Orient”—Agnes Cagney (Amphictyon).


7. “Daybreak” —Daniels
   “Polly Willis” —Old English
   “I’ve Been Roaming”—Old English
   Hildred Hanson-Hostetter.


10. “Spring Song” —Mendelssohn
    “Apple Blossoms” —Roberts
    “Schubert’s Serenade” —Schubert

Announcements of the results of the judges’ returns by the chairman. Presentation of prize of twenty-five dollars to winner of first place by Rev. Frank Roudenbush. The judges associated with Mr. Roudenbush were, Mr. Carl C. Blankenburg and Mr. Charles Dibble. The chairman was Professor Bertrand L. Jones. First place was awarded to Henry H. Fuller, and second place to Agnes Cagney.

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TETRAZZINI CONCERT.

Kalamazoo’s musical history was supplemented substantially Tuesday evening, April 28th, through an undertaking of the Normal School which brought to the city the world’s greatest soprano and a company of musical artists. Madame Tetrazzini, the world-renowned prima donna, appeared in concert at the Armory before an audience of more than 2,500, a record-breaking number for a Kalamazoo concert, and the magnitude of the event was appreciated by music lovers from more than 25 towns outside of Kalamazoo. The program, which from first to last was wonderful in every way, follows:

Tetrazzini and Assisting Artists,
Rafael Diaz, Tenor; Yves Nat, Pianist; Pietro Caso, Flutist.

Part I.

1. Flute and Piano—
   a. Hungarian Fantasy Andante
      _________________Doppler
   b. Scherzino ____________Anderson
      Pietro Caso.
2. Tenor Solos—
   a. Prelude;
   b. Love, I Have Won You...Ronald Rafael Diaz.
3. Aria—
   Caro Nome “Rigoletto” Verdi Tetrazzini.
4. Piano Solos—
   a. Berceuse;
   b. Polonaise Yves Nat.
5. Grand Valse Venzano Tetrazzini.
6. Piano Solo—
   Second Rhapsodie Liszt Yves Nat.
7. Tenor Solos—
   a. Persian Serenade Ware
   b. L’Ultima Canzone Tosti
   c. Heimlicke Aufforderung Strauss Rafael Diaz.

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ARBOR AND BIRD DAY.
The annual Arbor Day program for the Normal School, May 8, was arranged by the committee, of which Miss Bessie B. Goodrich was chairman. There was a morning and afternoon program, the numbers of which were as follows:

Morning—10 O’clock.
Song—Hail, Bright Abode Tannhauser-Wagner Chorus.
Arbor Day Proclamation.
Address—A More Beautiful Michigan Mrs. Henry Hulst, Grand Rapids, President Michigan State Teachers’ Association.
Address—Our Lawns and Parkways Professor Aubrey Tealdi, University of Michigan.
Song—Merry-hearted Songsters School

Afternoon—2 O’clock—Normal Campus.
Song—High School Chorus.
Arbor Day Proclamation Elizabeth Nicholson.
Bird and Tree Myths—Training School.
The Redheaded Woodpcker—Fifth Grade.
Pot of Gold (Poplar Tree)—Fourth Grade.
Why Evergreens Keep Their Leaves in Winter—Third Grade.
Chorus—
   a. Daisies Pied and Violets Blue.
   b. Welcome, Sweet Springtime.
   Seventh and Eighth Grades.
Dramatization—Old Pipes and the Dryad Story Telling Classes and Children of Rural School.
Song—Michigan, My Michigan Meissner School.

Part II.
Tree Processional—School and Guests Marshall—Carl W. Haner.
Song—Glee Club.
Oration—Henry H. Fuller.
Planting of Tree—Senior Class.
Presentation of Spade to Junior Class President of Senior Class—Arthur Bowen.
Acceptance by President of Junior Class—Joseph W. Walsh.
Song—America—School.

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SENIOR CLASS PLAY.
Shakespeare’s “Merry Wives of Windsor” will be presented this year by the Senior class for the annual out of door commencement play. After several “tryouts” a final cast has been selected, as follows:
Falstaff H. H. Fuller
Ford Arthur Bowen
Page Clifford Carr
Caius Frank Miller
Evans Arthur Maatman
Slender Ralph Wallace
Song—Michigan, My Michigan Meissner School.

Part II.
Address—Our Native Birds; Their Significance to the Commonwealth Professor W. B. Barrows, Michigan Agricultural College.
Gilmore Brothers

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CLASICAL CLUB.

One of the best things in the W. S. N. S. is the spirit of co-operation. The Classical Club has had proof of this many times, and again on April 17, when Dr. Burnham gave a most interesting talk. He showed how so many of the simplest and most common figures in the English language come directly from the classics and pointed out how the understanding of the Latin gives to the student a foundation which he can build on in the years to come. Fitting examples from classic writers were given. The following quotation from W. G. Bagley ought to leave a strong impression:

“It is not alone unfair to liberal education to give it (in the eyes of the young and untutored) a subordinate position; it is a sin against the children of the land, and it is a crime against posterity.”

The president of the club, Barrie Walworth, of Battle Creek, has been obliged to give up school for the term on account of illness, and the vice-president, Wayne Barney, will act for the remainder of the year.

Shallow. Joseph Barrett
Simple. Jesse Tomlinson
Fenton. William C. Killean
Bardalph. Charles Merke
Nym. W. C. Huff
Pistol. Earl Minch
Rugby. Neil Adams
Robin. Elsie St. Clair
Host. William Empke
Mrs. Ford. Katherine MacKay
Mrs. Page. Salome Belser
Mrs. Quigley. Flossie Campbell
Alta Hulbert
Anne Page. Annabel Dowling

This year’s production promises to equal any previous commencement play both in the matter of piece selected and characters named for the parts. Miss Forncrook is at work with the cast and frequent rehearsals are being held.
Commencement

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Kalamazoo, Mich.
The boys of the Latin department constituted the committee for the annual supper of the Classical Club, given this year on the Calends of May in the Training building.

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SOME SENIOR APPOINTMENTS.

Nine graduates in this year's class will teach in Detroit the coming year, having recently accepted positions in the public schools of that city. They are the Misses Nina Hafey, Alice Henshaw, Pearl Hughes, Florence Earl, Winifred Kean, Janie Mitchell, Rose Abling, Carrie Miner and Mrs. Theoda Clevenger.

Miss Clara Daumseffel, music and art, 1914, has been engaged to teach in Plainwell the coming year. Miss Salome Belser, kindergarten, this year, will go to Ionia next year to teach in the public schools. Miss Gladys Bunker has accepted a position in Muskegon Heights for next year. Miss Helen Gordon will teach in the kindergarten department of the Plainwell schools next year. Miss Marcia Conkling has been engaged to teach in the grades at Plainwell next year. Miss Pearl Monroe has accepted a position in the Hillsdale schools.

Miss Florence Shafer will have a kindergarten position at her home in Three Rivers next year. Miss Ase Nath Feek will go to Plainwell next year to teach in the grades. Miss Delma Lauffer has accepted a position to teach next year in the grades at Ludington. Miss Lucile Luce and Miss Ruth Miner will teach in the Battle Creek schools next year. Miss Iris Haven has accepted a position at Bloomingdale. Miss Esther Straight will teach in Cicero, Ill., next year. The Misses Grace Taylor and Velma Benson have accepted positions in the grades at Battle Creek for next year.

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HEADQUARTERS

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NEWS NOTES.

The Juniors proved themselves capable and delightful hosts on the evening of April 18th, when they entertained the Seniors at the annual party. The gymnasium was effectively decorated with a canopy of orange and white streamers caught at the center with a wheel. The orchestra was stationed in the center of the room on a platform which was prettily trimmed.

Refreshments of ice cream and cake were served in the corridors by the young women of the Domestic Science department, and an evening of thorough enjoyment was spent by about 250 students.

The Erosophian Society has elected its term’s officers as follows: President, Miss Angelina Case; vice-president, Miss Thelma Hootman; secretary-treasurer, Thomas Russell.
NEWS NOTES.
The high school department held its annual reception April 16th, when a delightful evening was spent in dancing. The gymnasium was attractively decorated and an orchestra of six pieces furnished good music.

The 1914 Summer Bulletin is out and being distributed. The cover is in blue and gray and bears an artistic design, the work of Miss Florence Earl.

Twenty students of the Normal had the pleasure of hearing Tetrazzini in concert April 28th, through the generous gift of twenty dollars by two Kalamazoo residents.

Recent visitors at the Normal include the following superintendents: E. E. Fell, Holland; L. R. Brink, Shelby; R. C. Young, Pentwater; W. G. Coburn, Battle Creek; H. C. Craig, Charlevoix; F. N. Cody, Detroit; M. W. Longman, Owosso; N. R. Lunke, Byron Center; J. D. Haymes, Bloomingdale; A. R. Shigley, Fremont; H. R. Bowles, Comstock, and A. M. Nutten, Plainwell.

President Waldo will deliver the commencement address for the Stanton high school and Montcalm County Normal June 10.

Mr. Reinhold has been invited to give the high school commencement address at Wayland May 27.

Mr. Hickey will give commencement addresses at Martin, Scotts and Comstock.

Forty students are enrolled in the Grand Rapids course in the History of Modern Europe, taught by Mr. Hickey.

Mr. Hickey spoke at the Ottawa County Teachers' Association April 17 on "The Teaching of History."

Mr. Wood spoke at an institute at Flint April 18.

The "Codac Club" of Central High School visited the Normal on the evening of April 16 and listened to a discourse on "Photography" by Mr. Fox. A complete demonstration of picture-making was made before the club of 40 members.

The term "gym" party for the young women of the school was enjoyed May 1st by a large number of girls in the school. A series of games, dancing and refreshments combined in making the occasion enjoyable.

Dr. George D. Strayer, of Teachers' College, New York, visited the Normal April 23 and was guest of honor at an informal luncheon given by Dr. Burnham for eight men.

Miss Adele M. Jones, who has been at the head of the Domestic Art department in the Normal for the past three years, has resigned and will next year be in the University of Pittsburgh in a similar position.

We have a few slightly shop worn or second hand cameras all as good as new which we will sell at about cost.

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_The W. Scott Thurber Art Galleries_

According to present plans, students from the high school and Rural Course II will present orations for judgment on the evening of Thursday, May 28. The following have entered for the contest:


Miss Beulah Hootman of the music faculty was in Minneapolis, Minnesota, the last week of April to attend the National Music Supervisors' convention.

Dr. and Mrs. Ernest Burnham have moved into their handsome new residence on Grand avenue.

Miss Helen Frost and Miss Margaret Burns of the Physical Education department, attended the meeting of the Physical Education Directors in St. Louis, Missouri, during the spring vacation.

Miss Marian Hogle, a student in the kindergarten department, has been ill in a Kalamazoo hospital.

An interesting piece of news relative to the State Teachers' Association, which is to be held in Kalamazoo in October, is the recent closing of the contract for the Russian Symphony Orchestra of New York. Three concerts will be given and several of the soloists will appear on the programs for the meeting.

_Continued on page 287_
Western State Normal School
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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 yearbook and summer bulletin will be mailed on application.

DWIGHT B. WALDO, President.
Kalamazoo, Michigan.