Western Michigan University

Kalamazoo Normal Record (1910-1918)

Western Michigan University

Year 1914

The Kalamazoo Normal Record Vol. 4
No. 10

Western State Normal School

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Vol. 4 CONTENTS FOR JULY, 1914 No. 10

EDUCATIONAL
Science and Society ................................................................. Le Roy H. Harvey ........................................ 381
Suggestions from Decennial Program ........................................ 384

LITERARY
In to Win ........................................................................ Lawrence Westerberg ........................................ 386
The Shakespeare Anniversary ..................................................... Alice Louise Marsh ........................................ 387

MISCELLANEOUS CONTRIBUTIONS
The Camera Club .......................................................... Neva Saunders ........................................ 389
Some Letters ........................................................................ 389

EDITORIAL
Decennial ........................................................................ 391
Record ............................................................................... 391
Illustrations ......................................................................... 392
Chautauqua ......................................................................... 392
Stimulations .......................................................................... 392
Appreciation ........................................................................ 392
Athletics .............................................................................. 392
Tennis .................................................................................. 393
Exhortation ........................................................................... 393

TRAINING SCHOOL
Composition Notes and Illustration ........................................ Nellie McConnell ........................................ 394
Domestic Science Notes ......................................................... Mary Moore .............................................. 395
Art Notes .............................................................................. 395
Memorial Fund ...................................................................... 396
Physical Nature Study ............................................................ Gerald Fox .................................................. 396
Course of Study Outline .......................................................... 396

ART AND MUSIC
Art Notes ............................................................................ 398
Annual Commencement Concert ............................................ Katherine Newton ........................................ 398
Men's Glee Club Concert ......................................................... Katherine Newton ........................................ 399
Junior Girls' Glee Club .......................................................... Katherine Newton ........................................ 399
Summer School Concerts ....................................................... Harper C. Maybee ........................................ 400

ATHLETICS
Base Ball Season, 1914 ............................................................. W. H. Spaulding ........................................ 400
Summer Base Ball ................................................................. W. H. Spaulding ........................................ 400

NEWS ARTICLES
Summer Session ................................................................ 401
Faculty Activities ................................................................ 402
Decennial Commencement ...................................................... Katherine Newton ........................................ 402
Manual Training Exhibit ....................................................... Marion J. Sherwood ........................................ 404
Program of Decennial ............................................................. 406

NEWS NOTES ........................................................................... 375

ALUMNI NOTES ................................................................... 378

ILLUSTRATIONS
Base Ball Team ...................................................................... Frontispiece
Section of Forging Class .......................................................... 390
Manual Training Exhibit ............................................................. 403
NEWS NOTES.

A wedding of much interest to former Normal students took place June 25 when Miss Maude Tyler and Carl Price, both graduates of the school, were united in marriage. The wedding was solemnized at the home of the bride in Wayland. Mr. and Mrs. Price will reside at 815 Normal place, Kalamazoo, and the former will resume his position in the public schools in the fall.

Miss Sarah Nicholson, who is connected with the department of public instruction, spent the first two weeks at the Normal giving demonstration lectures in arithmetic each morning. Her work interested many of the summer students and formed a valuable part of the opening weeks.

The usual interest was shown in the social activities of the summer term when at the first party July 2 about 400 students enjoyed themselves. A second party was given July 13 and a third one will be held July 20 with Fischer's orchestra to furnish the musical program.

Several county picnics are planned by the students who, with the commissioner from their county, will take lunches to some nearby resort. Each summer these events form an enjoyable part of the social life of the school.

Mr. and Mrs. J. E. Fox and two sons have left on a motoring trip to Kansas City, where they will visit the latter's father.

Miss Emilie Townsend of the faculty is spending her vacation in the White Mountains, New Hampshire.

Miss Kate Smith, former instructor at the Normal, spent a few days in Kalamazoo, guest of Mrs. H. H. Tashjian.

Patronize Our Advertisers.

Miss M. Blanche Shimer, second grade supervisor, is spending a few weeks in Easton, Pennsylvania. Her marriage to Mr. Ralph Felton takes place some time in August.
Among the Important New Books of the Year Are

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- Overton's Personal Hygiene: .60
- Overton's General Hygiene: .60
- Nichols & Rogers's Sh. Course Commercial Law: .30
- Story Hour Primer: .30
- Story Hour Reader, Book One: .35
- Story Hour Reader, Book Two: .40
- Story Hour Reader, Book Three: .25
- Harvey's Essentials of Arithmetic, First Book: .25
- Harvey's Essentials of Arithmetic, Second Book: .50
- Perry & Price's American History, First Book: .60
- Perry & Price's American History, Second Book: .60
- Conley's Nutrition and Diet: .60
- Watkin's Public Speaking for High Schools: .75
- Bexell & Nichols's Bookkeeping and Farm Accounts: .65
- Buffum & Deaver's Sixty Lessons in Agriculture: .80
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The editorial staff of the decennial number of the Record wish to thank both faculty and students for their cooperation in contributing so helpfully and willingly. The decorative features of this number, including cover, headings and tail pieces, were contributed by the following students: Ruth Welch, cover; Ruth Appeldoorn, Olive Anderson and Mary Loughhead, printed headings; Jennie Rising and Bessie Otis, illustrated headings; members of design class, tail pieces.

The county commissioners of schools for the twelve counties of western and southwestern Michigan, which are affiliated with the Western Normal for the summer term, met on the first day of the term and organized by the selection of C. Lloyd Goodrich of Allegan for chairman, and Mrs. Emma Hutchins of Hart for secretary. The second meeting was held Tuesday afternoon of the second week when legislation affecting county commissioners was the general subject of discussion. A third meeting, July 16, was very helpfully addressed by State Superintendent F. L. Keeler, of Lansing.

The cash prize of five dollars offered by the “Manual Training Magazine” for competitions in exhibits of manual training work was awarded in class A to M. J. Sherwood of the manual training faculty here for a fern stand shown.

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In the Big Building

Juniors in the department of rural schools elected officers for the fall term's work of the Rural Sociology Seminar as follows: President, Helen Barnett; vice president, Ila Canfield; secretary and treasurer, Ethel Haas; executive committee, Lyla Patterson, Susie Noble, Lonetta Bunker and Ernest Burnham.

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ALUMNI.

Miss Helen Shaw of the class of 1913 has accepted a position in Niles for next year.

Miss Tillie Weiland, 1913 kindergarten, will teach in the South Bend, Ind., schools next year.

Harold Buckham, manual training, 1913, will teach the coming year in the Grafton, North Dakota, schools.

R. Dwight Paxton of Bay City visited the Normal recently.

Larmon L. Smith will return to Dubuque, Iowa, to teach in the manual training department of the public schools.

Archie Nevins of the class of 1913 will go to Houghton next year to take charge of the manual training work. He is teaching in the summer school at Calumet this year.

Walter Dewey, Oral Fillinger, Harry Day, E. Duane Smith and Rex Nutten are attending the University of Wisconsin this summer.

Miss Irma Hughes has accepted a position at her home in Cassopolis for next year.

Ollie Webb, who has been teaching in St. Paul the past year, has accepted a position at his home in Battle Creek.

Mrs. L. T. Goble, formerly Miss Winifred McKee, of the class of 1906, recently visited the Normal and pre-
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The marriage of Miss Gladys Campbell of the class of 1912 to Dr. Mullen
of Ironwood was celebrated in St. Augustine's church, Kalamazoo, June 25.
They will reside in Ironwood. Mrs. Mullen will be remembered as a
charming young woman who made many friends at the Normal during her
two years' course. She taught in Ironwood last year and this year has
been teaching in Kalamazoo.

Mrs. Carrie Briggs Chappell of the
class of 1910, will teach in the depart-
ment of domestic science of Western
Normal next year in the absence of
Miss Mary Moore, who will attend
Teachers' College.

Another marriage of interest to
Normal people took place the last of
June when Miss Hazel Weed became
the bride of Charles Nichols, the wed-
ding taking place at the residence of
the former's mother in Fennville. Mr.
and Mrs. Nichols are both well known
and popular young people. Mr. Nich-
ols has been engaged as supervisor of
manual training in South Haven since
his graduation in 1913.

On June 27 W. Clark Doolittle was
united in marriage to Miss Marie
Steedman of Detroit. Mr. Doolittle is
a graduate of the Normal and was active
in many of the school's interests.
He graduated from the University of
Michigan and for the past two years
has taught in the Detroit University
school. The best of wishes of his
Normal friend's attend his marriage.

The Misses Edith Muffley and
Evelyn Ball have accepted positions
to teach in Sheridan, Wyoming, for
next year.

Subscribe Now
FOR THE
Record
SCIENTIFIC progress is the leaven of social evolution. The social history of any nation is scarcely more than the story of the utilization and reaction in the lives of its people, of the progressive additions to its scientific knowledge. Social evolution is not adequately indexed by art, literature, religion or military power. In fact, no nation has ever risen above the social level marked by the summation, but more specifically, the general appropriation of its scientific knowledge in the lives of its people. Science, and its application in invention, blaze the path—the single path leading to permanent social advancement. It is not our great art galleries, our splendid libraries, our army or navy, or our multitudinous religions and pseudo-religious organizations which give us a reasonable expectation as to the progress of our nation. But on the contrary, it is the vast scientific knowledge of today and the constant evidence of its enlargement which is the veriest prophecy of our expectant social advancement in the tomorrow. Science alone furnishes us the only reasonable foundation for an intelligent concern for the future welfare of generations in numbers yet unknown, a concern based on the scientific assurity that life on this globe will persist for ages yet to come.

If this premise may be granted it at once becomes apparent that the welfare of society hinges not solely upon the intellectual advancement and discoveries of its great scientists, but equally upon the permeation and utilization of this knowledge in the lives of all its people. The last quarter century has been signally characterized by a widespread appreciation of this fact, and perhaps no similar period in our race history has shown comparable social improvement.

The scientists who labor along the border land of knowledge, adding by their unselfish and sacrificing zeal to the assets of progress, merit highest place in any Hall of Fame commemorated to social evolution. However, widespread understanding and utilization of scientific knowledge must follow close upon discovery lest society lag unduly in its upward march. Presentation must be only second to research. The role of the teacher of science and its applications is crucial to racial improvement and to a degree not characteristic of other fields of human information. Dr. Dewey, in his famous address on "Science as
Subject Matter and as Method,” said: “Without ignoring in the least the consolation that has come to men from their literary education, I would even go so far as to say that only the gradual replacing of a literary education by a scientific education can assure to man the progressive amelioration of his lot.” The teacher of science is, then, “one of those fortunate few who, if his method is good, may rest assured that the work he does is a part of humanity’s real progress.” It is thus vitally important that all possible provision be made that science instruction may not be embarrassed by any lack of current literature and materials—a necessity which is perhaps more peculiarly pressing in science than in any other field and rarely appreciated by those whose activities have centered in other lines of effort.

Science Hall, a dream of years, is now a reality, and the science faculty will soon be active in its splendid laboratories and lecture rooms. Naturally at this time many thoughts rush in upon one relative to the significance and function of the work which is to be accomplished within its spacious quarters aided by the increased equipment. Your science faculty have all thoughtfully anticipated this, feeling that it not only marks a new era in the science work in this institution, but brings with it new and enlarged responsibilities. While we feel that very creditable work has been done in our present quarters, yet it is with much relief that we will throw off the millstone of our present limitations of space and equipment and enter into our new home with enthusiasm, believing that the increased facility can only result in both a quantitative and qualitative development of the work. President Waldo has told you that of the 173 Normal Schools in the United States few, if any, will have any better material equipment for science. It is the earnest desire of the science faculty to so shape their courses that as years go on a similar commendation may be merited relative to the science instruction at the Western State Normal. We are free from traditional impedimenta and each department has always enjoyed a splendid independence as to the nature of its work—a fact, however, which carries with it additional responsibility—a responsibility of meeting not only the exigences of the present but for laying a broad foundation to adequately anticipate the future needs of our public schools. The science faculty is desirous of developing courses which will be characterized by highest efficiency in meeting the ideals of science and the special needs of our student body as well as establishing effective correlation with other departments of the institution.

With this in view I now wish to present certain things which seem to me of supreme importance in this connection and which may serve as a brief analysis of the relation of our science work to the society which supports it. In the first place, it is apparent that the role of science in a normal school is not primarily the prosecution of research. Nevertheless, I have a strong conviction that no laboratory can fill its highest function unless it be characterized by a spirit of research. Also, I am equally confident that an instructor is a better teacher if he is able to engage in some research work, and I trust that provision can be made in the nature of time and equipment so that those instructors so desiring may bring this inspiration into their teaching work and this stimulation into the lives of their pupils. While under the present two-year organization of our courses we may never have the inspiration and stimulation of taking students on into the realm of research, yet we may make investigators, that is, seekers of truth at first hand, of many of them and inspire them to go on with their work in higher institutions. The splendid pieces of original contribution already accomplished by several of our science graduates is an earnest that we have been practically successful in this respect in the past. It is our desire that we may increasingly appeal to students with this capacity.

However, the principal role of our science courses will be largely the presentation of subject matter and the in-
The cultivation of science as a method. Though some of our courses will be special applications, or as more frequently termed, practical or applied, to meet the special needs of other departments, and though many courses will be of only a single term duration, yet I believe that in all our science work "the aim of any course should be to train the student in methods of observation and reasoning, to acquaint him with the chief materials of that science and the principles derived from their study, to that end. that he may clearly perceive his own place in nature and his share of responsibility for the present and future of human society, and that he may have a finer appreciation of nature and a keener joy in living."

In this general aim of science four dominant ideas are embraced. I now invite your attention to a fuller consideration of each.

(1) The informational side of any course as a foundation for the presentation of principles must of necessity occupy the major portion of its time allotment, and so certain is this to obtain that no lengthy discussion seems necessary. However, in this connection one danger seems imminent. There is a very popular demand at the present time for the practical. This cry for science applications, not science, has reached the ear of "those who sit in high places"—fortunately this is more particularly true in secondary than in higher institutions of learning. Except in our courses which are avowedly applied, that is, in courses in the art of using the facts of science, I believe—and here I quote a resolution recently adopted by a committee of the N. E. A. working upon this problem—we should "stand for inherent unity of subject matter as of first importance in a science course, meaning thereby that appreciation of underlying principles should form the foundation of the student's knowledge."

(2) Secondly, the student must be led into a real feeling for nature and her phenomena. The aesthetic component of his makeup must be stimulated and his enjoyment and his capacity to enjoy the cosmos ever increased. Nature must play a large part in his recreation and inspiration if his life is to broaden and reach its greatest effectiveness in society. In this connection I wish to emphasize the splendid constructive results Nature Study has already accomplished, and if it does nothing else for those who pursue it, it would still have abundant justification for existence in the unique position which it holds in the elementary school curriculum.

(3) It is an inseparable conviction that any science course falls short of its obligation which does not inculcate within the student a love of truth and furnish him a secure and effective method of acquiring it. Each student should be given some pure science experience. He should face a problem, collect his evidence, evaluate his observations, and test his conclusions. He should acquire the scientific method of thought and become inherently conscious of the requisites of proof. Karl Pearson, in his monumental work, "The Grammar of Science," says: "The exact impartial analysis of fact is an education especially fitted to promote sound citizenship." One thus equipped "will scarcely be content with merely superficial statements, with vague appeal to the imagination, to the emotions, to the individual prejudices. He will demand a higher standard of reasoning, a clear insight into facts and their results, and his demand cannot fail to be beneficial to the community at large." I venture to assert, however, claiming no originality in the idea, that the scientific method of thought and the scientific spirit constitute the highest possible equipment of the human mind; an equipment equally valuable in all walks of life.

Without amplification I may now enumerate the following results to be reasonably expected from the utilization of science as a method in dealing with life's problems. As to their significance in the life of the individual and thus for the welfare of society I freely leave you to make your own evaluation. They are:
1. Absolute mental integrity, courage and independence.

2. Reasonable assurance that one lives in a world of sequential phenomena—in a world of cause and effect.

3. Mental accuracy in dealing with any of life's problems.

4. Dispersion of political, social and religious superstition and dogma, the yokes of mental liberty and development.

5. Realization of man's amenability to natural law within whose limits he forever acts—a majestic king or a hopeless helot. Natural principles thus come to be the highest of moral law.

6. Appreciation of the organization and unification of the universe, of a universal unity resultant from the operation of eternal and inviolable developmental principles. One is thus led to a realization of man's place in this great scheme and so on to his obligation to society.

(4) And lastly, we, as instructors, must ever be watchful that the facts and principles which we present find application in the personal life as well as in the larger problems of home and society. The method of science must be made to carry over into conduct. But we may rest assured that it will never carry over until we give the student some specific practice in using it in this connection. I believe this to be one of the most important functions of our work, that is, the teaching of science as a method—a method equally as effective in life as it is in the laboratory—a method which is at once apparently the safest procedure to rational conclusion and rational behavior. If we could send our students out into the world equipped to get at the truth of any situation or problem in an impersonal way, free from prejudice, we truly would contribute in no meager degree to a great and pressing social need. Would that we might emancipate all who pass through our courses from the bondage of "Authority and prejudice, ignorance and greed, sentiment and passion" conditions, which all too frequently enslave the lives and affairs of men.

That we have not been entirely successful in attaining this ideal is freely granted. Obsessed by the ideas of science its votaries have frequently lost sight of its ideals. It would seem to be imperative that we as science instructors face this situation squarely and organize our courses definitely to the end that science as a method may become operative in the lives and conduct of those who will form that vast procession marching through these halls out into the activities of our great commonwealth.

Le Roy H. Harvey.

SUGGESTIONS FROM DECENNIAL PROGRAM

THE foregoing article, "Science and Society," is at least a fair sample of the addresses of the Commencement and Decennial celebration of this school, held June 20-24, inclusive. In addition to the members of the faculty and students several of whom participated, three people—Supt. S. O. Hartwell, of the Kalamazoo city schools; Raymond A. Kent, secretary of the State Commission on Education, St. Paul, Minnesota; and Dean Albion W. Small, of the University of Chicago—made formal addresses, and President H. L. Stetson and Professor G. A. Williams, of Kalamazoo College; Hon W. J. McKone, president of the State Board of Education, and Hon. Milo Campbell, of Coldwater, were introduced in the after-commencement dinner program; while Florence McIntyre, Ira J. Arehart, Helene Rosencrants, F. A. Middlebush, Alice Holmes, Marie Hoff man, Gail Hambleton, Pearl Sidenius, Arthur C. Cross, Mr. and Mrs. Parnell McGuiness, Mrs. Bessie Everest
Luther, Flora Rice, Herbert Waldo, and Blanche Pepple, of the Alumni, participated.

In so many talks, all within five days, there will be preserved in individual memories only such parts as made specific impression by the vigor of thought, novelty of idea, and happy expression, which characterized them. In the various responses by members of the Alumni the outstanding ideas were institutional loyalty and personal growth. The talks by students were appreciations of the privileges enjoyed, and without exception reiterated the best ideals of the institution in the matters under discussion.

In the several programs in which the President took part, he invariably found opportunity to restate with clarity and force his confident and incisively aggressive attitude in all matters of individual and institutional well-being. Mr. Reinhold made a statement of the present and prospective achievements of the Extension Department, which could not fail to be a source of great satisfaction to all who heard him. Mr. Burnham stated the purpose, progress and plans of the Department of Rural Schools.

Mr. Raymond A. Kent, of St. Paul, spoke twice. First on Monday afternoon at the reunion of the graduates of the Department of Rural Schools, when he spoke of the major problems in rural education; and again on Tuesday forenoon before the Educational conference, presenting the work of the State Educational Commission of Minnesota. The plan which this commission will present to the State legislature for reorganizing the administrative mechanism of the public educational system was outlined at some length. The ideas underlying the revisions suggested are defined and concentrated official authority, and the securing of expert service. The second part of the work of the commission is an intensive study of the actual relations existing between expenditure and results. This part of the work is not so far advanced, but already some striking anomalies in the relations of State aid and local initiative in both expenditures and results have been laid bare.

Dean Albion W. Small of the University of Chicago, in his Commencement address, "The World in the Making," was very happy in both ideas and expression, as was amply evidenced by the interested attention of an audience which filled the large gymnasium. He certainly fixed in the minds of his hearers the idea of a world which is still in the midst of the process of becoming; and with simple, clear and compelling illustration and argument he enlisted the members of the graduating class in personal participation in the process of making the world.

Superintendent S. O. Hartwell, in the Baccalaureate address, offered what was for many the most thought-provoking discussion of the week. He first enforced at some length the idea of the inclusiveness of democracy, and made the fullest appreciation of this idea the basis of culture and service. He said that Socrates in his definition of justice, and Christ in his illustrations of love and mercy, had revealed the flowers of democracy. He said that faith, enthusiasm, and righteousness working under the spell of an imagination which had the full sweep of the inclusiveness of Democracy, would teach each person the ultimate philosophy of democracy and Christianity, which would reveal to every one the true appreciation of personal responsibility and the fullest realization of personal power in service.

Dr. George A. Williams, in conversation the day after Commencement, referred to the fact that several speakers, whom he had heard, emphasized scholarship as the high ideal for educational institutions, and admitting the imperative necessity of scholarship, he said that there is, after all, for educational as for other institutions, a higher ideal even than scholarship, and that is fellowship. There is no doubt in the mind of the writer that the manifest spirit of fellowship which permeated Decennial Week was the feature most enjoyed and the one certain to linger longest in memory.
The annual races of the Lakeside Boat club were to be held on the fourth of July, and as it was now the last day in June, my brother, George, and I began practicing racing with the "Torpedo." She had been in our possession a little less than a year, but in that time we had learned to depend on her for speed and she was not to be left behind by any boat her equal. She was a light but strongly built craft of thirty feet and carried a forty horsepower motor.

The time before the races we spent in cleaning and preparing the "Torpedo," besides testing her speed for the severe test that she was to undergo, so that when the time for the race came we could say that we were ready. There were four entries in the race in which we were to contend. The other boats were of the same grade as ours and we naturally felt anxious as to the outcome of the match.

George was to take care of the engine and I the wheel. We were at the lake front early and when the starting time came near, we cruised and practiced starting. By the time the race was scheduled the lake front was lined with enthusiastic supporters, the majority being at the end of the race course where the winner would be proclaimed. Many launches with eager occupants lined the race course, but of all the spectators none felt the impetuousness to be off as much as we, the participants in the race.

The starter’s pistol sounded and the race was on. It was the first time, I think, that we were not recalled. The popping of the engines as the clutches were released was deafening, and when the smoke had cleared we were all even and some one of us was on his way to victory. George controlled the engine admirably so that the greatest speed was attainable. The onlookers cheered as the race proceeded and those who could followed us in boats. We were somewhat behind, but we didn’t let that bother us as the race was ten miles long and we were far from the end. The engines responded perfectly and George said it was encouraging to see the needle on the speedometer rise point after point as the speed increased. I was in a fever heat and grasped the rungs on the steering wheel with a death-like grip and my body heaved with the motions of the boat as she seemed to try and give a last sprint and come out victorious.

The race was over and George and I were receiving congratulations, but we were too excited to pay much attention, and as we shook hands over
the victory we could say nothing, for
if it had not been for the brotherly
co-operation we never would have
won the race that meant so much to
us.

Lawrence Westerberg, H. S., '17.

THE SHAKESPEARE ANNIVERSARY

APRIL 23, 1914, was “red-letter
day” in the calendar of the
civilized world, commemorat-
ing as it did the three hundred and
fiftieth anniversary of the birth of
England’s “Immortal Bard.” Seldom
has any event not having a political
significance excited the interest that
this seems to have done. In America,
all the large cities and most of the
smaller ones “celebrated” in one way
or another. To quote from a letter of
recent date: “One hears little else
(this is in New York) but the coming
Shakespeare celebration. The papers
are full of it. Last week it was the
‘Gunmen,’ so it certainly is a welcome
change as a topic of conversation.”

Perhaps the most noteworthy of all
these demonstrations held either here
or in Europe was what Germany
called her “Shakespeare Annexation.”
It was commemorated at Weimar,
and marked also the golden jubilee of
the German Shakespeare society
which meets each year to worship at
the shrine of the poet, whom Germany
regards as fully one of her possessions
as he is that of England. Shakes-
peare may be regarded as being at the
height of his popularity in Germany.
The Deutsches theater in Berlin has
scored an unprecedented record by
producing a Shakespeare repertoire
night after night for the last six
months, to sold-out houses without
exception. The cycle, which is the
greatest of all Max Reinhardt’s suc-
cesses will fill the theater until the
close of the season in June.

The German celebration lasted three
days, from April twenty-third to the
twenty-sixth. It will culminate in a
brilliant production of “Richard III,”
in the famous little Court theater,
sacred to the memories of Goethe and
Schiller. Dr. Nicholas Murray But-
ler, who is an active member of the
German Shakespeare society, will be
present at the exercises, as will also
Prof. Alexander Schelling, of the Uni-
versity of Pennsylvania, and Dr. Paul
Shorey, of the University of Chicago,
who last year was Roosevelt profes-
sor at Berlin University, and who at-
tends as official representative of Co-
lumbia University.

Holy Trinity Church at Stratford-
upon-Avon has become a shrine
where thousands visit annually the
burial-place of William Shakespeare.
The little church contains in the par-
ish register this brief and simple
record:

“1564, April 26—Gulielmus filius
Johannes Shakespeare.”

It may be assumed from this that
he was baptized during the first week
of his life, and an old record fixed
April 23 as the date of the poet’s birth.
His remains lie in the chancel, where
they were placed two days after his
death on April 25, 1616. In view of
the fact that when a burial-place be-
came crowded, it was not infre-
quently the custom to remove the
bones from the oldest graves and place
them, unmarked, in a charnel-house,
Shakespeare caused this inscription to
be carved on the stone which marks
his resting-place, and looking over
the railing which encloses the altar,
one can read plainly the quaint lettering:

“GOOD FREND FOR JESUS SAKE
FORBEARE,
TO DIGG THE DUE ENCLOAS-
ED HEARE;
BLESE BE YE MAN THAT
SPARES THE STONES,
AND CURST BE HE THAT
MOVES MY BONES.”

It may be fear of the “curse” which
prevented the removal of his remains
to the Poets’ Corner in Westminster
Abbey. At any rate, they have never
been disturbed. A wedding was in progress when we visited the church. The bride, with one attendant, was a blushing country girl, clad in white and carrying an immense bunch of garden flowers. She certainly had a quaint setting for the ceremony.

At the left of the chancel is the sarcophagus of Sir Thomas Lucy, celebrated as the magistrate who prosecuted Shakespeare, when a lad, for poaching, and the latter retaliated by immortalizing him in his humorous study of Justice Shallow. The tomb has the carved effigies of Sir Thomas and his lady, lying in state, Beautifully executed. At her feet lies a little King Charles spaniel, so natural that one almost expects to see him stir in his sleep.

Our pilgrimage led us to his birthplace, of typical Warwickshire architecture, stucco with heavy timbers, and wide projecting eaves. It is in an excellent state of preservation. Here many articles of interest have been collected—a deed signed by his father, and containing a statement in his own handwriting, disproving the charge that he was illiterate. The names of visitors are now kept in a record-book, but formerly many names, more or less famous, were inscribed on the walls of the room where he was born.

Since the beginning of the nineteenth century this room was eagerly sought by literary pilgrims. In 1820 the occupant, a woman who attached great importance to the privilege of showing the house to visitors, was compelled to give up that privilege, and, by way of revenge, removed the furniture and whitewashed the walls of the house. A part of the wall of the upper room escaped the sacriligious hand of the jealous custodian, and names running back to the third decade of the eighteenth century may be found. Other and perhaps more famous names have taken the places of those which were erased, and the walls are now a mass of hieroglyphs. One can find the names of Scott, Byron, Tennyson, Thackeray and Dickens.

A point of especial interest to me was the garden at the rear of the house, which one may look into but not enter. It is a curious place, where grow every plant and shrub mentioned by Shakespeare—the summer air was sweet with the odor of panches and violets, of columbines and rosemary, of daisies and of rue.

It is but a step to the Grammar School, a quaint spot with its rectangular court. Within, we saw the marred desk where he worked as a schoolboy from his seventh until his fourteenth year, when financial stress caused his father to apprentice him. And later we went out to the picturesque old cottage where his courtship and later his marriage to Anne Hathaway, eight years his senior, took place. We lingered in the garden, where children offered us, for a small fee, tiny bunches of flowers, and then entered to seat ourselves on the old settle within the “ingle nook,” where the two, as sweethearts, passed the long winter evenings.

It would be interesting, if time and the reader’s patience held out, to tell of the historic old “Red Horse Inn,” so filled with mementoes of Shakespeare lovers from all corners of the world, and in whose cozy parlor Washington Irving composed his “Sketch Book,” or to take some trips to the beautiful Warwickshire country all about, to Warwick Castle, and to Kenilworth, but these will have to be left to another day—for Shakespeare is our theme.

“He was a man, take him for all in all,
We shall not look upon his like again.”

Alice Louise Marsh.
THE CAMERA CLUB.

At four o'clock on Tuesday and Thursday afternoons of each week last term a small group of people met in the Physical laboratory with Mr. Fox. A common interest in the science of photography has resulted in the formation of a camera club by the members of this group. It is a means by which knowledge concerning this art may be obtained in a practical way. Ordinarily the beginner works alone, and possessing only a few meager facts or having only a very general knowledge of photography progresses but slowly. Such a person would find the Camera club to be very helpful. Details in regard to equipment and its use are given. Then step by step the process of making of a picture is explained. There is also instruction regarding the taking of a picture, with all its attendant details. The principal facts concerning the developing of plates and films also the printing of the pictures from them, are brought out. Then, equipped with their cameras, the club goes forth to test their knowledge in actual experience. These excursions are not only valuable in regard to information gained concerning the use of cameras, but new scenes are visited and one becomes cognizant of unexplored ways, which may open further fields of enjoyment. In choosing a bit of landscape or scene for a picture, greater appreciation of beauty is developed. In the same way a habit of observation may be formed, which will open a world of new interests in the every-day life and scenes about one. The developing of the films and plates follows the taking of pictures, and to many this is more interesting than the first process. After this comes the printing and the final results often more than repay the time and effort required. The activities of the club are carried on under the supervision of one who is skilled in photography and are the source of pleasure as well as useful knowledge.

Neva Saunders, ’14.

SOME LETTERS.

"I acknowledge your kind invitation for Commencement, but with many regrets find it impossible for me to attend.

"I have recently finished teaching a nine months' school—wages fifty-three per month.

"The enrollment ranged from thirty-three to thirty-eight pupils. They varied in size and age from girls weighing forty to very nearly two hundred pounds, and boys from five to eighteen years of age.

"Because of my diminutive size and youthful appearance I was not favorably looked upon by the district as a teacher for that year.

"The moderator knew something of my family history and said: 'Her father was a teacher. Her mother was a teacher, and she can't help but be,' so by 'pull' I signed a contract for the school.

"I am not much of a hand to 'toot' my own horn, but I will say that I must have been successful in my work because they tried to persuade me to teach there another year. The director's way of expressing it was: 'There hasn't been one word of complaint offered.'

"In answering summons at the door it was not unusual to have some one say, 'May I speak to the teacher, please?'

"Having fully in mind that the modern ways of teaching do away entirely with corporal punishment, I will say that I found it a necessary weapon.

"I still smile when I recall the scene of one little freckle-faced lad who after surviving his punishment for dishonesty, went as far as the road and called back: 'Teacher, may-be I won't come back to-m-o-r-r-o-w.'

"'All light, Freddie. Just as you like!'

"'B-u-t m-a-y-b-e I c-a-n-t.'

"The next morning he brought me a bouquet of flowers.

"Last winter a Lyceum was organized. It accomplished more than I had anticipated, both in school and as a social factor.

"Many socials and parties also brought the patrons of the district close together."

"Just seven years ago today I left the Normal, and I have never seen it since. The other day when a card came to me I was so happy just to think I was remembered.

"Seven happy years; three years I taught in the public schools of Michigan, then I answered the call to a distant field and have remained. We, for it has been wo since then, are located about seven miles from the National capital. Beauties of nature and beauties man made are all around us. Just below us in the valley grows the trailing arbutus, and the mountain laurel, rocks and springs are everywhere through the hills, but more numerous than all these are the colored people.

"This is a day of anniversaries for us.
Just two years ago today a little brown-eyed boy came to live with us. He is a perfect sunbeam, round and rosy. We have just taken his picture in overalls.

"The invitation to Commencement came several days ago, and many times since I have thought of the old friends of the old days.

"My health has been very poor for the past year, and now, when there is so much to be done, I have to sit around and watch the others work, which is not at all an easy task for me.

"I am at mother's with the children, as we cannot get help just now. I am gaining now, though, and will be glad when I can get back home.

"It is decidedly a disappointment to both of us not to be there for the reunions this year, as there is quite a probability that we will soon have to go to a milder, drier climate, perhaps this fall.

"As to my teaching experience: I do not have much to say. I taught two terms in each of two schools and stopped both times on the verge of a nervous collapse.

"I would have just one big suggestion to teachers and prospective teachers: If you haven't a good measure of self-control, get it, or keep out of the school-room in justice to yourself, the pupils and the parents."
Decennial. A visit to the top of Prospect Hill, now Normal Hill, in the spring of 1904 could not have suggested to even a fertile imagination the evolution which ten years of the life of this institution have unfolded. In property, in faculty, in students, in alumni, in constructive ideas reproducing themselves in individuals and institutions in this state and in many other states, ideas which have taken rise from the marriage here of democracy and science, and which by the measure of their service prove the necessity of perpetuating this wedlock—break these enumerated large items into myriad details for which the imagination of man reaches not the limit, and behold our Decennial inventory.

Record. With this number “The Kalamazoo Normal Record” completes its fourth volume. The index which these volumes have lacked will be worked out during the summer and printed in the October number, from which it will be separated for binding in this volume. A new plan of editing is already formulated for next year, which will make each number for the year in some features a special number, and will distribute the responsibility and the work of editing. The purpose of the new plan is to make the Record do more satisfactory service for the school and for each of the various departments. In concluding two years of service the present editor thanks the large number of students and members of the faculty, who have shared in the work, and the various business men and firms whose advertising patronage has so well taken care of the financial responsibilities involved. William McCracken, Katherine Newton, Nellie McConnell, and William Spaulding (and in the case of the Decennial number, Lavina Spindler), are the individual members of the faculty who have been most active in maintaining the Record for the past two years; and among the students, Theda Shaw, Sue C. App, and Arthur Bowen have done the most. To these a specific expression of gratitude is due, and it is most heartily given.
History, Art, Music, Educational, Geography, Manual Training, and in fact, well nigh every department of the school, as well as the general helpfulness of many alumni and other friends of the Western Normal.

Illustrations. If any one is likely to be pessimistic about the professional enthusiasm of teachers he may relieve himself by a visit to the summer sessions of any one of our state institutions of higher learning. He may satisfy his doubts in any of our neighboring states as well. Teachers of all ages, from beginners to and through middle life, are expending time, money and energy without stint in voluntary attendance in school through the heat of summer to better prepare themselves for successful, satisfaction-yielding, service. Almost without exception earnestness and sincerity of the first order characterize their work. No one can doubt that these hundreds, in fact, thousands, of people with renewed appreciation of their task as public school teachers, and with definitely increased preparation to do their important task well and honestly, will leaven in a very wholesome way the larger number who are kept by circumstances or carelessness from thus renewing their strength. It must be true beyond question that the professional loyalty of teachers, as a body, is rapidly improving.

Chautauqua. The Redpath Chautauqua program which is to be given on the Normal campus July 25 to 31, and for which season tickets may be obtained by students for one dollar, is a very exceptional opportunity. Those of the six hundred students who bought tickets last year, who are here this year, were the first to purchase tickets. If any student who has never heard programs of the sort to be given here the last week of July, fails to hear as much as possible of this one he will be controlled by a very narrow idea of economy, for the ticket fee of one dollar for the week will not be likely to be duplicated outside of an educational institution. Then, too, the "Chautauqua Idea" is a most serviceable one in American education, and no teacher should miss getting it by a personal experience, especially since in this case it is brought to his own door-yard and that at half price.

Stimulation. In a summer session of any school in this latitude and elevation there are bound to be some days of ennui due to atmospheric conditions, unless all operative stimulations are personally invoked. Western Normal has a location which lends itself well to maintaining animation and interested effort. A leisurely climb up the hill or a ride in the car brings one to a position of exceptional advantage for looking over the beautiful tree-covered valley of the Kalamazoo river; and the farms on the hills lying miles away need only a touch of imagination to make them into veritable hanging gardens. And within the buildings the wide, airy halls, the spacious class rooms, the beautiful pictures, and the good cheer of schoolmates, teachers, special lecturers and visitors, all enter into a situation of so many and constant stimulations that work is a joy, and one's better self is appealed to by a challenge to effort, which only a completely jaded physical tone, or a spirit acidulated by habitual failure and dissatisfaction can possibly resist.

Appreciation. Mr. Winship says, "The test of education is appreciation." I wondered, when I read this, how high he would grade some of the students who have sat near me in chapel and other exercises and who seemed to be more interested in finding fault than in any knowledge they might gain. If there was a little more appreciation on the part of those who do not care to listen, of the appreciation of those who are interested there would, no doubt, be a better appreciation on the part of both when chapel is over.

Athletics. From current gossip and recent articles appearing in the daily papers there seems to be some
misunderstanding in regard to athletic conditions in the Western State Normal School, and it is the purpose of this article to give the facts as they actually exist. The purpose of the work in the athletic department is to send out teachers physically fit, and towards this end the work is aimed. Every student who has attended this school will quickly admit that it is mainly through the ability of their popular coach, William Spaulding, that such successful teams in football, basketball, and baseball have been organized. Students on entering the school must bear in mind that education comes first and athletics of secondary importance, and unless their aim is along the same line, they would do well to seek admittance elsewhere. The articles to which I have referred seem to insinuate that students who participate in athletics are given special inducements to enter the school. Nothing could be more untrue, for I, having played on teams representing the school for three years, am in a position to know. We willingly admit that many of the boys do put themselves through school by playing ball in the summertime, but while in school their only compensation is the glory that goes with making the team and obtaining the coveted "N" at the end of the season. No complaint seems to have come from schools that have beaten our teams, but from those that we have defeated. This is poor sportsmanship, for when fairly beaten, the right spirit is shown by acknowledging such defeat and not laying it to a bunch of professionals.

Tennis. Never before has tennis been so popular at the Western State Normal as it is now. This certainly shows that our school realizes more thoroughly than ever before the importance of this form of athletics. From daylight until dark the courts are filled to overflowing with excited students. About each court are usually seen a few bystanders rooting for their favorites. As one looks into the faces of the players he may catch many different expressions; he may see a look of triumph as the server serves a fast ball which his opponent is unable to get, or a look of disgust as one of the group is fooled by an easy ball. A person can not help but admire the players as a whole, in the manner in which they ask others to play, after they have played several sets. Not only are the students interested in tennis, but the faculty have not only put new tape on their old court but have built them a very good new court. The students should take pride in keeping these courts in good condition. Much harm can be done to the courts after a rain by playing before the ground is dry and hard. A few days off the courts after a rain adds a great deal to the condition of them as well as the balls and rackets. It is hoped that the new athletic field will provide enough places for all Normal people to play tennis in order that this form of athletics may be encouraged.

Exhortation. It is usually stated and generally thought that life is what we make it. Our pleasures and our pains lie in our own hands. This may wreck some sentimental stories concerning Fate or Destiny, but let us be the master hand. The man who allows himself to see clouds behind every bright day, who sees a grouch behind every winning smile, who carries the it's-a-nice-day-today-but-I-know-it-will-rain-to-morrow air throughout life, usually shows it in his everyday life and also in his face. His fellow creatures have undoubtedly named him Thundercloud; his own children probably cease their laughter on his homecoming and hide themselves in their playroom. What is life to him? It is the fruits of his own sowing; the gruff answers to his inquiries are only given in return for similar ones made by himself; the dark face looking at him through his mirror is but a reflection of his thoughts. What is our school to us? Might we not answer this in the same way as thinking of life? Our school is what we make it. If we come with the idea of receiving but little, of being bored by everybody, of obtaining little or no enjoy-
ment, those things will be our reward. No one will meet us all the way, but most people will meet us half way. If we leave the school with the idea that it is not giving us what it should, that it is below par, we not only injure the school, but we injure ourselves. What person or committee of persons will choose one who obtains but half of what is offered him? Another question—Should we take, and return nothing? "Twould not be merciful, and "mercy is twice blessed; it blesseth him that gives and him that takes." Then it is our duty to give our sincere aid to all that concerns our school; to be an active member, and not a neutral one. In giving all that we can it is again our duty to take all that we can; thus making our school what it is, and what it will become.

FIRST GRADE LIMERICKS.

The children in the first grade had been enjoying the "funny pictures" in Edward Lear's Nonsense Book for several days. As they looked at the pictures they asked to have the rhymes read. The same pictures were looked at and the same rhymes were read again and again; the children never tired of them.

One day the teacher heard one of the children murmuring to himself. Not believing her ears, she asked: "What were you saying, Henry?" In the most nonchalant manner Henry replied:

"There was an old man in a lake,
He always followed a snake."

From all parts of the class after this came all sorts of rhymes, each child vying with the other. The teacher jotted down some of these.

"There was an old lady of Snails,
She swallowed ten thousand pails."

"There was an old lady of Snails,
She ate up all of the nails."

"There was an old lady of Snails,
She caught a barrel of whales."

"There was an old man in a car,
He fell in a jar of tar."

After this expression of the children they took even keener pleasure than before in the rhymes.

There was a young girl of Fall River,
Who was sent to purchase some liver;
But she went to the show,
And spent all her dough,
Now her parents will never forgive her.
LEROY GILBERT, 8th grade.

There were two young men of Fall River,
Who wanted to sail down the river;
But when they got there,
The river was bare,
Which saddened these men of Fall River.
EDWARD KLINE, 8th grade.

THE ATHLETIC FIELD.

The Normal Athletic Field
Is like a mighty pool.
There's always been some water there,
When e'er the weather's cool.

The race is like Niagara Falls,
A rushing o'er the dam.
I'm very glad I'm on the hill,
I truly, truly am.

ELIZABETH NICHOLSON,
Grade seven.

Written after a heavy fall of rain which caused the overflow of the race.

A RUSTIC'S VIEW OF NEW YORK.

As I was walking down the street
A farmer man I chanced to meet,
With bag of flour and whip on arm,
Watched the firemen answer an alarm.
And looking up at the buildings high,
Spoke to himself as I passed by:
"Oh, ain't them buildings awful high?
I'll make my barn over by and by."
And standing in the big, wide street,
A taxicab he chanced to meet.
He spoke again, in much alarm:  
"They left the horses in the barn!"

And walking into a big hotel
He asked the clerk what they had to sell.  
When asked if he would wish a room,
He said, "Not yet, but pretty soon."

And when the lights came on so bright,
It made a daytime out of night.

So the old man said: "Be gash, be gum!"
"That beats the taller dips to hum!"

Along came a man with a brick of "gold,"
And then my country friend was sold.

When the street cars passed by him so fast,
He said, "Wall, I seen 'um now at last!"
He strayed into a dry goods store,
And walked about from floor to floor.

He asked the boy, "How that thing run?"
And if he didn't think it fun
To ride in a coop like that all day.

They were elevators, he'd heard folks say.
Home at last to his small store,
He told his story o'er and o'er,
And was the center of his set,
Who listen to his stories yet.

ELIZABETH NICHOLS,  
Seventh grade.

SECOND GRADE STRAWBERRY GARDEN.

As a summary of the term's work on "Farming," the second grade children visited the farm of the State Hospital, where they saw the farm animals, how they are kept, the silos, bees, and crops. From this trip came their desire to know how strawberries are grown, which desire was satisfied by making a strawberry garden on the sand table. In learning how strawberries are grown as a preparation for making the garden, the children discussed the soil conditions and preparation for planting, the method of planting individual plants and entire garden, cultivation, mulching, and need for this. These processes were made real by the use of many pictures and a strawberry plant. As we could not have real plants to make the garden, the children suggested ways of representing the plants, which resulted in paper plants, colored and cut out. They then worked out their sand-table problem independently. Owing to lack of space on the sand table the children decided to make the garden on the scale of six inches to the foot, that is, to place the plants one foot apart and the rows two feet.

Margaret Wilson.

CAN YOU GUESS MY NAME?

I build my nest in thorn bushes
And near a fence. My nest looks like
A dish. My eggs are white with purple spots.
I like to eat grasshoppers.
I also catch young birds and eat them.

This is the way I get the birds: I
Fly near the ground until I see a nest
In the tree. Then I fly up to the nest.
The mother bird sees me and tries to drive me away.
She leaves her nest.
Then I get her little ones. Now can you guess my name? I am the—

Alden Moss, Grade four.

DOMESTIC SCIENCE NOTES.

The girls from the fifth grade entertained at a twelve o'clock breakfast on Thursday, June eleventh. The menu was planned, cooked and served by the girls. The waitresses were Dorothy McManis and Wilhelmina Statler.

The boys of the fifth grade, who have had a class in camp cookery during the spring term, entertained the fifth-grade girls at a camp picnic in Wattles' Glen on Thursday afternoon, June eleventh.

The girls from the eighth grade entertained at luncheon on Monday, June fifteenth. The guests were ten members of the faculty of the Training School. The waitresses were Ernestine Prentice and Maude Taylor.

ART NOTES.

Some of the projects undertaken in the various grades of the Training School in their art work during the spring term were as follows:

In Grade I the children were greatly interested in their study of Indian symbols and decorations. These were first worked out on paper and adapted to small paper patterns and afterwards applied to suits made of unbleached muslin.

The children could hardly wait to finish and wear the suits.

The pupils in Grade II enjoyed some outdoor sketching of the oak and hickory trees on the grounds.
During this term the art work in Grade III has been correlated with the study of Norse life and the pupils made shields, cut Viking boats, and made illustrations of boats on the fiords, and also used the Norse dragon to decorate the kites made in their Manual Training classes.

The same group had a good deal of pleasure in making drawings of the martin-house to add to their collection of pictures relating to Normal Hill topics.

In the fourth grade the children devoted themselves largely to nature work and in their construction work made some candle shades, using a flower motif in the decoration.

The Fifth grade did well in constructing some magazine covers, which they decorated with suitable line and corner designs.

Illustrations for topics relating to the study of Chivalry kept the Sixth grade very busy, and enthusiasm ran high to see who could make the most and the best. This was followed by the binding of a book by each pupil, in which the illustrations were put.

The Seventh grade worked hard and fast to complete the construction of some very nice waste baskets, which were decorated with appropriate designs.

In the Eighth grade the pupils made a study of the French posters belonging to the Art Department, and from them made posters for their own art exhibit.

Their earlier problems in printing were also brought to bear on this work.

MEMORIAL FUND.

It has been the custom of the grades which have gone ahead of us to give the school a token or remembrance. To provide the money for these things various grades have done different things. When it came our turn many things were suggested, among which was the Horace K. Turner Art Exhibit. This exhibit travels around through the country to the schools who pay it to come. A letter was written to the Exhibit's headquarters, which is at Oakhill, Mass., and in due time an answer came which said the dates of June 3, 4, 5, and 6 were open. We at once secured the Exhibit for this time. Before the collection arrived our art periods were filled making posters and advertisements. We printed tickets which sold at fifteen cents for adults and ten cents for children. After an impatient wait the Exhibit arrived. When put up it covered the walls in our main room and the walls in both class rooms. With the collection came about two hundred catalogues, these to be sold at fifteen cents apiece. After the tickets were printed we got busy selling them. The students' tickets went best and about half the students of the Normal attended. The exhibit was open in the evening until ten o'clock. The guests were served to punch and cookies which were made in the cooking department. The girls also made candy, which they sold. All that was left was given to the boys who "licked the platters clean." After the exhibit was over we counted up the profits, which we found to be over forty-five dollars. We have bought a large hand-colored picture, "Robbers of the Desert," by Friese, which we intend to put up in the Eighth grade room.

Gerald Fox, Grade eight.

PHYSICAL NATURE STUDY.

The Eighth grade boys and girls this spring term have been much interested in some simple experiments in Physical Nature Study.

The dignity of the subject has impressed them,—the feeling that these were the beginnings of studies forming the life work of men like Edison and Marconi. Interest has been unflagging.

This topical outline is not in any sense to be considered a model one, but suggestive only from the point of view of a practical appeal to the interests. The pupils understand that these are only the small beginnings of deeper study in the High School, and many will doubtless be interested in later science study.
TRAINING SCHOOL 397

Topies in Physical Nature Study, Grade 8 Spring Term, 1914.

I. HEAT. Methods of Transferrence.

Problem 1.

What materials make good handles for hot utensils?

Conductors.—Good conductors, poor conductors. What conduction is.

Experiments:—Iron nail heated in flame. Match held in flame. Other materials. Iron and copper rods in flame—which melts sealing wax farthest from flame after some time. Glass, chalk, lead, asbestos tested, carbon, zinc, sealing wax.

Problem 2.

What fabrics are good non-conductors for winter clothing?

Experiments:—Sealing wax on cloth, flame near opposite side. Which cloth lets heat of flame through best? Etc., etc.

Problem 3.

The tireless cooker. What materials are the best non-conductors to keep in the heat of cooking?

Experiments:—Four copper cups containing asbestos, hay, air, and shavings (cotton waste next day). Set these in hot water. Insert thermometers in middle of each material. Note which heats first, etc. Relative temperatures at same interval.

Problem 4.

The ice cream freezer. Why does the cream freeze? Why is the freezer constructed as it is? Wood outside; why? Metal receptacle for cream; why? Salt with ice; why? Cream freezes; why?

Problem 5.

Why did the melting of the ice (helped by salt) take the heat from the cream? This led to the topic, Heat—Work.

Latent heat.—In dissolving, melting, boiling, or evaporation heat is used up in these nature processes, or forms of work.

Experiment:—Ammonium chloride crystals dissolved in water. Temperature of water lowered. Heat used in dissolving.

Ice water in copper cup, 1. Cracked ice in copper cup, 2. Both set in a bath of hot water. Ice stirred in cup 2 till melted. Temperature for both taken before and after (thermometer inserted in middle.) (Ridpath noticed that if thermometer touched copper, result would not be correct, as copper is a good conductor.

Result: Temperature of ice to melting stayed constant; of cup 1, rose. Heat equals work of melting.

Experience recalled.

Cooling of air after sprinkling, showing that evaporation uses up heat.

2. RADIATION.

Problems (raised by class). 1. How does heat get to glass of an electric bulb, if inside is a vacuum? 2. How does heat of sun get to earth through vacuum (fact noted in Current Events).

3. CONVECTION.

It was necessary here to recall illustrations of this from experience, and to perform experiments in order to contrast with 2 above.

Experiment 1. Water boiled in the test tube. Coloring matter at bottom rose, showing convection currents.

Experiment 2. Same, except sawdust, to show currents.

Experiment 3. Water boiled over ice weighted down in bottom of test tube. The currents of heated water went up and ice did not melt.

Experiment 4. Ice not weighted. Ice melted.

Experiences recalled. Geography. Winds. Heat arising over heated earth or water, etc. Radiation now explained as well as possible through illustrations, and contrast with conduction and convection.

Experiment 1. (All three illustrated.) Flame, Copper mesh retards. Conduction, convection of heated air. Hand held at side gets heat by radiation. Experiences, as lamp, grate, etc.

Experiment 2. A radiometer shown. Electric bulb recalled.

Last lesson. Comparison and generalization.

CRYSTALS.

1. Letting alum crystals form.
2. Other crystals shown.
3. Crystal formation actually shown through lantern.

GETTING A WATER SUPPLY.

Problem:—How do we get water up hill? (Pupils will answer, "pump.")

Pumps, suction, force.

Experiment: Models demonstrated.

Air pressure removal idea substituted for suction idea.

Experiment to show existence of air pressure. Vacuum produced by bell, jar and pump. Turn sideways and upside down, showing pressure from all sides.

Explosion of electric bulb broken in water. Cf. with vessel containing air.

Measuring air pressure. Barometer. How high will the atmosphere press the mercury up into the opposite column?

Water. How much heavier is mercury than water? How high up in a pipe (air removed) will air press water? See Problem 1.

The siphon. (Air pressure plus difference in weight of arms.)

Experiment: Emptying a glass of water by means of a full bottle. (Page 307.)

Emptying a wine glass into the upper of two adjacent full tumblers. (Page 301.)

Electric fountain. (309.)

Volcano. Siphon with air bubbles. (308.)

(See "Home Fun.")

Walnut shells. (327.)

Regular siphons—changing the length of arms to show factor of overbalancing weight as affecting speed of flow.
Cohesion of like particles. This helps in siphon flow. Floating needle. Piling water in glass, etc.

(Miscellaneous.) Cutting glass. (327.)

POISONS AND ANTIDOTES.

Acids—Alkalis.

Explanations of each. Lists given of each. Experiments to show neutralizing effect of acid and alkali. Soda, vinegar. Penny in nitric acid.

Litmus paper tests for each. What salts are.

MAGNETS, MAGNETISM. FORCES, USES

A. Natural magnets. Artificial magnets. List of substances through which magnetic force will pass unobstructed. Soft iron as an insulator.


C. Induced electricity. Rubbing glass with silk. Silk—negative charge; glass—positive charge. Electroscope to show this.

D. The electro-magnet. Explanation. Uses: (a) Lifting big weights in industry; (b) The electric bell; (c) The telegraph instrument. Demonstrations and diagrams.

ART NOTES.

The "Brown and Gold" school annual of the class of 1914, was the best publication ever made by the school along art lines. The headings, full page illustrations and tail pieces were unusually strong and decorative. The work was done by the members of the special art class.

The following students contributed largely to the success of the annual: Mary Loughead, art editor; Ruth Appeldoorn, Flossie Campbell, Florence Stamp, Florence Earl, Olive Anderson, Laurel Covis, Grace Henion, Neva Drummond, Bessie Otis, Gertrude Mason, Jennie Resing, Ruth Welsh and Mildred Snyder.

Students attending the Summer School may be interested to know where the beautiful colored prints decorating the walls of the art room and Training School may be secured.

Address Chemin de Ferde L'Etat, 20 Rue de Rome, Paris, France. These French posters are very nominal in price, only 40 cents each, and serve admirably for school decoration.

The Art Department has been invited to send an exhibit of school work to the Panama Exposition in San Francisco, which opens next February. These studies must be framed in narrow frames to be acceptable. This invitation is quite an honor to the school.

COMMENCEMENT CONCERT.

One of the most striking features of the Commencement week programs and one which was representative of the work of the year in this department of the school, was the splendid music furnished under the direction of Mr. Harper C. Maybee, head of the music department. The quartet, double quartet, solo and chorus work
were all of a quality to elicit the serious and most favorable comment of the large audiences on each occasion of their appearance and the entire musical contribution to the week’s program was excellent. Individual numbers throughout the various events were enjoyed, but perhaps the annual concert program best displayed the ability of the director and his assistants. Before a crowded gymnasium the following program of opera numbers was rendered to the delight of all:

**WESTERN STATE NORMAL MEN’S GLEE CLUB.**

Harper C. Maybee, Director.
H. Glenn Henderson, Pianist.

**PROGRAM.**

To Thee, O Country Eichberg

If I Were King Brown

Whims Schumann

Excelsior H. Glenn Henderson

Somewhere a Voice Is Calling Cecil Ross

Hannah Quartette Sheppard

Victoria, Victoria Carisime

‘Doan Yo Cry, Ma Honey’ Noll

Stars of the Summer Night... Smart

Lullaby From Jocelyn . Godard

Tinker’s Chorus From “Robin Hood” DeKoven

My Dearie Ball Talmadge King

Farce—“The Terrors of a Barber Shop” Messrs. Sooy and Wallace

College and Plantation Songs.... Ralph Bleom

**MEMBERS OF THE CLUB.**

Ralph Bleom T. Stanley Perry
G. Max Brown Oscar Rabbers
Henry H. Fuller Cecil Ross
John Glebe Glen Sooy
Carl W. Haner Fred W. Stuck
Clarence Hoekstra Lloyd Tyron
John J. Hoyt Ralph Wallace
Talmadge King Dore Wilde
Arthur Maatman R. H. Newman
Earl Minch

**JUNIOR GIRLS’ GLEE CLUB.**

The “Ave Maria” sung by the Junior Girls’ Glee Club at the Commencement exercises was one of the most artistic musical features of the week. A word about the fine orchestra work during the class play will complete the informal resume of the music of the week which also “summed up”
the work of this department for the year. The numbers furnished by the orchestra for the play were beautifully rendered and in every respect was the work in good taste. To Mr. Maybee, Mrs. Hostetter, Mr. Henderson and Miss Hootman credit is due for the best music the school has ever known.

BASEBALL SEASON, 1914.

The Western Normal baseball team closed one of the best seasons in the history of the big school on the hill.

The most important factor in the success of the team was undoubtedly the fact that for the first time we had a field that we could call our own, where we could get some real hitting and fielding practice, where we could learn to work together by consistent training.

Another element that aided materially in winning games was the timely hitting of the team as a whole. When the team batting average averaged consistently over the .300 mark it is not difficult to figure out the reason for success.

Another element that entered into the success of the team was the fine pitching of Curtis and Koob, both southpaws and both among the best that can be found in any of the colleges. Koob held Notre Dame to five hits and struck out sixteen men in eight innings, also let Hillsdale down with five hits, four of which came in the first inning, fifteen being turned back by strikes. Curtis hurled two no-hit games in the course of eight days, and generally pitched the best ball of his career all through the season. His batting was a feature of most of the games in which he participated.

The team did not lose a single game among the colleges played in the state, but fell before Notre Dame and Lake Forest. Had Captain Walsh been able to catch the former game we might have won. The latter game went eleven innings.

The results of the games are as follows:

- W. S. N. 1, Notre Dame 6; W. S. N. 8, Olivet College 2; W. S. N. 7, Hillsdale College 0; W. S. N. 3, Hillsdale College 2; W. S. N. 15; Battle Creek Training School 1; W. S. N. 7, Olivet College 2; W. S. N. 3; Ypsilanti Normal 2; W. S. N. 4, Hope College 2; W. S. N. 4, Lake Forest College 6 (11 innings); W. S. N. 10, Mendon Grays 6; W. S. N. 15, Alumni 2.

The team batting average was .314. The individual averages follow:

- Barker, .267; Walsh, .310; Corbat, .448; Miller, .310; McIntosh, .357; Curtis, .300; Chilson, .138; King, .276; Koob, .160; Martin, .286.

SUMMER BASEBALL.

Summer School baseball is just getting under way. The first call for practice brought out about twenty men, and after a fast overtime game the "Browns" beat the Indians 6 to 5.
Many “boneheads” were in evidence, the writer “pulling” the prize one. But what would baseball come to without its rocks? Many players are stars from their shoulders down, while others try to “get by” with a head and a glove. The summer crop is about equally divided among these two classes. If there were no errors, no strike-outs, no “boneheads,” there would be no real baseball. So long live the summer teams; they make it the national pastime.

NEWS ARTICLES

SUMMER SESSION.

The Normal’s eleventh summer session is well under way and gives promise of going on record as the best in the school’s history. At the close of the first week about 800 students from various parts of the state and country had registered and in the long list are shown an unusually large number of school executives—superintendents, principals and supervisors. That the Normal has something to offer these people is evident from the increased number availing themselves of the opportunities offered each year. In the list of students are the following: Superintendents E. W. Shaw, Stevensville; W. A. Conrad, Coloma; J. C. Crawford, Demmon, Indiana; A. J. Birdsell, Fruitport; F. E. VanSickle, Hudsonville; W. L. Warfield, Frontier; L. A. Mniece, Barryton; E. H. Chappelle, Remus; J. D. Hyames, Bloomingdale; Commissioner Bert J. Ford, of Mcosta county; Miss Frances Gardner and Miss Helene Rosencrans music supervisors, and a number of ward principals from Holland, Muskegon and Battle Creek.

Several states besides Michigan are represented in the enrollment this summer, students having registered from Indiana, Illinois, Ohio, Maryland, New Jersey, New York and North Dakota. Students are also here from the northern peninsula and from nearly every county in Michigan. An interesting fact is noted in the number of Western Normal graduates back for summer work. The manual training department with its new equipment and additional facilities has attracted a number of the old students, among these being Peter Bell of Baltimore, Maryland, Frank Martin of Painesdale, Melvin J. Myers of Port Huron, Edgar Roper, Fremont, Ohio, and Principal Wayne McClintock of the Marquette High school and manual training department. Others of the alumni list who are here for the six weeks include Miss Marie Bishop of the Kalamazoo schools, Miss Helen Rosencrans, who has been supervisor of art and music in Dowagiac, Miss Evelyn Ball, Kalamazoo, Lorena Derby, Kalamazoo, Blanche Pepple Traverse City, Besse Putnam and Esca Rogers, Kalamazoo.

Over 50 well known educators make up the summer faculty of the Normal this year. Supplementing the regular faculty of the school, most of whom are in residence this summer, are the following: Superintendent C. H. Carrick, Charlotte; Superintendent W. E. Conkling, Hastings; L. A. McDiarmid, Marshall; Frank A. Jensen, Benton Harbor; Principal Paul Stetson, Grand Rapids Junior high school; Principal E. N. Worth, Central High School, Kalamazoo; Miss Eva Warriner, director Calhoun County Normal; Commissioner V. R. Hungerford, VanBuren county; Commissioner F. E. Robinson, Branch county; S. B. Norcross, Kalamazoo; Miss Marcella Bourns, Central High School, Kalamazoo; Fred S. Huff, manual training department, Kalamazoo; and Commissioner Cynthia A. Green, Eaton county.

A series of lectures of unusual merit was arranged for the summer term, Dr. Charles H. Judd of the University of Chicago, opening the list Wednesday, July 1, with a scholarly address on “Individual Differences Among
Pupils.” Dr. David Snedden of Boston failed to keep his engagement for a lecture on July 7. Mrs. Cora Wilson Stewart was detained by sickness in the family July 13, but Hon. Washington Gardner, of Albion, gave on that date his great lecture, “The Struggle for Chattanooga.” Dr. W. C. Bagley of the University of Illinois will be the last in the series for the summer term and will address the students July 23, on “The Red Letter Session.” Dr. Bagley is one of the foremost educational leaders in the country and a most effective speaker.

From July 25 to 31 will be the second annual Chautauqua on the Normal campus. The Redpath Bureau will furnish the program, which will equal if not surpass the exceptional one of last year, when thousands were attracted to the big tent on the Normal grounds. There will be this year such speakers as Montaville Flowers, Edward Amherst Ott, Strickland W. Gillilan and others. The famous Ben Greet players in “Twelfth Night;” Kryl and his band; grand opera and other features too many to mention. A week of splendid attractions from the educational and from the amusement point of view is assured and the price of the season tickets is so low as to make each program but a few cents.

FACULTY ACTIVITIES.

There will be a number of absentees from the Normal faculty next year and several are away for the summer. Miss Lucia Harrison sailed the last of June for a summer abroad, leaving on the steamer Leland from Boston. Miss Maude Parsons of the latin faculty sailed from New York late in June, taking the southern route to Europe. Miss Bessie B. Goodrich of the rural faculty is attending the University of Wisconsin; Miss Alice Marsh is at the University of Michigan. Dr. L. H. Harvey will spend the summer months in the west. Miss Nellie M’Connell will be in Estes Park, Colorado. Mr. and Mrs. J. E. Fox have left on a motoring trip to Kansas City and Miss Mulry, Miss Townsend, Mr. Reinhold and Mr. Waite are away for the summer.

Dr. and Mrs. B. L. Jones, the former of the English department, will leave early in August for a year abroad. Dr. Jones will pursue work in London University throughout the year.

Miss Edith Barnum of the first grade will spend a part of next year in the experimental school of the Fairhope League at Fairhope, Alabama.

Miss Lucy Gage, director of the kindergarten, plans to study at Teachers’ College and travel abroad during the coming year.

Miss Mary Moore of the domestic science department will enter Teachers’ College in the fall and remain through the year.

Miss Catherine Koch of the biology department will go to Cornell University for graduate work in the fall.

Miss Adele M. Jones, who has been director of the domestic art work for the past four years, will leave at the close of the summer term and will next year be at the University of Pittsburgh as head of the department of domestic art.

Miss Margaret Burns has accepted a position as director of physical training in the University of Kansas.

Miss Helen Frost of the physical education department is assisting at the Sargent Camp, Peterboro, New Hampshire, this summer.

Dr. J. B. Faught has taken up his new duties as head of the department of mathematics in the new State Normal at Kent, Ohio.

Several new appointments to the Normal faculty have been recently made.

DECENNIAL COMMENCEMENT.

The decennial commencement of the Western Normal brought back to the school more alumni than have ever before gathered at the institution. Members of every class made a special effort to return for this occasion and many old friendships were renewed in the several meetings which were planned with this idea in view. The alumni program which was arranged, presented and enjoyed by the school’s
graduates, was one of the particularly enjoyable features of the week, and the annual alumni party brought together socially several hundred alumni. The preliminaries of a permanent association held during the celebration resulted in the naming of committees to draft a constitution, compile a list of names for officers and organize other business to be taken up at the State Teachers' Association in Kalamazoo in October, when final organization will be completed. It is the plan of the alumni to have a working association which will be of benefit to the graduates of the school as well as the school itself.

In the list of alumni back for commencement were the following and many others: Earl Garinger of Marble, Minnesota; Marie Hoffman, Grand Rapids; Dale Maltby, University of Michigan; Theresa Remine, Kalamazoo; Marion Blakeslee, Charlotte; Peter Pell; Baltimore, Maryland; Lillian Boggs, Norway; Harriet Riksen, Port Huron; Hazel Payne, Covert; Mr. and Mrs. Frank Carpenter, Monmouth, Illinois; Meda Bacon and Mrs. Lou Sigler, Grand Rapids; Louise Huntly, Niles; Florence Smith, Hudson; Frank Martin, Painesdale, Melvin J. Myers, Port Huron; Perry Bender, Chicago Heights, Illinois; Edyth Grimes Kirby, Hillsdale; Ruby Polley, Alamo; Harold Buckham, Grafton, N. D.; Ralph Windoes, Davenport, Iowa; Peter Tazelaar, University of Michigan; C. E. Brown, Sparta; Irene Sterling, Three Rivers; Irene Miller, Charlotte; Ruby Shepard, Bronson; Archie Nevins, Calumet; Ann Lytle, Lawton; L. L. Smith and Everett Russell, Wheaton, Ill.; Carl Rodgers, Keokuk, Iowa; Walter Dewey, Norway; DeForrest Walton, Howe, Ind.; Oral Fillinger, Butte, Montana; Velma Saunders, Grand Rapids; Sybil Tubbs, Gladwin; Hazel Brown, Watervliet, Ollie Webb, St. Paul; Ralph Shiveil, University of Michigan, Fred A. Middlebush, University of Michigan, Edgar Roper, Fremont, Ohio; Rex Nutten, Amasa; Pearl Elsey, Howard Cramer, Rena Shore, Blanche Peppe, Traverse City; Mrs. Emma Edwards, Kalamazoo.

MANUAL TRAINING EXHIBIT.

A change in the manual training course of study has made it possible this past school year to put more time on practical wood work. The juniors began elementary bench work in the winter term. Beginning with very simple problems they progressed gradually to the use of hard wood and the making of small fern stands, tabourets and leather-covered foot rests.

The spring term's work was a continuation of the previous work, each student starting a piece of furniture as soon as it was considered wise by the instructor. A list of furniture that was needed in the different class rooms and offices was prepared and from this list the following selections were made:

Desk, for Miss Frost's room, by Wesley Wilbur and Ralph Fisher.

Davenport, for the main office, by G. R. Correll, Al. Thornberg and Wm. Boyd.


Stand, for Training School stereopticon lantern, by Steadman Humphrey.

Medicine cabinet, for office of physical director, by Albert Gorham.

Open book case, for office of physical director, by William McIntosh.

Three cases for class work, for Training School shop, by Ray Triestram.

Screen cabinet, for the Training School shop, by John Giese.

Open magazine stand, for Training School shop, by Francis Lake.

Book case with glass door, for Training School shop, by Omar Fisher.

Dictionary stand, for Miss Marsh's room, by Ralph Bloom.

Paper case, for Dr. Burnham's room, by Elliott Mahoney.

Combination book case, for Dr. Burnham's room, by Francis Lemon and Harvey Curry.
We're busily preparing for the new season's business

At present our work consists of clearing away summer merchandise, which brings out many under-priced items all over the store.

If there's anything you want in wearables or accessories, no doubt you'll find it here amongst these under-priced "clearaways."

Under-priced items here always mean exceptional values because of the high quality of the goods

Gilmore Brothers

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Try our Swiss HAND LAUNDRY Department

Up to date SHOE REPAIRING Dept.

Our Goal

is to include every College man in our list of visitors because we know that the many good points of WALK-OVER SHOES will appeal to them and make them regular customers. Visit our store and see; you'll stay to buy.

$3.50, $4.00, $4.50, $5.00

Bell Shoe Co.

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124 E. Main Street, Kalamazoo
La Mode Cloak House
Louis B. Garlick
117 So. Burdick St.

The Exclusive and Popular Priced Garment Shop for Women, Misses and Juniors.

Our extra special for the spring of 1914 will be a very smart

Utility Tailor Suit for $15

Dainty Fountain Lunchees
(At All Hours)
De Bolt's
(Successor to Meadimber)
Fine Confectionery and Ice Cream
Phone 639

Commencement Clothes
that are worthy of the occasion
SAM FOLZ
"Big Corner" Main at Portage

Dictionary stand, for Training School shop, by George Parsons.
Rocker, for Training School shop, by Lee Nicholas.
Dictionary stand, for office, by O. E. Hellberg.
Chair, for Training School shop, by Lee Barnett.
For the Y. W. C. A. room: Table by William Anderson; desk, by George Snellink; book rack, by Lawrence Tanis; Rocker, by H. I. Galvin; chair, by Ben Seterberg; chair, by Louis Corbat; rocker, by Herman Schumacher; chair, by Ernest Koob; chair, by Claud Chilton.
Besides the above list several pieces were made by groups and individuals, such as exhibit boards, tool and supply cases, etc.
The material for this furniture was purchased by the school, the student putting in his time and skill. The finished pieces were marked by name plates and left in the permanent possession of the school.
A later change in the course of study will bring this wood work in the fall and winter terms instead of in the winter and spring terms. This will allow the junior student to take forging in the spring term, and allow time for elective shop work in the senior year.

M. J. SHERWOOD.

*
Patronize Our Advertisers.

* PROGRAM OF DECENNIAL.

For purposes of permanent preservation and to make it available for ready reference the entire program of the "Tenth Annual Commencement and Decennial Exercises" is here inserted in full:

PROGRAM.
Saturday, June 20, 9:30 a. m.
Kindergarten Breakfast Training School
Saturday, June 20, 8:00 p. m.
General Student Party Normal Gymnasium
Sunday, June 21, 3:00 p. m.
Normal Gymnasium.
BACCALAUREATES
1. "O Thou Whose Power Tremendous"

------------------------------------------------------------------- Spicker
Double Quartet.
Let POST "POST" you by sending POST paid one of our general Catalogues of Drawing Instruments, Boards, T-Squares, Triangles, Papers, Water Colors, and all Drawing Room Accessories.

We Specialize on School Business Mail Orders and Inquiries Handled Promptly

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Chicago  San Francisco
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Drugs, Surgical Instruments, Physicians' Supplies, Sick Room Appliances. "Rexall Remedies"

The Colman Drug Co.
Successors to H. G. Colman & Co.

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2. Invocation ....................................................... Rev. W. J. Campbell.
3. "'Pilgrim and Stranger'" .................. Pease Quartet.
5. "'O for the Wings of a Dove'" ............ Mendelssohn
   Mrs. Hildred Hanson Hostetter and Double Quartet.
6. Benediction ..................................................... Rev. W. J. Campbell,
   Monday, June 22; 8:30 a.m.
   Assembly Room.

FINAL ASSEMBLY.

1. Music .......................................................... School
2. "The Year" ................................................ Dr. William McCracken
3. "Student Traditions" ........................ Mr. Arthur Maatman
4. Songs ......................................................... Girls' Glee Club
5. "Athletics" ............................................. Mr. Joseph Walsh
6. "Music" .................................................. Miss Cecile Beasley
7. "Student Societies" ....................... Miss Helen Gregg
8. Songs ......................................................... Men's Glee Club
9. Address .................................................. President Dwight B. Waldo
10. Music ....................................................... School

Monday, June 22; 10:00-12:00 and 1:30-3:00
Main Building and Training School.

EXHIBIT OF WORK.

Monday, June 22; 3:00 p.m.
Normal Grove.

"THE MERRY WIVES OF WINDSOR.
Senior Class Play under the Direction of Miss Elva Forncrook.

Synopsis of Play.
ACT I.
Scene 1—Windsor, before Page's house.
Scene 2—A room in the Garter Inn.
Scene 3—A room in Doctor Caius's house.
ACT II.
Scene 1—Before Page's house.
Scene 2—A room in the Garter Inn.
Scene 3—A field near Windsor.
ACT III.
Scene 1—A field near Frogmore.
Scene 2—A street.
Scene 3—A room in Ford's house.
Scene 4—A room in Page's house.
Scene 5—A room in the Garter Inn.
ACT IV.
Scene 1—A room in Ford's house.
Scene 2—A room in Ford's house.
ACT V.
Scene 1—A room in the Garter Inn.
Scene 2—Windsor Park.
Scene 3—Windsor Park.
Interludes .................................................. School Orchestra
Senior Play Committee
Mary Loughead, Fern Wilcox, June Montleith, Kathryn McKay, Margaret Lillibridge.
CAST.
Justice Shallow ............................... Mr. Joseph Barrett
Slender, a cousin to Shallow ........................ MR. Ralph Wallace
High Grade Printing
for High Grade Schools

THE PROSPECTIVE STUDENT receives his first impression of the school by the quality of the printed matter it sends out. If you desire to make a good impression, keep the quality up.

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Kalamazoo, Michigan

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A full line of New Model Kodaks and Premo cameras and all photographic accessories.

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Ask Briggs

Oliver Machinery Company, Grand Rapids, Mich.

Sir Hugh Evans, A Welsh Parson.............. Mr. Arthur Maatman Ford....................................... Mr. Arthur Bowen Page..................................... Mr. Clifford Carr

Two Gentlemen at Windsor.

Sir John Falstaff...................... Mr. Henry Fuller Anne Page......................... Miss Annabelle Dowling Mrs. Ford........................... Miss Salome Belser Mrs. Page.......................... Miss Kathryn McKay Simple, servant to Slender. Mr. Charles Merke Bardolph......................... Mr. Joe Grienenberger Nym...................................... Mr. Elton Clifford Pistol.......................... Mr. Neil Adams

Sharers attending Falstaff.

Mistress Quickly, servant to Dr. Caius........ Miss Flossie Campbell
Rugby, servant to Dr. Caius.................... Mr. Steadman Humphrey
Dr. Caius, a French Physician................ Mr. Frank Miller
Fenton, a Gentleman......................... Mr. William Killean
Host of the Garter Inn...................... Mr. William Empke Robin, Page to Falstaff............... Miss Elsie St. Clair

Monday, June 22; 7:30 p. m.

LITERARY SOCIETIES’ RECEPTION TO
ALUMNI MEMBERS.

Anmphieteron ...................... Assembly Room
Normal.......................... Rotunda Training School

Monday, June 22; 8:30 p. m.

ANNUAL ALUMNI PARTY.

Tuesday, June 23; 9:00 a. m.

WESTERN NORMAL SCHOOL CONFERENCE.

1. Solo............... Mrs. Bertha Shean Davis
2. “Rural Education in Michigan”.......... 
3. The Normal School and the Public”....
4. Piano Solo........... Mr. Glenn Henderson
5. “Science and Society”..............
6. Solo............... Mrs. Hildred Hanson Hostetter

Tuesday, June 23; 1:15 p. m.

ALUMNI PROGRAM.

1. Piano Solo........ Miss Florence McIntyre
2. “The Alumnus and His Work”...........
3. Vocal Solo........ Miss Helene Rosenerants
4. “The Normal School Graduate and His Relation to the University”...
5. Piano Solo........ Miss Alice Holmes
7. Vocal Solo........ Mr. Gail Hambleton

Monday, June 22; 5:45 p. m.

Residence of Dr. Ernest Burnham, 1532 Grand Avenue.

ANNUAL REUNION.

Graduates of the Department of Rural Schools.

Songs................... Mrs. Hildred Hanson Hostetter
Address................ Mrs. Raymond A. Kent

Election of Officers,

Lawn Supper.
Our goods are
Perfectly NORMAL
HIGHEST GRADE

and have the FACULTY of giving us
a LIFE CERTIFICATE to make the
very HIGHEST CLASS in Chocolates,
Bon Bons, Ice Cream and Ices, Hot
Chocolate, Salted Nuts, etc.

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114 So. Burdick St.

8. Address...........President Dwight B. Waldo
9. Vocal Solo...........Miss Pearl Sidenius
10. Announcements and Address..................
Chairman Arthur C. Cross

Tuesday, June 23; 2:45 p.m.
ATHLETIC FIELD DEDICATION.
Class Drills and Charades, a Folk Dance
Base Crick

3:30 p.m.
Baseball...........Alumni vs. Normal
Tuesday, June 23; 7:30 p.m.
Normal Training School.
ALUMNI RECEPTION AND BUSINESS
MEETING.
Tuesday, June 23; 8:15 p.m.
Normal Gymnasium.
ANNUAL CONCERT.
Normal Chorus and Orchestra.
Hail, Bright Abode—"Tannhauser".............Wagner
Chorus and Orchestra.
To the Evening Star—"Tannhauser".............Wagner
Mr. Clarence Hoekstra.
Two Pilgrim Choruses—"Tannhauser".............Wagner
Men's Voices.
Elsa's Prayer—"Lohengrin".................Wagner
Mrs. Harper C. Maybee.

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Kind of a "Shop"
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prices as low and most times below others.
All stock new and fresh
The best in Musical Merchandise
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Victrola Piano
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Instruments and Music

Fischer's Music Shop
3rd floor front, Gilmore's C. L. Fischer, Prop.

Prize Song—"Meistersinger".............Wagner
Orchestra.
Arioso—"Vesti la guibba—II Pagliacci"...........
Mr. Stanley Perry.
Prayer and Finale—"Lohengrin"............Wagner
Mrs. Hostetter, Mrs. Rogers, Messrs Perry,
Hoekstra and Bloom, Chorus and
Orchestra.
"What from Vengeance"—Sextette from
"Lucia di Lammermoor"...........Donizetti
Mrs. Davis, Miss Hootman, Messrs. Perry,
Ross, King, Wallace.
Spinning Chorus—"Flying Dutchman"........Wagner
Ladies' Voices.
Elizabeth's Prayer, from "Tannhauser"........Wagner
Mrs. Hildred Hanson Hostetter.
Soldiers' Chorus—"Faust".............Gounod
Harper C. Maybee, Conductor.
H. Glenn Henderson, Accompanist.
Jesse Crandall, Concert-Meister.

Wednesday, June 24; 10:00 a.m.
Normal Gymnasium.
ANNUAL COMMENCEMENT.
1. Music...........Normal Orchestra
2. Invocation...........Dr. H. W. Gelston
3. "Ave Maria"...........Marchetti
Junior Girls' Glee Club.
4. Address, "The World in the Making."....Dean Albion W. Small,
University of Chicago.
SOUTH BEND LATHES, 9 to 18 inch Swing

STEAM POWER OR ELECTRIC MOTOR DRIVE.

Free catalog describing the entire line on request.

A 50-cent book, "How to Run a Lathe," will be sent to any instructor on receipt of 10 cents in stamps to cover postage.

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The Business Man's Department Store
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In selecting a reproduction of any painting for school room decoration, one has a great range of choice. For a very moderate amount of money [five dollars] one may choose from more than a hundred thousand subjects made in carbon photograph, which faithfully reproduce in monotone all the delicate gradations of modelling, drawing, and tone against tone found in the original.

Modern color processes are so perfect that in many cases every brush stroke is detailed.

The Medici prints offer a wide range of old masters, the Germans give us splendid fac-similes of their best modern work all of which may be had at fifteen to twenty dollars.

There are a large number of fine large original Lithographs at moderate prices made by the best of German Artists. Especially desirable for the drawing department in their teaching of color and design as well as drawing.

The need of extra large pictures for assembly rooms and halls is generally felt, and we ourselves are prepared to make especially almost any subject desired to meet this demand.

Yours very truly,

The W. Scott Thurber Art Galleries
408 South Michigan Blvd.
Chicago, Ill.

5. Solo...........Mrs. Hildred Hanson Hostetter
6. Presentation of Diplomas......................President Dwight B. Waldo
7. "America."..........................Dr. H. W. Gelston
8. Benediction.....................Dr. H. W. Gelston

Wednesday, June 24; 12:00 noon.
Training School.

ALUMNI LUNCHEON.
Miss Lucy Gage, Toastmistress.
Theme: "Our School—Past, Present and Future.
1. Perspective.............Dean Albion W. Small
"Oh, wad some power the giftie gie us
To see oursel's as others see us!
It wad frae monie a blunder free us,
And foolish notion." —Burns.
2. Retrospective...........Dr. Ernest Burnham
Yesterday is but a dream, tomorrow is
only a vision, but today well lived makes
every yesterday a dream of happiness
and every tomorrow a vision of hope."
3. Introspective.Miss Elizabeth Zimmerman
"Full wise is he that can himself
know." —Chaucer.
4. Prospective.....President Dwight B. Waldo
"Futurity is the great concern of man.
kind." —Burke.

Class Greetings.

Space has forbidden report in detail of the many interesting things said and done in the course of the week of exercises represented in the foregoing program. Reference is made to some parts of it in other departments of the Record. The Kindergarten Breakfast, the Final Assembly, the Senior Class Play, the Rural Reunion, the Literary Societies Receptions, the Alumni programs, reception and party; the dedication of the athletic field and the Alumni luncheon—all these features as well as others reported more at length, fitted into a program which as a whole was a source of great satisfaction to all who heard it. The senior play was considered one of the best ever given, and certainly the alumni party equaled any of its predecessors, while the responses by members of the alumni in the program of Tuesday afternoon, as well as in the class greetings after the commencement luncheon were most happily adapted to the subjects and the occasion. For students and faculty the final assembly program Monday morning was without doubt the most enjoyed single program of the year.

Very great satisfaction with the efforts of the special decennial committee which worked under the chairmanship of Professor George Sprau, is felt by all concerned.
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.