# The Kalamazoo Normal Record

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The Faculty and Students of the Western State Normal School

Kalamazoo, Michigan

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The Business Advertisement of the Record is at the head of the Editorial Page

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or does
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THE MICKEY DEBATING CLUB.

The meetings of the Hickey Debating Club are growing in interest and attendance. They are offering an excellent opportunity to the young men of the school to develop themselves along the line of public speaking, to get practice in clear and forceful expression, to do logical, concise thinking in preparation and while on their feet.

Meetings are held on alternate Tuesdays at 4 p.m., when current topics of the day, real live issues are debated upon by chosen teams. Subjects and results this term have been as follows:

Resolved, That Michigan should adopt state-wide prohibition. Won by the affirmative.

Resolved, That the United States should have a greater navy. Won by the negative.

Resolved, That railroads be owned and operated by the federal government. Won by the negative.

Resolved, That the Reconstruction Plan of 1867 was wise. Won by the affirmative.

The club now numbers thirty active members and new members will be welcome.

Ability in public speaking is not a requirement for entrance—only a desire to cultivate this ability.

CAN YOU SMILE?

ATHLETICS IN GRAND RAPIDS.

Eugene Oxford and Andrew Hutchinson had a boxing match February 12, 1915, at the later's home. Eugene Oxford, although much smaller than his opponent, put up a very good bout. He also showed his ability as a dodger.

Frank Merrill, the referee, announced the bout won by Andrew Hutchinson.

Later in the afternoon Frank Merrill challenged Andrew Hutchinson, Andrew accepted. Frank injured his wrist in the first round, by hitting his opponent too hard.
Spring Clothes
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<tr>
<td>Opposite G. R. &amp; I. Depot</td>
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<tr>
<td>Kalamazoo, Mich.</td>
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<td>American Plan $2.50 per day and up</td>
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<td>European Plan $1.00 per day and up</td>
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<td>Cafe in Connection</td>
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Standard Botany Textbooks

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<tr>
<td>Coulter's Plant Life and Plant Uses</td>
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<tr>
<td>Coulter's Plant Life and Plant Uses, with Frye &amp; Rigg's Elementary Flora of the Northwest</td>
<td>1.60</td>
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<tr>
<td>Coulter, Barnes' &amp; Cowles's Textbook of Botany Vol. I, Morphology and Physiology</td>
<td>2.00</td>
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<tr>
<td>The same, part 1, Morphology</td>
<td>1.50</td>
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<tr>
<td>The same, Part 2, Physiology</td>
<td>1.25</td>
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<td>Andrew's Botany all the Year Round</td>
<td>1.00</td>
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<td>The same with Brief Flora of the Eastern U.S.</td>
<td>1.50</td>
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<td>Andrew's Practical Course in Botany</td>
<td>1.25</td>
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<td>The same with Brief Flora of the Eastern U.S.</td>
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<td>Eastern U. S.</td>
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<td>Coulter and Nelson's New Manual of the Botany of the Central Rocky Mountains</td>
<td>2.50</td>
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<tr>
<td>Leavitt's Outlines of Botany</td>
<td>1.00</td>
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<td>The same with Gray's Manual of Botany, Sixth Edition</td>
<td>1.00</td>
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<td>Apgar's Plant Analysis</td>
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<td>Apgar's Ornamental Shrubs of the United States</td>
<td>1.50</td>
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<td>Apgar's Trees of the Northern United States</td>
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In the second round he foolishly hit
him again with the same hand, injur-
ing it more, and like-wise Andrew.
Fifteen seconds before the end of the
third and last round, Frank's
wrist gave out. He could have won
easily if he had not been so persist-
ent in hitting Andrew.

Eugene Oxford refereed the second
bout. Leroy Clark and Hughston
McBrain acted as seconds for the
boxers.

The Searchlight—Jr. H. S.
Grand Rapids.

Student—Do we get vacation on
day of prayer for crops?
Miss Lich (misunderstanding)—
Why I didn't know they had a day of
prayer for profs.—Exchange.

One night the team was in Kalamazoo, we went into a restaurant and
Stog ordered some soft boiled eggs, with some kind words.
The waiter came back and said,
"Are you the fellow that ordered some
boiled eggs and a few kind words?"
Stog—"I am."
Waiter—"Well, here's the eggs, and
the kindest words I can say to you
are, don't try to eat them."—Hope
College Anchor.

Teacher—"What was Pen's first
name?"
R. P.—"Fountain."—Exchange.

Dr. Elias—Haben Sie einen
Bruder?
Heinie—Nein.
Dr. Elias—Are your answering in
German or English?—Exchange.

"The Kinnikinick" State Normal—
Cheney, Wash., has the following to
say:
"The Kalamazoo Normal Record,"
Kalamazoo, Mich.—Your paper is too
dry. You lack poems, cuts, and jokes.
Your editorials are good.

She: "Where were you last night?"
He: "At a 'Neutral Luncheon.'"
The Chadsey-Skinner Arithmetics

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She: "What's that?"
He: "The latest—we had American beer, spaghetti, turkey, Spanish wine, and it was a Dutch treat."
—The Kinnikinick.

Teacher: "Now, if I paid one man two dollars a day for seven days, another three dollars and fifty cents for ten days, and another four dollars and seventy-five cents for six days—"

Reddy Backrow (whose father belongs to the Union): "You'd have the durndest strike on yer hands you ever saw, teacher."
—The Kinnikinick.

Riley: "Sure, war is hell, Pat! War is hell!"
Regan: "It is, is it? And did ye ever see a feller come back from hell and draw a pension for the next si-vinty years?"
—The Kinnikinick.

"Why, Willie," said the teacher in a pained voice, "have you been fighting again? Didn't you learn that when you are struck on one cheek you ought to turn the other one to the striker?"
"Yes'm," agreed Willie, "but he hit me on the nose and I've only got one."
—Sacred Heart Review.

Little Mary had just returned from her first visit to Sunday school. "My, the people were all singin' and singin'," she said.
"Did you sing?" asked her mother.
"Oh, yes, I singed, too. I don't know what the others sang, but I sang 'I Wonder Who's Kissing Her Now.'"

A child in second grade lustily singing America:
"My country 'tis of thee,
Land-lords of liberty,
Of thee I sing."

NOT TO BE DISTURBED.
"Now, Harold, put away those toys that lie there in a heap."
"Sh-s, Grandma, don't speak so loud, I think my foot's asleep."—Harper's.
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A Plea for Science

The Science building is substantially completed. With the installation of the furnishings and equipment, the members of the faculty who are to occupy it will move over to the quarters they have so long ardently hoped for. The building is imposing and commodious and will make a fit home for the Science activities of the Normal.

The first floor will be used by the geography and psychology departments; the second will be devoted to biology, including agriculture; the top-most is divided between physics and chemistry, the former having the north, the latter the south half. There are lecture rooms, and student and private laboratories for each department.

It is putting it very mildly to say that the work in Science has been carried on under a severe handicap hitherto. In poor and mean quarters, in rooms never designed for such purposes, small and poorly lighted, the work has been attempted under well-nigh insuperable difficulties. One who has not passed through the experience can scarcely realize what a task it really has been.

Now, however, since the old order has changed; now that all of our remaining clouds have a golden lining and are even fast dissipating before our hopeful eyes; now that we have something worth while to talk about and can work out our courses as we wish, it is perhaps not inappropriate to call the attention of prospective teachers to the claims of the great fields of knowledge that will be housed in this new building.

One seeks an education that he may prepare for life; that he may fit harmoniously into society; that by the development of his talents he may become more efficient. In this country, at least, the idler is looked upon as a parasite, not only useless but a hindrance. The call of life is to work and, ever and more insistently, to work intelligently, persistently and efficiently. For this purpose we have schools and to this end there are students.

Each school has a course of study in which are some subjects hoary-headed and time-honored pointing backwards to a long history of honor and influence. Other subjects there are, too, which boast of a lusty youth but no great antiquity and whose outlook is toward the future. Upstarts—these latter are sometimes called by the former, while they in turn are occasionally disrespectful to their venerable colleagues. Humanities these, sciences those. He who would be well educated, will disregard neither. He
who would serve his world the best, will strike an equitable balance between the two. We live in a world that harks back into the past, lives, moves and has its being in the present and anticipates the future; a world that takes cognisance of things as they were and are in the minds of men and as they were and are in the realm of fact; in short in a world of fancy and of fact. It is the function of a scheme of education so to integrate these factors as to give a symmetrical whole.

It is freely conceded that preparation for life depends upon a thorough understanding of the mother tongue and that students need the drill that leads to intelligent methods of communication in the vernacular. Likewise that an acquaintance with the best literature of the past and present adds greatly to ones equipment. To know what others have felt and thought should stimulate us in our feelings and desires to better results. Also a knowledge of what people have accomplished in the past in the matter of government, education, religion, commerce, if read aright, can not fail to lead us to safer positions in these respects in the present and to firmer foundations for the future. Moreover each individual should have such an acquaintance with numbers and their relationships that he will not be helpless in the face of ordinary mathematical problems. Whatever else that can be added of a general cultural or esthetic character, such as the appreciation of art and music will be an asset of undoubted value.

However, the scheme as outlined, valuable as it is, has one fatal defect. It ignores almost in its entirety the great world of fact which from all sides and through every sense avenue presses in upon us. Whether we recognize it consciously or not, we are creatures of law and are met on all sides by the canon of cause and effect. It is this vast department of human knowledge that science claims for its own—a knowledge fraught with the greatest possibilities of value to the human family and founded on eternal verities. Without some acquaintance with it, cursory though it be, a man is indeed poorly armed for the battle of life. Far be it from the writer, in any way, to detract from the credit due the philosophers, historians, grammarians, poets and artists who have so enriched the world from their intellectual bounty. The world would lack much that gives tang and zest to it were their works to vanish from the earth. But to his way of thinking the unsung man who learned the secret of fire is the equal of Shakespeare; the one who first discovered the art of working iron, the peer of Socrates; the genius who first tamed electricity and made it a useful servant, on a parity, at least, with Homer or Michael Angelo; while the men, who have by their untiring efforts given us a cure for and immunity from disease or who have taught us how to make two spears of grass grow where one grew before, need not doff their caps to the most profound philosophers that ever lived.

There were doubtless philosophers before Noah, but there was no telephone to spread the news of the oncoming flood; there were sweet-tongued poets too in the long ago, but dynamos and electric lights were conspicuous by their absence; there were musicians also, for do we not read of the sackbut, harp and psaltery, but poor slaves did the world's drudgery, laboriously by hand, for the toot of the steam engine was nowhere heard on land or sea; and in those days, the good old days, there were dialecticians of the keenest type and silver-tongued orators, and likewise there were famine, want and suffering, for not yet had man learned the secrets locked up in the bosom of mother earth; and then, too, princes were exalted and kings sat on high places and also the pestilence wasted at noonday and death stalked abroad as the act of God, for it had not as yet entered into the hearts of men that from these there was a way of escape.

The battle against ignorance was never more strenuous than now and the teacher who essays leadership in
the cause of enlightened democracy needs to be sure that he puts on the whole armor of faith. Lacking but one piece he fights a losing battle and ultimately, like Achilles, is nicked in his vulnerable part. A good preparation counts for efficiency and this is the age of this modern day slogan. The day has gone never to return when anyone not fitted for any other occupation was still good enough to teach. Year by year the standard has been raised still higher and the requirements made more severe. And rightly so, for teaching is an important piece of work for it is the foundation upon which is to be raised the superstructure of society.

There are many things that contribute to a teacher’s efficiency. Surely among these science finds a necessary place, and it is the purpose of this article to impress this fact upon prospective teachers and at the same time to point out to them what an opportunity will be theirs when the Science building passes from the realm of fancy to that of fact. Science demands facts, more facts and yet more facts all related to one phenomenon. Then comes a tentative hypothesis which after the lapse of years merges into a generalization or law. This law expresses the whole or partial truth relative to some sequence of events in the physical universe. Science, in short, is a search after truth in which the investigator is concerned not with his own feelings as preconceived notions, but only with the results obtained. By these he is bound and in his case it is literally true that it is the truth that makes him free. Surely in these days of much muddled thinking, of running after many false gods, of being lost in the mazes of intricate syllogistic reasoning based on misleading premises, anything that is founded on the truth and tends to clarity of thinking and that is based on proofs should be welcomed.

Every teacher should have some considerable familiarity with at least one science and an acquaintance with as many more as possible. Why not, pray? Is there anything in which the average child is more interested than the facts of his physical environment? Why shouldn’t the teacher make use of this natural interest already prepared for him? I venture to say that a teacher who knows nothing about the mechanism whereby a man in New York talks to a friend in San Francisco, or is ignorant of how a message flashed into the air is picked up and interpreted thousands of miles away, or cannot tell what makes a trolley car run, or an automobile dash along a country road at 50 miles an hour, or is not familiar with some of the common elements and their compounds and their relations to life, is not prepared to give full value for the salary he draws, even if he can solve all arithmetical problems, has all the rules of grammar at his command, knows all the poets and authors by their first names and can reel off all the dates of history in one breath. And as a subject to stir the imagination and excite our wonder and interest, what can exceed the story of the work of the humble green plant quietly and unostentatiously going about its appointed task of preparing starch, sugar and cellulose for the use of mankind?

A successful man is the man prepared. Why not in your teaching call Science, man’s most efficient helper, to your assistance?

WM. McCracken.

The Practice School the Laboratory of the Normal School

The controlling purpose of a Practice School is, first of all, to provide a first class school for the children. The notion that we can exploit the children for purposes of experimentation is to be set aside at once. The idea of training teachers and the idea of experimenting with children must be wholly subordinated to the needs of the chil-
dren in the effort to get a first-class training. It may turn out, however, that a first-class school is the best opportunity for training young teachers and also the best experiment station for the study of children.

On the basis of general experience we may conclude that people generally are critically disposed toward practice schools on the ground that the children are sacrificed to schemes of teacher training.

The following question has been frequently put to educators: Can a Practice School or Training School where most of the teaching is done by students, be brought up to the standard of a first-class school? The answer almost invariably has been, No!

We wish to offer a demonstration, based on four points, that a Training School may become a first-class school—and as such it is a good laboratory for the Normal School.

First, what is the status of the students who apply for practice teaching in a normal school?

They are graduates of four-year accredited high schools when they enter the Normal, or they must complete a course equivalent to this before they can enter upon the regular two-year Normal course. They have spent one year additional to this at the Normal School in the careful and rigorous review of the common school studies, reading, grammar, arithmetic, geography, etc. During the first year at the Normal School they have also had a year's work in psychology and method with illustrative lessons and discussion of lesson plans.

At the beginning of the second year at Normal they are ready to begin their teaching.

Such high school graduates with one additional year's work in a normal school are far better equipped than thousands of young teachers who undertake regular positions in schools.

With such young teachers doing the greater portion of the instruction, how may the Training School become a first-class school?

1. A superior training or critic teacher is put in charge of each school room. She is to direct and supervise the students in the work, to set up and maintain good standards of discipline and instruction. Such a critic is a distinctly superior teacher, more experienced and skillful than the average of good teachers, much better paid and more professional and permanent in teaching work. She is not merely a skillful instructor and manager of children, but also wise, vigorous and helpful in the guidance of young teachers, in the planning, discussion and criticism of lessons. The critic stands for the steady efficiency and continuity of instruction for the whole room. She must know how to re-enforce the instruction of young teachers while encouraging their freedom and individuality. Each critic has two or three such teachers for each half day, who spend the full half day with her. These four to six student teachers remain with a critic teacher twelve weeks or a full term. Each student teacher must teach two such terms successfully before graduation. At the beginning of each term and frequently during the term the critic teaches classes to illustrate the work and aid young teachers.

It is plain that a good critic becomes very adroit and efficient in directing the work of children and of re-enforcing young teachers.

2. A training school requires a definite and well-organized course of study. Young inexperienced teachers can not be allowed to wander at will through a haphazard course of study. The important topics in each study should be well selected and arranged beforehand by the most experienced and competent teachers.

Each important topic should have been elaborately worked out beforehand by a well-trained teacher, not merely in outline, but in a full, adequate descriptive treatment. Only experienced teachers are capable of doing this properly, and even they can do it only after long practice. It has been demonstrated that beginning
teachers have neither time nor ability to do this work well.

An experience of several years with well-trained critic teachers in working up the complete treatment of these important topics has shown first the extreme difficulty of getting this preparatory work well done, and second the great value of such well-prepared topics to young beginning teachers.

This is indeed a fundamental laboratory problem for the whole faculty of a normal school, including the heads of departments and the critic teachers. The heads of departments, each in his special subject, should be the best qualified people in the world, to show up the full and adequate treatment of topics as needed in the Training School, in geography, history, mathematics, literature, etc. This is the hardest problem we have met with in the Training School. People have taken it for granted that anybody (even young teachers) could do this, and nobody has done it. In fact nobody has yet demonstrated the full ability to do it, at least in a full course. The extent to which it has been attempted has shown its extreme value in securing Training School efficiency.

This organization of the course of study and the distribution of tasks among critics and Normal faculty for working up important topics are a task that rests mainly upon the director of the Practice Department.

3. A month before the beginning of each term the students destined for teaching receive their appointments designating the critic and room. They at once consult with the critics and have their subjects assigned. The topics fully worked out beforehand are given over to them and they have abundant time to master the material thoroughly, to plan their lessons, to collect maps, references and illustrative material. They consult with their critics and receive criticisms on their plans prepared for several weeks ahead. Text books are also put in their hands and any necessary helps. We can not overestimate the value of the complete preparation on the part of the young teacher in cooperation with the critic. They visit the classes of children and get the names and understand the conditions.

Equipped with this complete mastery and organization of his subject matter, the beginning teacher enters upon his class-room work with confidence. He pushes straight ahead and wastes little time. Minor faults and errors are quickly eliminated and good habits of teaching are speedily formed.

4. The instruction in a training school is more individualistic than in good schools as usually organized. In a training school building, in close connection with each regular school room, we have one or two smaller class-rooms. This enables us to divide each regular class into two or possibly three smaller groups. If four or five children in a class of twenty require close individual attention for explanation or drill, a teacher can give her whole attention to them. They can get the individual help and training each requires. One regular teacher, with twenty in a class, can not do this individual work so effectively. It is also an excellent training for the young teacher to individualize his instruction, to fall into the habit of observing and interpreting individuals. The young teacher requires specifically more individual experience with smaller groups as well as later with larger classes. Human nature is best understood at first individually rather than collectively.

On account of the large number of students in our Normal classes, it is difficult if not impossible to supply full-sized classes for all the instruction. Indeed in the interest of children and young teachers alike it is not desirable. By means of more careful individual attention to children in training schools we can actually improve upon the instruction given in good schools with regular teachers. We can advance slow children more effectively and we can provide better and more suitable instruc-
tion to bright and capable children.

Stating the case more definitely: We may and do provide for special small groups of slow or retarded children. We have established shop classes for truant and troublesome boys, with a large proportion of shop and prevocational work. A very successful experiment.

A provision of more careful supervision of classes during the study period. This holds the children to better standards of work and to less waste of time. We are able to group the abler children so as to advance them properly according to their ability.

Our Normal specialist in* child study is training groups of students to more intelligent and practical modes of observing and treating children, as a preparation for handling these special groups, including backward and defective children.

For a period of years we have been following up these four points systematically and have been trying to bring the work of the Training School up to the standard of a first-class school. The results thus far have been reasonably satisfactory. Two training schools and two ward schools in the same town have been carried on side by side with the same course of study and under the same superintendent. The children pass into the High School on equal terms from these four schools and there has not been any appreciable difference in the results as shown in the efficiency of the High School work.

CHARLES McMURRY,
Director of Training School,
DeKalb, Ill.

A Brief Survey of Physics

HE Western State Normal Hill is being made more useful and at the same time more ornamental by a wonderful new Science hall. The new hall will include the departments of physics, chemistry, biology, psychology, geography and agriculture. Of these, physics stands high in the realm of pure and applied sciences.

If we go back into the history of physics we will find it to be one of the most interesting histories that one can read. It had its foundation among the Brahmins and Hindus and was known as the "natural laws of the gods." The builders of the pyramids furnish us a very excellent type of early physicists. They applied the inclined plane and lever yet, so far as we know, they knew very little of the science as a science. This is surely a justification of the old adage: "It is not how much we know but what we use of that which we know that does for us the great things."

Aristotle was the first teacher of physics; a physics of thought abstraction, a mere deduction by words. These abstract principles of Aristotle became laws of both church and state and remained the physics as taught up to the time of Galileo.

As we know, all men who were working for the uplifting of humanity and the revealing of great truths, were bitterly persecuted by leaders in both church and state. Galileo, the first exponent of modern physics, suffered from these terrible persecutions; however, the indomitable courage of the man made for himself one of the first places among pioneer scientists. He was one of the leaders of the movement for freedom of thought, and to them we owe more than we wish to acknowledge. His invention of the telescope was remarkable and with it he was able to prove the old Copernican theory and establish many new facts.

[NOTE—The inventor of the telescope was probably Metius of Holland, 1608. Galileo first made a practical use of the instrument.—Ed.]
Beginning with Galileo, Art and Science made rapid strides in Europe. Men gave their whole lives to its study, urged on by wealthy patrons among whom were even kings and courtiers. Medals and titles of honor were conferred upon them. This custom is still in use today and many men are given prizes in recognition of their work.

In the seventeenth century the air pump was invented by Otto Guericke. This was one of the most wonderful and interesting inventions of this period of history. In the eighteenth century we must give credit to Fahrenheit for his perfection of the mercury thermometer. Although little was known of the theory of electricity much was accomplished. Electrical machines and the Leyden jar were brought to a very perfect state. We cannot leave out of consideration our own country at this time, which was so ably represented by Benjamin Franklin and others. The nineteenth century brings us to the greatest period of activity of discoveries in mechanics, light, heat, and electricity thus far known.

As a subject in our schools physics was first taught as natural philosophy. An abundance of wonderful illustrative material usually filled one-half of the book or syllabus. Next there was a fluctuation toward a laboratory equipment stimulated by the great universities and colleges and aided by scientific companies. The transition to this view was slow yet determined.

G. Stanley Hall tells us that there is no justification that Latin, English or history are of more importance than physics. It is simply the fact that we have not presented it in the right way. It must be practical and interesting. In fact its nearness to everyday life is one of its greatest assets in aiding it to get a place among our most important subjects.

The knowledge of physics in household economy is as essential as the knowledge concerning food supplies and their relative values. Physics should not be studied as a required course or as a matter of theory with no other end in view save credit. It should connect the theoretical knowledge of heat, light, electricity and mechanics with everyday life.

FRED N. STUCK.

Rudyard Kipling

In Goldwin Smith's essay, he says that as Ruskin has lighted seven lamps of architecture to guide the steps of the architect in the worthy practice of his art, so has Scott lighted seven lamps of fiction to guide the steps of the writer of fiction. In reading works of Kipling, let us see if he has been guided by these seven lamps of fiction.

1. The Lamp of Reality—Kipling has surely grounded his novels in faithful study of human nature. He has not spent his time around fashionable watering places to pick up his characters. He has not made indices of men and things and drawn on them for his material. Certainly, he has not used the so-called creative art, by spending his days in bed, and his nights writing under the excitement of green tea. Many years of his life
have been spent in India, where he has put in a great deal of time in the study of human nature in all its phases—gentle and simple—natives of every caste, the Hindu, the Brahmin; and more especially has he come in contact with many of his own English people who, of necessity, have made their homes in that burning desert land. Although, perhaps, there is a sameness to his characters, they are not unlike people in other parts of the world, and hence are of interest to any who may read his stories.

2. The Lamp of Ideality—The materials of the novelist must not only be real, having been gathered by actual observation, but they must also be idealized. It is said that the artist is not a photographer, but a painter. He must depict not persons, but humanity; otherwise he forfeits his artist's name, and the power of doing the artist's work in our hearts. Of course, this power of idealization is the gift of genius. Kipling's characters are never monsters or caricatures. They are full of nature; but it is the universal nature. Therefore, they have their place in the universal heart, and will keep that place forever.

3. The Lamp of Impartiality—Partiality or prejudice must not be in the true novelist's heart when he looks upon human nature. He must see everywhere the good that is mixed with the evil, the evil that is mixed with the good. There are always two sides to a story, and Kipling is always sure to tell both sides. He is perfectly just with either side. He not only is just, but sympathetic. He brings out the worth of his characters, their valor, such grandeur of character as they have, as well as their faults and imperfections. If they have a ridiculous side, he uses it for the purposes of his art, but playfully, and without malice. Such a writer is a most effective preacher of liberality and charity.

4. The Lamp of Impersonality—Personality is lower than partiality. Louisa M. Alcott is said to have portrayed the life of herself and sisters when she wrote "Little Women." Novelists often debase fiction by intruding their personal vanities, favoritisms, fanticisms, and antipathies. In these pretended works of imagination, facts and too personal touches are woven in to bring out a personal feeling, with all the license of fiction. I cannot say whether I think there is a personal touch in Kipling's stories, being able to find so little concerning the personal side of his own life; but there is, for some reason, a more or less sameness to his characters that I do not care for. His men are all running with some other man's wife, or vice versa. This is all right for one story, but it grows tiresome after reading half a dozen or more written after the same fashion. However, I cannot think that this is because of any personal antipathies, but more likely his peculiar style of writing.

5. The Lamp of Purity—Impure novels have brought and are bringing much misery on the world. We cannot think of Swift's "Gulliver's travels," Stevenson's "Treasure Island," or even Defoe's "Robinson Crusoe" without thinking how coarse, how vulgar, how unrefined they all are. We cannot think of Richardson without thinking of vulgarity personified. Kipling is pure, but not in an innocent, inexperienced way. His manly purity is that of one who has seen the world, mingled with men of the world, known evil as well as good; but who, being a true gentleman, abhors filth and teaches us to abhor it?

6. The Lamp of Humanity—One cannot go into a bookstore without seeing advertisements of novels depicting murderers, cut-throats, wife-beaters, thugs, and what not. We hear enough through the daily papers about sensational train robberies, hold-ups, murders, and such things without having them pictured to us in fiction. Kipling seems to know that there is no pretense for bringing before a reader what is merely horrible; that by doing so you only stimulate
passions as low as licentiousness itself, the passions which were stimulated by the gladiatorial shows in Rome, and which, even today in our own America are stimulated by the vulgar prize fights. It is want of genius and of knowledge of their craft that drives novelists to outrage humanity with horrors.

7. The Lamp of Chivalry—The writer of fiction should give us humanity in all its phases, the comic as well as the tragic, the ridiculous as well as the sublime; but he should not lower the standard of character or the aim of life. Wherever the thread of fiction leads Kipling, he always keeps before himself and us the highest ideal he knows, that of a gentleman. The greatest tragedy, the deepest pathos, the broadest humor, the widest range of character, the most moving incident that the world has ever enjoyed may certainly be kept within the bounds of chivalry. All civilization recognizes Kipling as a noble man, a great writer, and no doubt he will some day stand on as high a pinnacle of fame as Shakespeare or Dickens.

DOROTHY TELLER.

Of the distinct originality of Carlyle's style, there is much to say. Many a good man has been called a fossil because of admiring Carlyle and has been looked upon as an uninteresting intellectual "stick." This is the case because of the many people who think it hard to understand him and who cannot spare the time to really read and appreciate him. They therefore think strangely of a man who, unlike themselves, can read and enjoy his works.

It cannot be said that up to Carlyle's own death the constituted authorities in things intellectual and literary were ever fully reconciled to his style, thought or original attitude. No people, as a whole, politicians or scholars, could claim him.

Of course, a great deal has to be added to Carlyle, or taken away—no man in his senses would indorse every Carlylian utterance. Often bilious, often blind, it was impossible for him not to caricature and reduce to the absurd his own views and formulas. Yet all other styles seem tame beside Carlyle's for his words fairly seem to be alive with mirth, scorn, tenderness, melancholy, or entreaty. Often a passage, which at first glance seems hard, will yield up its meaning when read aloud or given thought. Apparent contradictions run through a great part of his works and seem to have been too much for many.

Two styles were practised, mainly though not exclusively, in different periods of his life. His early style was clear, strong, simple English, almost wholly free from the inversions and mannerisms associated with his name. His later style gradually grew and developed for the first time in Sartor Resartus. He retained, but seldom used the power of writing in his earlier style. When his style is spoken of, what is meant is invariably the style of his later books.

There is no style more strange and unexampled in English or more at variance with ordinary rules. It seems to be affected, anything but simple, in fact might be called exceedingly bad style; and yet, for Carlyle, it was not bad. His style is natural in that it seems peculiarly adapted to his thought. His humor, irony and views of life perhaps could have been expressed in no other way. He never met with complete success until he developed this later style. Among the supreme virtues assigned to style, the only genuine one is that it best expresses the thought of the writer.

It has been said that his style will tell against the permanency of Car-
Ivle's fame. Swift, whom Carlyle resembled in many ways, wrote a style unsurpassed for clearness and simplicity, yet he is not much read.

In the prose of Carlyle was first found the key to deeper tendencies in literature.

The concentration of purpose of his work is not always recognized. Essays, literary and historical, biographies and mythical autobiographies, histories drawn from different centuries and different peoples, fierce pamphlets dealing with questions of the present, succeeded each other in his volumes. No sooner had he finished one important work than he looked about for a subject for another. He confined himself to no nation and no century especially, as do modern historians but jumped from the French revolution to Cromwell and to Frederick the Great.

Critics agree that such a historian on the biographical and social side the world has never seen. Although often unjust to his own contemporaries; Lamb, DeQuincey, Newman, let him get hold of a man in history and he presented him to us with a faithfulness and vividness most striking.

"Carlyle was naturally attracted to the French revolution and he invariably sought for lessons for the present. He dealt death blows to shams and hypocrisies and waged a life-long war against them. It is in the French revolution that his outlook on the world of his fellowmen is the widest, and he here displays most impressively the astonishing wealth and variety of his powers. This history is much purer as an artistic conception than Sartor, and more orderly in development, more of artistic unity."

Carlyle's writings contain many gleams of pathos, all the more touching because of the surrounding ruggedness. The thought of human misery seemed usually to rouse his indignation against idleness as the cause of misery, and excited him to launch forth his favorite gospel of work.

His sense of the ludicrous is present everywhere in his writings and adds a grotesque flavor to even his serious declarations.

Carlyle's command of words is pronounced to be of the highest order. Among the few who stand next to Shakespeare he occupies a high place. He was especially awake to expressions suitting his peculiar vein of strength, sublimity, and every form of ridicule and contempt. In his works we find an excess of metaphors, new words and grammatical licences, which belong to the inimitable part of his style. He has certain favorite personifications, which are made to do a great deal of service, such as nature, eternal voices, destinies.

He is not an exact writer. He hated close analysis and his aim was always to give the broad general features rather than minute details.

He describes the grand operations of nature in her terrible and sublime aspects with amazing power. We can gather from his books that all his life long he had watched human beings and natural scenery with an eye to putting their peculiarities into language. At almost every step in his narratives we are stopped to look at some scene of especial appeal.

The interest of his narrative is very largely personal. He describes action and characters with graphic power; but he is constantly at the right hand of the individuals to rejoice or sorrow with them.

His character drawing in all his books is one of his chief distinctions. His sketch of the outward man is always lifelike, not bothering with minor details, but dashing off the general likeness with bold comprehensive strokes. He describes character in the same way. He is not perverted by likes or dislikes from trying to give the broad outlines truly; as a rule he looks at a character with the eye of an artist, and his vigorous portrayal of the general temperament is true to nature.

We read that Carlyle seemed to want all appreciation for poetry. He
was fond of great expressions, which he found in poetry—but not as poetry.

"He seldom showed interest or comprehension for human sentiment called love—but he thoroughly knew man in political society, personal conduct and attitude towards fortunes and mysteries of life."

Carlyle has been called a prose-poet. His style is by turns tender, indignant, grotesque, scornful or majestic. But as respects melodious combination of words, he despised all study to avoid harsh successions; he considered such act to be mere trifling. Yet his prose has a peculiar strain, or characteristic movement. He had an ostensible contempt for the idea of art or of composition intended to please. Yet he does, consciously or unconsciously, sacrifice even truth to the artistic in many places.

Readers of all times agree that it is as a teacher that Carlyle is to be regarded. He was one of the great original influences in the moral life of his century.

Energy rather than grace is found to be a marked distinction of Carlyle. Through his many eccentricities of style; verbal oddities, grotesque use of old words and coinage of new ones, ridicule, humour, and unlicensed expressions, gleams his extraordinary earnestness and evident sincerity endearing his books for all time to the man who thinks.

GRACE JOHNS.

A Slumber Song

While the sun goes down and the stars come out,
I sit by your crib and sing;
For your eyes grow heavy as soon as the night
Comes with slumber under her wing.

Through the long, long day you have laughed and played
With your tin soldiers all in a row,
Till your blue eyes closed, and you softly slipped
To the land where the dream trees grow.

You shall not be roused, for the Lady of Dreams
Will hold you the whole night through;
And though I, too, slumber, the song that I sing
Will be in my heart for you.

HELEN EDMONDS.
The method

It is hardly necessary in this day to justify science. In the language of the seal of our great state, if you seek a justification for science look around you. Science concerns itself in seeking out causes of various phenomena with the idea of controlling these causes for the benefit of mankind. After studying many phenomena, a theory is advanced as to their cause and as long as the theory explains all related phenomena it is valid. It may be true or false but as long as it is uncontradicted by phenomena and as long as it aids in controlling phenomena for the benefit of mankind it is a valid theory.

The question sometimes arises in the minds of students, "What are the subjects which should be classified as sciences in the curriculum?" Physics, chemistry, biology and geography are the subjects about which there would be no hesitancy in the answer. And yet it is possible to teach and study these subjects in a manner far removed from the scientific method. Unless the pupil can, in a measure grasp the method of procedure by which we have come to our present status in science, and unless he is inspired to organize his thinking after the scientific pattern he will never bring order out of chaos in his own mind.

Psychology, history and sociology are as truly worthy of the name science as are the subjects mentioned in the paragraph above. The true psychology bases its statements upon
observation of phenomena and seeks for the causes just as physics, chemistry, geography and biology do. It has its testing laboratory and it has that vastly greater laboratory just as do physics, chemistry, geography and biology, in the world outside of the school. It is coming to be of value in proportion to the scientific organization of its method of procedure. History and sociology are unworthy the name unless pursued in a manner parallel with the method of science. History would remain forever as first written were it not for the careful scrutiny of the student who challenges every statement of past ages and rejects every statement which cannot conform to the status of the people about whom it was written. Sociology searches for the causes which control in the institutions of mankind with the idea of modifying these causes to the betterment of the human race.

It is therefore a cause for much rejoicing that we are soon to occupy a new building where science shall reign supreme and it is to be hoped that the influence radiating from its halls will be a beneficent one to all departments of the school.

Spring

The closing weeks of the winter term of 1914 in the Western Normal finds the gymnasium an attractive place for the young men of the school.

The past weeks have bestowed sufficient sunshine upon the athletic youths to make them long for the spring amusements, but as yet the weather will not permit of out-door sports.

The basket ball season has just come to a close and, although the season was not a success in the number of wins, both faculty and students are loud in their praises for the effort put fourth by Coach Spaulding and his men.

To offset the interest that has passed with the closing of basket ball, a recent track meet with Battle Creek Training school and an attractive base ball schedule has caused some fifty candidates to present themselves for various positions on the teams. Included among the base ball games arranged are games with Notre Dame and Michigan. To compete with such teams as these, Coach Spaulding is somewhat handicapped by the fact that the Normal is but a two-year school and as a result he is forced to rebuild his team almost entirely of new men. This was strikingly the case in basketball, the team not having one man who was a member of last year's team. This condition can be remedied to a large extent if all of the men students in school would volunteer their services to the teams. At present there are approximately two hundred and fifty men students enrolled at the Normal and of this number at least one hundred and fifty ought to take part in athletics.

The fact that many of our young men are of an athletic nature but only too modest to assert themselves was amply demonstrated during the past week when they organized themselves into groups to compete for a coveted piece of bunting containing the monogram of the school. These efforts if directed into the proper channels would relieve our coach of many of his present worries.

Athletics tend to benefit the individual in regard to his health, and morals and are also a fine advertisement for the school. No other practice in school life tends so much to bring the individual before students and faculty as that of athletic prowess. These conditions, however, should not cause the student to make his studies of secondary importance. The person who succeeds in athletics should also aim to place his studies upon a high standard.

Keeping these facts in mind, it is our aim to have more students take part in athletics and in so doing the many championships which belong to the school at present will continue to be
a possession to which we can point
with pride.

JOSEPH WALSH.

May Festival

The practice of holding a May Festival at the close
of a year's work of the musical interests in a community is be-
coming more universal and widespread yearly. Wherever there are
several musical organizations in an educational institution and community
the coming together and singing great oratorios, etc., does more to promote
a general musical atmosphere than any one thing. It not only promotes
musicianship but it is in itself a democratic institution. Part singing is a
symbol of democracy. Each part is necessary and there is a place for
every type of individual. The undesirable qualities of one voice are
tempered and sweetened by another
with the result that while neither are pleasant alone, both are pleasant
when combined. This results in a feeling of cooperation, inter-depen-
dence and appreciation.

From another side the working to-
gether of many organizations makes
possible greater things than could pos-
sibly be accomplished alone, for exam-
ple, the bringing to a city great orches-
tras and artists that otherwise the ma-
jority of people would never have op-
portunity of hearing and at prices
within reach of every one. To sing in
concerts with artists such as have been
secured for the Normal May Festival
is a privilege that seldom comes to
people and is an inspiration to be
gained in no other way. It is earnest
co-operation that makes such things
possible.

BEULAH A. HOOTMAN.

Profitable

Did you ever, when
Advertising
making a purchase, say
to the merchant: "I saw
your ad in the Record." What a little
thing to do and yet how much good
it would accomplish. Advertising in
a school paper is considered by the
average business man as a more or
less unprofitable investment, mostly
less, from which there is not much
hope of return. Yet it is the splendid
support accorded most school papers
by the business men who use their
space, that makes them at all success-
ful and self-supporting. The Record
has been particularly fortunate in hav-
ing the generous support of local as
well as outside advertisers and the
least you as a reader of it, can do to
repay them for the money spent for
advertising is to let them know that
their efforts are not wasted and that
more than a passing glance is given
to the ad pages.

Advertising is the greatest sales-
man of merchandise there is, but the
only way in which an advertiser can
tell if his ad is selling goods is to see
the result of the ad in dollars and
cents. We owe it to the school, to
the Record and to its advertisers to
let them know that it is not philan-
thropy but business which leads them
to use our columns.

A. B.

Larger

The Ninth Annual Rural Life
Unity Conference and rural prog-
ress lecture, the several ses-
sons of which were held in the Nor-
mal assembly room March 12, was a
good illustration of the larger unity
in community relationships. The plan
and the details of its execution were
chiefly shared by the students and
faculty of the department of rural
schools and committees of the Kala-
mazoo County Grange. Active co-
operation in announcing the program
and in participating in the program
was most generously given by the
State Agricultural College, the State
officers of the Grange and Gleaners,
by representatives of Farmers' clubs,
directors of town farm bureaus,
county commissioners of schools, and
others. The subjects presented by the
speakers from other states were well
calculated to increase the general in-
telligence about and active personal
participation in the several agencies
that make country life better. The
marked similarity in many particulars
of rural life needs in North Carolina,
and the South generally as presented
by Professor Zebulon Judd of the University of North Carolina, and the concrete picture of the struggles of a small Missouri community, as pictured by Mrs. Marie T. Harvey of Kirksville, Missouri, helped all present to an appreciation of a unity of interest and purpose, which enlarges under the influence of such conference programs from local neighborhood, to county, to south-western counties of our state, to the whole state, and on to include rural people everywhere. The real purpose of the conference will be achieved and exemplified by all attendants who went back to their home neighborhoods enlarged in their ideas, sweeter in their hearts, and impelled to seek a neighborhood unity which will realize upon the good will and the true talent of all the neighbors for a richer, more satisfactory individual and community life.

E. B.

FIRST GRADE.

The making and furnishing of the wooden play house has been the project in construction work for the winter term. The little houses are very attractive in their freshly painted coats of yellow or green. The chairs, beds and tables are also completed and stained. The stencil patterns for the curtains and wall paper were made in the art class. Altogether the work has been most satisfactory from both physical activity and mental development.

Eskimo life has been an interesting study. It was illustrated by crayon and chalk sketches and by sand-table expression. An igloo was constructed as a group project. From free-hand drawings of dogs the best one was selected as a pattern for the dogs for the sand-table.

SECOND GRADE.

The looms for the children’s rugs and Bedouin tents are completed, and the weaving will follow. Each design, worked out in art period, is simple, but differs from all the others. The big loom in the Domestic Art room was explained and added to the already great interest.

In nature study the children are watching some caddis flies coming out of their wonderful houses of cemented sand and pebbles. It is fun to watch them paddling under water, half in, and half out of their cases.

In art period the “Story of the Three Bears” was illustrated. This required the study and drawing of a house in face view.

GRADE THREE.

Our Bulbs.

Oct. 16, 1914—Grade three planted bulbs today. I planted a tulip bulb.

Oct. 21, 1914—We put our pots into the pit which the janitor had dug. These we covered with leaves and soil.

Jan. 18, 1914—The sun was bright, so we visited the pit. We found two pots which were ready to be brought in. These had white roots and yellowish sprouts.

Feb. 16, 1915—Our two tulips blossomed today. It is a month since we brought them in. First they were white and then they turned pink.

MILLICENT BLAKESLEY,

FOURTH GRADE.

In connection with their study of Japanese life, the pupils will construct
toy screens for Japanese houses. They are also making designs for tiles and modeling the same.

**FIFTH GRADE.**

Greek stories and Greek life are studied in the fifth grade. The class is making a plasticine model of the Parthenon. In picture study they have discussed Leighton’s “Greek Girls Playing Ball,” and Alma Tadema’s “Reading from Homer.”

**CONSTRUCTION WORK, GRAMMAR GRADES.**

The sixth grade pupils have finished stenciling pillow-tops. In the seventh grade leather tooling has been applied to penwipers. Next, waste baskets will be made from original patterns.

Leather card cases and purses have been tooled in the eighth grade. The next problem is original design and execution in portfolios.

**ASSEMBLY PROGRAMS.**

The St. Valentine’s Day program for February 11th was planned by Miss Judson, supervisor of art and construction work in the Training school. To her is due the credit for its success.

**Program**

- Two Valentine songs, Grade 3
- St. Valentine’s Connection with the day, Helen Wells
- Olden Games and Costumes, Elizabeth McQuigg
- Changing Types of Valentines, Mary Cutting
- Piano Selections, Miss Cobb
- The Owl
- The Dancing Doll
- Distribution of Valentines.

The stage and rotunda were prettily decorated with hearts. This was done by a committee of children representing each room. A hat box decorated with hearts made the postoffice for each grade.

Each grade of the school had a different problem in the making of a set of valentines for exchange with another grade. A postman and two carriers for each group received and delivered the mail. All were made happy.

**THE SMUGGLEMAN.**

A very successful performance of the children’s operetta “The Smuggleman” was given Wednesday evening, March 3rd, in the Normal Assembly room by groups of Training school children.

The operetta was presented under the general direction of Miss Beulah Hootman of the music department of the Normal. Miss Germaine Guiot of the physical training department had charge of the dances, and Miss Clark managed the costumes through the domestic art department.

Both the audience and the small performers enjoyed the affair thoroughly, while the financial returns from the 15-cent ticket sale attested further to its success.

Since many different groups of children took part, and since the cooperation of several departments was required it seems worth while to note the efficient way in which the problem of subdivision of duties was worked out, with a minimum of friction and interruption.

Time spent in study in music and physical training periods was five weeks. The only time taken from other classes was for three full rehearsals.

All songs were memorized by entire groups before parts were assigned individually, so that substitutes could easily be found.

Costumes were cut out by Miss Clark and pinned together, then sent home for mothers to stitch. Material was furnished by the school.

The ticket sale was in charge of one of the grade supervisors, advertising in charge of another, seating arrangements another, etc. Children sold tickets.

Posters, shields and helmets were made in the art classes.

No scenery was required, except screens. The dances and steps were cleverly and simply worked out by Miss Guiot. For the Fairy dance, to
FAIRIES IN "THE SMUGGLEMAN"
the sweet music of "Fairy Bells," the children were divided into two groups, and while one group were waving their tarlatan wings the other were taking simple dancing steps.

The horses and knights made their entrance by simply a figuring marching combination. The effectiveness came from the varied colors of the costumes.

The Frolic of the Gnomes was worked out from physical training games; as, the "Pyramid," "Skin the Snake," etc.

"The Smuggleman"...Elizabeth Stoner
Publisher Clayton F. Sunny
64 E. Van Buren St., Chicago.

SYNOPSIS.

Act I.

The mothers and grandmothers have come together to visit and tell of their trials, but soon hurry away and their small sons led by naughty Toots decide to form "The Children's Union for the Correction of Mothers," and go on a strike for more jam. Brave knights and their prancing horses come in to take good boys for a drive, leaving the mothers to decide who has the best boy.

Act II.

The Gnomes are having a frolic when "Smuggleman" comes in searching for naughty boys. He captures the boys who are out playing leapfrog. The mothers beseech the Fairy Queen to help them rescue the boys. Before she can do so the knights return, but are obliged to leave without the boys. The mothers build a trap and "Smuggleman" is captured. "The Twilight Boat." Finale.

Cast of Characters.

A Herald Paul Osborne
Toots, a naughty boy...Alden Moss
Billy, a good boy Allan Maybee
Toots' Mother Elizabeth McQuigg
Billy's Mother Elizabeth Nicholson
The Smuggleman, a naughty gnome Allan MacLagan
The Fairy Queen Edna Frobenius
Sunflower, one of the fairy guards Helen Stein

Boys, Mothers, Grandmothers, Horses, Knights, Fairies, Gnomes.

The basket ball season closed on March 2 with a victory over South Haven after a long string of defeats at the hands of Olivet, Hope, Battle Creek Training school and Ypsilanti.

Although the boys lost more often than they won, there was never a time when they quit "fighting" for a minute. Some of the games were lost by one, two and three points, which showed that the "breaks" were against them in the close games.

However, we scored more points during the season than our opponents as the following summary will show:

<table>
<thead>
<tr>
<th>Opponents</th>
<th>358</th>
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<tbody>
<tr>
<td>Albion</td>
<td>17</td>
</tr>
<tr>
<td>South Haven</td>
<td>35</td>
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<tr>
<td>Hillsdale</td>
<td>27</td>
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<tr>
<td>Mt. Pleasant</td>
<td>28</td>
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<tr>
<td>Alma</td>
<td>29</td>
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<tr>
<td>Battle Ck T.S</td>
<td>27</td>
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<td>Olivet</td>
<td>31</td>
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<td>Olivey</td>
<td>37</td>
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<td>Hope</td>
<td>25</td>
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<tr>
<td>Battle Ck T.S</td>
<td>44</td>
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<tr>
<td>Ypsilanti</td>
<td>37</td>
</tr>
<tr>
<td>South Haven</td>
<td>21</td>
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Total 364; Opponents 358
Baseball practice has begun in earnest and many candidates are working out daily. The following men are showing "more or less" class and a great fight is on for nearly every position:

Catchers, Walsh, Eggert, Peach, McKay and Eppley; pitchers, Koob, Hoke, Baxter, Corbat, Brum, Gastafson and Striker; first base, Thomas, Glassford and Van Haften; second base, Corbat, Baxter and Bek; third base, McIntosh, Holmes; Shodt, Hyames and Chilson; outfielders, Krentler, Striker, Holmes, Baxter and Chilson.

The schedule is the hardest that the teachers have ever attempted and will be about as follows when completed:

April 10—Notre Dame, at Notre Dame.
April 16—Hope college, at Kalamazoo.
April 17—Battle Creek league team, at Kalamazoo.
April 21—Olivet college, at Olivet.
April 23—Bethany (W. V.) college, at Kalamazoo.
April 24—Albion college, at Kalamazoo.
April 28—University of Michigan, at Ann Arbor.
May 1—Hillsdale college, at Hillsdale.
May 6—Ohio Northern, at Kalamazoo.
May 7—Hillsdale, at Kalamazoo.
May 14—Ypsilanti, at Ypsilanti.
May 20—Olivet college, at Kalamazoo.
May 29—Open.
June 4—Battle Creek Training school, at Battle Creek.
June 12—Albion college, at Albion.

W. H. S.

ART NOTES.

The competition which was opened by the Edwards-Chamberlin Hardware Company to all the art students of the city for a trade mark to be used for their new "Cyclone" and "Rainbow Roofing," resulted in the awarding of the first prizes of $3.00 each to Louise Thurston and Arthur Larson of the Normal art classes.

The special art students are beginning work on the illustrations for the "Brown and Gold." Any suggestions will be given to Grace Henion, chairman of committee on illustrations.

Call at the art department any day from 3 to 4 p.m. Cartoons will be very gladly received to use for joke page.

An exhibition of the term’s work by the various classes in art will be placed in the corridors of the second floor the last week of the term, March 27 and 28.

Very attractive posters were made by the art students for the recent entertainments, "The Trip Around the World," given by the Woman's League, and the "Smugglerman," given by the Training school.
SOLOISTS
First Annual Music Festival

PAUL ALTHOUSE
TENOR
METROPOLITAN OPERA CO.

Western State Normal School Gymnasium

MME. JULIA CLAUSSEN
CONTRALTO
CHICAGO-PHILADELPHIA OPERA CO.

ARTHUR MIDDLETON
BARITONE
METROPOLITAN OPERA CO.

Kalamazoo, Mich.
May 27-28
1915
FIRST
ANNUAL MUSIC FESTIVAL
WESTERN STATE NORMAL SCHOOL
GYMNASIUM

Normal Chorus    High School Chorus    Children's Chorus
Kalamazoo Symphony Orchestra

SOLOISTS

JULIA CLAUSSEN  Contralto
Chicago-Philadelphia Opera Co.

PAUL ALTHOUSE  Tenor
Metropolitan Opera Company

ARTHUR MIDDLETON  Baritone
Metropolitan Opera Company

CONCERTS

May 27, 8:15 P. M.  Cowen's Rose Maiden
Normal and High School Choruses - Kalamazoo Symphony Orchestra -
Local Soloists.

May 28, 2:30 P. M.  Artists' Recital - Walrus and Carpenter
Children's Chorus - Mme. Julia Claussen, Contralto; Paul Althouse, Tenor;
Arthur Middleton, Baritone - Children's Chorus, Kalamazoo Symphony
Orchestra.

May 28, 8:15 P. M.  Max Bruch's Dramatic Oratorio Arminius
Normal Chorus - Kalamazoo Symphony Orchestra - Mme. Julia Claussen,
Paul Althouse, Arthur Middleton, Harper C. Maybee, Conductor,
H. Glenn Henderson, Accompanist.

Course Tickets $3.50, $2.00, $1.50, $1.00
Write or Phone Orders for Tickets to Secretary of
Western State Normal School, Phone 4139
On Friday afternoon, March 19, a concert was given in Vicksburg by the Men's Glee club and they sang at a concert in Fulton in the evening of March 19. On March 15 a concert was given by them in the First Methodist church, Battle Creek.

Hayden, Bach and Handel compositions were given at the meeting of the Normal Music club held Monday evening, March 8, at the home of Mr. and Mrs. H. G. Henderson in West Lovell street.

Music for the Kalamazoo County Teachers' Association Institute, was in charge of Mrs. Davis of the music department. The Junior Girls' Glee club sang "At Twilight," (Friml) at the morning session and Miss Grace Pennels sang two enjoyable songs in the afternoon.

Mr. Maybee was in Grand Rapids the first of the month to direct the music in the Teachers' Institute for Kent County held there.

**NEWS ARTICLES**

**KINDERGARTEN KLUB LUNCHEON.**

On Friday, March 5, the Kindergarten Klub met for luncheon in the kindergarten room. The guests of the club were President Waldo, Mr. Sprau, Miss Spindler and Mrs. Campbell. Two very enjoyable talks were given by President Waldo and Mr. Sprau on what each one expected of a teacher. President Waldo mentioned a few essential points such as preparation, initiative, co-operation and enthusiasm and impressed upon the girls that wisdom comes with experience, knowledge takes years of study but enthusiasm we can always have.

Mr. Sprau gave the girls a different phase of the subject but no less instructive. Culture, sincerity and humility were given to them as essentials of a useful life and especially that of a teacher. In order that a person may be a successful teacher, and that always involves a social responsibility, she must have these three qualities. When the meeting adjourned each girl felt that she had gained from it many suggestions which would not only tend to make her a more successful teacher but would also effect all phases of her life.

**NEW DRAMATIC CLUB.**

A new dramatic club, "The Sock and Buskins," has been organized which meets every Wednesday evening at 7 o'clock. The play they have selected to produce is "The Amazons," by Sir Arthur Pinero. In this play the author's ability to bring out striking coincidences in striking ways is strongly marked. The main characters are an English "fop" of long aristocratic lineage; a Frenchman who attempts to affect the style and bearings of English; the true type of athletic Englishman, and the eccentric "Lady Castlegordon," who attempts to bring up her three daughters as she would a son if she had one. The author has made these people alive and real. The Sock and Buskins realize the great possibilities the play contains and by hard labor hope to be able to give it at an early date.

The term social meeting of the Rural Seminar was held in the kindergarten room on Thursday evening, March 4. Student and faculty members entered with great freedom and enjoyment into the games and songs. Refreshments of popcorn, cookies and candy were served by the committee in charge. The Amphictyon society which was in session in the rotunda, treated the members of the Seminar to ice cream. A brief business meeting was held and officers for the spring term were elected. President, Irving De Long; vice-president, H. J. Pomitz; secretary and treasurer, Lonetta Bunker. Program committee, Marion Hall, Clara Palmriter, Helen Kamps and J. A. Petrie. The last Seminar program for the winter term was given March 18.
Books received in the Library since January 13, 1915.

**Philosophy and Psychology.**
- Binet & Simon, Mentally defective children.
- Brett, History of psychology.
- Kant, Prolegomena.
- Klemm, History of psychology.
- Mill, On liberty.
- Russel, Our knowledge of the external world.
- Titchener, Text-book of psychology.
- Wenley, Outline introductory to Kant's critique of pure reason.

**Religion.**
- Blaikie, Personal life of David Livingstone.
- Eddy, Science and health.
- Eddy, Miscellaneous writings.
- Farrar, Life of Christ.

**Sociology and Economics.**
- Ashley, Modern tariff history.
- Bryn Mawr College, Class of 1907, Carola Woerishoffer.
- Bullock, Selected readings in economics.
- Coffin, Socialized conscience.
- Cunningham, Growth of English industry and commerce.
- Gallichan, Truth about women.
- Granger, Historical sociology.
- Hatfield, Lectures on commerce.
- McLaughlin, Courts, constitutions and parties.
- Plass, Civics for Americans in the making.
- Taylor, Principles of economics.
- Trenholm, The people's money.

**Education.**
- Bagley, School discipline.
- Brown, Talks to Freshman girls.
- Curtis, Play and recreation for the open country.
- Freeman, Teaching of handwriting.
- Kennedy, Batavia system of individual instruction.
- Lyster, School hygiene.
- Macdonald, Jean Jacques Rousseau.
- Meumann, Psychology of learning.
- Monroe, Principles of secondary education.
- Palmer, Trades and professions.
- Swift, History of public, permanent common school funds.
- Thompson, Commercial education in public secondary schools.
- Walsh, Education—how old the new.
- Walsh, The 13th—greatest of centuries.

**Science.**
- Conn, Social heredity and social evolution.
- Coulter, Evolution of sex in plants.
- Greenwood, Psychology of the special senses.
- Haberlandt, Physiological plant anatomy.
- Hunter, Civic Biology.
- Kellicott, Social direction of human evolution.
- Kempe, How to draw a straight line.
- Pammel, Manual of poisonous plants.
- Robinson, Our domestic birds.
- Schafer, Life.
- Shreve, Montana rain-forest.
- Smith, Chemistry in America.
- Trafton, Methods of attracting birds.

**Agriculture.**
- Coburn, Alfalfa.
- Dondlinger, Book of wheat.
- Field, The corn lady.
- Plumb, Types and breeds of farm animals.
- Wing, Sheep farming in America.

**Domestic Science and Art.**
- Bailey, Source, chemistry and use of food products.
- Dillaway, Decoration of school and home.
- Wiley, 1001 tests.

**Manual Training.**
- Crawshaw, Problems in furniture making.
- Edminster, Architectural drawing.
- Frederick, Simplified mechanical perspective.
- Greene, Workshop note book.
- Rouillion, Economics of manual training.

**Art.**
- Coffin, American masters of painting.
- Coffin, Story of American painting.
- Dickinson, German masters of art.
- Haddon, Evolution in art.
- School of applied art, Battle Creek, Textbooks.

**Games.**
- Redersen & Boyd, Folk games.

**Language and Literature.**
- Altsheler, Young trailers.
- Blake, Songs of innocence.
- Bolensius, Teaching of oral English.
- Bouvet, Little house in Pimlico.
- Bouvet, Tales of an old chateau.
- Brown, John Addington Symonds.
- Carrove, Story without an end.
- Cartwright, Seven champions of Christendom.
- Cheney, New movement in the theater.
- Clemens, Man that corrupted Hadleyburg.
- Clemens, Tom Sawyer abroad.
- Codd, Story of the alphabet.
- Dixon, English epic and heroic poetry.
- Echegaray, Great Galeoto.
- Erckmann-Chatrian, The conscript.
- Fischer, Goethe's Faust.
- Forster, Life of Charles Dickens.
- Francke, German classics, vol. 18-20.
- Fuller, Pratt portraits.
- Gale, Friendship village.
- Gissing, Born in exile.
- Gissing, Charles Dickens.
- Gissing, The old women.
- Hagedorn, Faces in the dawn.
- Kittredge, Chaucer and his poetry.
- Long, Radisson.
- Lowe, Literature for children.
- Mackay, Silver thread.
Members of the Normal faculty enjoyed a dinner Friday evening, March 5, in the Training school. Decorations were carried out in St. Patrick’s green and the menu as far as possible was suggestive of the Irish holiday. Mrs. J. E. Fox was chairman of the committee in charge.

President Waldo was honored during the N. E. A. at Cincinnati with election to the executive committee of the National Society for the Study of Education.

“The Bracelet,” by Alfred Sutro, was cleverly presented in assembly Tuesday, March 9, by the following cast: Harvey Western, Howard Chenery; Mrs. Western, LaDore Henderson; Miss Farren, Anna Doll; Judge Blanket, Ralph Dobberteen; Mrs. Blanket, Florence Edgerton; Martin, Wilbur Castleman; William, George Lemmen; Smithers, Madalene Everts.

Prof. Wood of the geography faculty was guest of honor at a dinner
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given in Ludington, March 20, by his extension classes.

In collaboration with the physical education department the students in Miss Forncrook's drama and festival class will give a Greek festival some time during the spring term. A novel feature of the program will be its presentation out of doors in the evening.

The Juniors and Seniors will unite this year in publishing the annual, "Brown and Gold," and the staff recently elected is hard at work gathering material for this publication. Fred Stuck is editor-in-chief and is ably assisted by representatives from both classes.

The Kindergarten Klub of about 60 members enjoyed a luncheon Friday, March 5, in the lunch room of the Training school. Mr. Waldo spoke on the subject of "What I Expect from a Teacher," and Mr. Sprau followed with "What I Expect from a Student."

Mr. and Mrs. Maybee and Mr. Henderson of the music faculty will assist in the dedication exercises for the new pipe organ in the First Methodist church, Mt. Pleasant.

In a contest open to all art students in Kalamazoo for two trademarks for roofing firms, Miss Louise Thurston and Arthur Larsen, both Normal students, won first prizes.

The assembly room has recently undergone changes, transforming it into a convenient place for plays. A stage has been built in the north end and a curtain hung. Lighting and other equipment have been added for permanent use and hereafter the presentation of plays will not be the serious problem it has heretofore.

The seniors enjoyed a "special" party Saturday evening, March 13, when each member of the class was given the privilege of inviting one guest. Fischer's orchestra furnished the music for this occasion.

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

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

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A good place to eat is

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Ice Cream, Confections, and Dainty Lunchees
Prompt attention given to orders
130 W. MAIN

P. H. Loeffler
Druggist
319 N. Burdick St.
We have the best chocolate soda in the city
Give us a trial
A general student party was held Saturday evening, March 20, when several of the alumni returned to the Normal for a social evening.

Several members of the Normal faculty are enjoying new automobiles. Mr. Everett has purchased a Paige, and Miss Shean, Mr. Fox and Dr. Cameron have Dodge cars.

Prof. John Fox was the principal speaker at a men’s banquet in Galesburg Friday evening, February 26.

Students who are to graduate in June or August from the rural courses have organized and elected officers as follows: President, Chester Wycoff; vice-president, Nina Goodrich; secretary and treasurer, Berton Robinson; representative on the “Brown and Gold,” M. J. Loew.

The manual training department has adopted a classy little pin symbolizing the various phases of work done in the department. The pin is of sterling silver, round and has embossed on it, an open book crossed by a tee square and below a pair of dividers and try square. Around the edge the words “Manual Training Department” are raised. The pins have been ordered and will soon be here.

Ila Camfield, who graduates this term from rural course 1, will teach the spring term in a rural school south of Albion.

Miss Grace Shafer of the class of 1914 is teaching Domestic Science in the Flint schools.

Miss Lucy Gage, director of kindergarten work in the Normal, will enter Teachers’ College the second semester to do graduate work.

Glenn Mayer, Manual Training graduate, has had a most successful year as coach of the Flint football team. He has received much favor-
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All Kinds of
Ice Cream and Ices
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TO THE MUSTACHE CLUB.
Here's to the fringes that float out of sight,
Hurrah for the whiskers so few;
Here's to the mustache scarce seen in the light
And uncertain how to come through.
Green is the moss on the river's brink,
And green are the fringes, oh, say don't you think
'Twould be vastly better to dye them all pink
And keep them forever from view?

ABLE comment for the success of his work in raising the standard of athletics in the Flint High School.

Miss Celia Hudson, 1914, is teaching in Quincy.

Miss Edith L. Sawyer is teaching in the grades of the Ludington schools this year and was a recent visitor at the Normal.

Carl W. Haner, High School, 1914, is teaching in Mancelona.

Miss Olive Donovan, 1914, has entered the Michigan Agricultural College at Lansing, Michigan.

Miss Anna Mott, 1914, has returned to her position in the Battle Creek schools.

Miss Lottie Thornton, 1914, is teaching in the primary grades at Muskegon Heights, Michigan.

Otto J. Rowen, 1913, who is director of Manual training at Winona, Minn., is having, in addition to his work in the city schools, a class in manual training in the State Normal School at Winona.

Mrs. Mae Brown Kenning of Grand Rapids, a graduate of the Normal registered at the Normal during the State Teachers' Association. With her husband, Dr. Kenning, she plans to spend the winter in New York city where Dr. Kenning will do post graduate work.
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ALUMNI NOTES

Miss Myra Cobb, a graduate of the kindergarten department of the Normal, is attending the University of Michigan.

Mrs. Sarah Broesamle Huggins of Whiting, Indiana, class of 1913, announces the birth of a son, January 21.

Jesse Tomlinson, Robert Curtis and Dan G. Stewart, manual training 1914, are teaching in Toledo, Ohio. Ralph Bloem, a former student in the Normal, is also in Toledo in government employ.

Glenn Hammond who attended the Normal several years ago is now proprietor of the "Quality Shoppe" in Norwood, Ohio, doing designing, printing and engraving.

Lee Barnum, '10, who will graduate from M. A. C. in June, has been engaged as manager of the model farm, near Charlevoix, owned by Robert...
W. SCOTT THURBER

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Wishes to call to your attention that from now on they will serve J. Hungerford Smith’s fine fruit flavors at their fountain, and also claim to serve the best chocolate Soda in the city. Our line of Toilet articles and Perfumes is complete. We also carry a full line of Johnston’s Candies, fresh every week. We invite you to call when on your way to and from the M. C. Depot.

M. A. HENNES, Prop.

Stuart of the Quaker Oats company. Mr. Barnum also announces his approaching marriage to Miss Florence Alexander of Ironton which will take place in the summer.

Miss Mary Howe, 1914, recently visited the Normal. She is teaching in Lawton, where the school building recently burned to the ground.

Miss Lora Knevels will graduate from the University of Michigan in June.

H. H. Fuller of the 1914 class, is a member of the M. A. C. debating club.


An announcement of interest to their Normal friends is the marriage of Miss Mary Crowley to Howard Fuller in Chicago, February 16. Mrs. Fuller graduated from the physical education department of the Normal last year and has since been teaching in Chicago. They will be at home at 254 East 43d St., Chicago, after April 1.

Mrs. Josephine LeDuke Reese, 1905, is residing in St. Joseph.

Miss Ione Peacock, ’05, is general secretary of the Y. W. C. A. at Traverse City.

Miss Olive Breese of the class of 1906, is now Mrs. J. T. McManis of Chicago.

Miss Mary Lynch, 1906, is at her home in Vandalia and Mrs. Glen Clark (Vera Lynch) resides at 1956 Terrace avenue, Grand Rapids.

L. L. Deal, 1906, is at Auburn, Washington.

Robert B. Chittenden of the class of 1913 resides at 6902 Lakewood ave-
nue, Chicago. Mr. and Mrs. Chitten­
den (Hope Melvin) recently visited
in the city.

George Sievers, one of the early
manual training graduates, is at Mc­
Kay, Van Couver.

Miss Ethel Raab, 1906 is teaching
at Caro.

Mrs. Walter D. Price (Grace
Abrams) of the class of '07, resides
at Pilot Rock, Oregon.

Miss Mildred Grover, 1907, is
teaching in Chicago and resides at
6902 Lakewood avenue with her
brother, Dr. Jerry Grover, a former
student in the Normal.

Mrs. Stella Hayden-Clink resides
at 403 Wood street, Lafayette, Ind.

Miss Ethel Gibbs, 1908, is at 611
West Center street, Anaheim, Cal.

Miss Nina Harper, 1914, is teaching
in Calumet.

Miss Edna Biss, 1914, is teaching in
the Flushing High School.

Miss Hazel Keith, 1913, is teaching
in Montgomery, Mich.

Miss Lucile Atkinson, 1914, is teaching
in Lansing, Mich.

Miss Natalie Bennett, 1914, is teaching in Hastings, Mich.

Miss Florence Leonard, 1914, is teaching in the Flint schools.

Miss Blanche Moore, 1914, has accepted a position in Paw Paw.

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4. The Training School building is one of the best equipped in the country. It is regarded by educational authorities as a model.

5. The largest Normal School gymnasium in the “Old Northwest” Territory. The floor measures 119 feet by 68 feet. Running track, swimming pool, shower baths, lockers.

6. Fine new athletic field of over 13 acres. Will include two football grids, two baseball diamonds, running track, hockey field, tennis courts.

7. Graduates in demand. Now teaching in 33 states and in every section of Michigan. Eighty cities and villages engaged members of the last senior class for 1914-15. Nine members of this class went to Detroit, five to Iron Mountain, five to Battle Creek, six to Grand Rapids, nine to Holland and five to Flint.

8. Young men who have completed the life certificate course receive from $700 to $1000 the first year (one member of present senior class has been engaged at $1200). 65 graduates of the Western Normal are now holding important administrative positions in Michigan, including superintendencies, principalships, county normal directorships, and county commissionerships.

9. Manual Training. The Western Normal is the only Normal School in Michigan granting a special manual training certificate. Graduates of this department are teaching in twenty-two cities in Michigan and in fourteen states outside of Michigan.

10. Graduates of the Normal School complete the A. B. course at Ann Arbor in two years. Twenty-five former Western Normal students are now in residence at the University. Three Western Normal graduates of recent years who have completed the A. B. course at Ann Arbor are receiving an average salary of more than $2000 this year.

Summer term begins June 28, 1915.

Spring term begins April 5, 1915.

For catalog address Secretary,

WESTERN STATE NORMAL SCHOOL,
Kalamazoo, Mich