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NEWS NOTES

Dr. Harvey, Miss Goodrich and Mr. Petrie make up the committee for the annual Arbor Day exercises, which will be held May 6 at the Normal. Seniors and Juniors will take part in the planting of the tree and speakers of prominence will appear on the indoor program. An interesting feature of the event has been the contest for an appropriate original poem for Arbor Day in which the students were asked to take part.

Western Normal was well represented at the meeting of the Schoolmasters' Club in Ann Arbor the last of March. President Waldo, who was president of the club, presided, and other members of the Western Normal present were: Dr. N. W. Cameron, Dr. Ernest Burnham, Dr. L. H. Harvey, Miss Goldsworthy and Miss Judson.

Four delegates from New Brunswick plan to visit the Normal School in the interest of rural educational development in their country, some time in May. A member of the committee has written to Dr. Burnham indicating their desire to inspect the work along rural lines at the Normal.

Dr. Burnham and Dr. Harvey spoke before the March meeting of the Geography Club. The subjects of the evening were Pike's Peak, Colorado, and the Southwest.

President George E. Vincent of the University of Minnesota, one of the foremost speakers in the country, will deliver the Commencement address at Western Normal June 22. Dr. Vincent has been heard at the Normal before and is a popular speaker in Kalamazoo.

The Domestic Art department instituted an unique idea at the close of the winter term when "living models" were used in displaying the work of the twelve weeks. An informal reception was held in the Domestic Art rooms, when Miss Clark and Miss
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Benbow were hostesses to a large number of people. Punch was served and a pleasant social hour spent.

On Tuesday, April 20th, the Women's League had charge of the assembly program.

Dr. L. H. Harvey of the Normal faculty has been elected president of the Kalamazoo Garden Club, an organization with both economic and beautifying purposes in view.

Dr. Harvey spoke before the Board of Commerce in Flint Tuesday, April 13, on the general subject of gardens. The city of Flint is starting upon a gardening campaign.

Hudson Maxim, the inventor of smokeless powder and the famous Maxim rapid-fire howitzers, delivered a lecture on "Our Needs for National Defense" in the Normal School gymnasium Wednesday evening, April 21. The lecture was given under the auspices of the public schools of the city and the Western Normal.

The twelfth annual summer school will open Monday, June 28, and continue through Friday, August 6. Preparations for the best session in the history of the Normal have been completed and a teaching force of 65 will conduct the classes in 110 courses. In addition to the regular members of the faculty, several well known people in educational circles will teach in the summer school. Superintendents in nearby towns and a number of county school commissioners have been engaged and four splendid lectures have been arranged for the summer term. An opportunity will be given the students to hear four of America's foremost State Commissioners of Education and Superintendents of Public Instruction. The list is as follows: Hon. David Snedden, Commissioner of Education in Massachusetts; Hon. F. L. Keeler, Superintendent of Public Instruction, Michigan; Hon. C. N. Kendall, Commissioner of Education, Trenton, New Jersey; and the Hon. F. G. Blair, Superintendent of Public Instruction, Illinois.
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Southern Educational Progress

Among the significant developments in Southern education are:

1. Increased facilities for training teachers. For many years graduates of normal schools and colleges were practically all drawn into the service of the city schools; but within the last ten years sufficient importance has attached to the work of the rural teacher, with a corresponding increase in salary, to draw into the service of the rural schools some of the best equipped young men and women of our states. From 1889-90 to 1912-13, a period of 24 years, the number of normal students in the United States increased from 31,000 to 94,000, the number of normal graduates from 5,000 to 20,000. During the same period the appropriations for public normal schools in the United States for support and for buildings increased from a little more than $2,000,000 to more than $10,000,000 annually—an increase of more than 400 per cent. That the Southern States have shared in this great progress will be seen from the fact that for the year 1912-13 there were enrolled in the normal departments of this class of schools more than 27,000 students.

*Paragraphs taken from the ninth annual rural progress lecture given at the Normal March 12 by Professor Zebulon V. Judd, of the University of North Carolina.

2. Better provision for secondary education. The General Education Board caused certain surveys to be made in the South in 1902. I give some of the findings: "A chaotic condition was disclosed. Though real high schools had been established in a number of cities, in general a so-called high school was merely the addition of two or three grades to an elementary school." The report adds that even with this loose use of the term high school, Virginia could claim only 30 or 40 and North Carolina only 35 high schools. These schools had no separate rooms or instructors, no organized curriculum. There seemed to be no clear distinction between the elementary school and the high school. Usually high school meant simply the addition of courses in a few high school subjects, such as Latin, algebra, history and rhetoric. Nor was the relationship with the college more satisfactory. Some of the state universities had attempted to secure articulation with the secondary schools by arranging approved lists. But this recognition signified little since the universities had no adequate knowledge of or influence over the schools.

The General Education Board expressed its willingness to furnish the funds necessary to pay the salaries and traveling expenses of "Professors
of Secondary Education” at the several universities. It should be the duty of these men to study conditions and to encourage the establishment of high schools wherever feasible and to co-operate with local authorities. From 1905 to 1910 the General Education Board established this co-operative relationship with the universities in eleven states. Much favorable legislation has been enacted, providing for state aid, for local tax and bond elections, and for a state board for examining and licensing teachers.

A recent publication of the General Education Board says: “Since the appointment of the ‘Professor of Secondary Education’ there have been established in these eleven states 626 high schools with four-year courses, and 512 with three-year courses. The enrollment has kept pace. In eight of these states more than $19,000,000 had been invested in buildings. Five of these states have appropriated nearly $3,000,000 for maintenance. Probably most significant of the faith in these schools are the private donations made. These alone amounted in Alabama to more than a half million; in North Carolina to a quarter million; in Tennessee to $200,000.” These figures do not include county aid and local taxes. Local and county funds must by law, in many of the states, double the state appropriations.

These high schools have two distinct problems. The one is offered by that class of youth who expect to go to college after the high school course has been completed. Much has been done toward the solution of this through the standardization of the high school course and through the adjustment of the college entrance requirements. The other problem of the high school is offered by that class of youth who do not expect to go to college, but whose life issues are even better defined and more insistent than those of the other class. The latter class is fifty times more numerous than the other, and for this reason alone, deserves greater consideration at the hands of the high school.

The soundness of this view is being reflected in the laws being enacted in the various states. Tennessee will duplicate out of the state funds all local appropriations for the “teaching of agriculture, domestic science, and manual training up to $1,500 annually; Virginia appropriated in 1908 $20,000 for agricultural and manual training departments in ten high schools, and two years later doubled the sum. North Carolina encourages farm life departments in high schools, for the support of which each county may appropriate $2,500 annually and receive an equal amount from the state. Georgia has created eleven congressional district high schools, for the support of which an annual appropriation of $10,000 is made.” Alabama, Louisiana, Mississippi and other states have made similar provision for the teaching of agriculture and domestic economy.

3. The high school, however, should not be relied on solely for instruction in the home and farm life subjects. There are several reasons for this. First, there are many counties and communities that must wait many years for a high school, for lack of financial ability to support it. In the meantime some steps should be taken whereby this instruction could be given to the present generation of farmers, thereby increasing the farmers’ faith in such instruction and at the same time increasing his ability to pay for it. A second reason is that school instruction tends to become formal and mechanical. It was mainly for the first of these reasons that the General Education Board became interested in co-operating with the government in conducting demonstration work in the Southern States. The work was begun in a limited way, but it spread very rapidly. According to a recent report, at the close of 1913 demonstration work was being conducted in fourteen Southern States, in more than half of all the Southern counties, and on more than 100,000 Southern farms.

Beginning with 1903 there has been received for this work in ten years more than $4,000,000, more than $1,000,000 of which was appropriated by state legislatures and given by
chambers of commerce and various committees and organizations. Results have been gratifying. According to the United States Bureau of Statistics, the average yield in pounds of seed cotton for 1909 was 503.6 lbs. For the demonstration farms alone it was 905 lbs. For 1912 the general average was 570.6 and for demonstration farms 1,055 lbs. The following showing was made in corn for 1912: General average, 19.6 bushels per acre, and for demonstration farms, 35.4 bushels per acre.

4. Another division of the demonstration work has been with the boys and girls. The boys cultivate one acre in corn and the girls a tenth of an acre in tomatoes. They receive instruction through bulletins and from local agents. They keep an accurate account of all costs, including rent of land, and the profits go into their own pockets. In awarding prizes to the corn club winners, several factors are taken into consideration and credit given accordingly; "30 per cent is allowed for yield; 30 for profit; 20 for best ten ears; and 20 for the best written report. Prizes are awarded to the tomato club girls on a similar basis. Among the subjects for essays are: "Life History of the Tomato and Its Uses;" "Gardening and Canning Arithmetic;" "The Value of Vegetables in the Daily Diet."

This work has had a very rapid spread. In 1908 10,000 boys were enrolled and in six years the enrollment had increased to 91,000. The yields have been gratifying. Not to speak of exceptional yields of from 150 to more than 200 bushels per acre, it is interesting to notice two state averages of 62 and 91 bushels per acre by the boys as against general averages in the same states of 17 and 36 bushels. Results with the girls' work have been equally good. The enrollment has increased from 325 the first year to 30,000 in 1913. The average profit made by girls in 12 states was $21.18. Many, however, made from $50 to $100.

5. One of the largest socializing influences among the schools of the Southern States has been the Rural School Improvement Association. Alabama is reported to have this association organized in every county. During the last year, in addition to other helpful activities, about $100,000 was raised to supplement the regular school funds. Arkansas has 400 active organizations with 20,000 members. Reports from three-fourths of this number show that more than $40,000 was raised for school purposes. During the last ten years in Wake County, North Carolina, about 50 associations with about 1,000 members have reported to the county office in cash and labor about $65,000. The work done through these associations and the special school taxes authorized by vote of the people are probably the strongest indications of the general devotion of our people to their schools.

6. The Southern States have been particularly backward in enacting efficient compulsory attendance laws. According to the report of Wm. H. Hand, State Inspector of High Schools of South Carolina, 39 states of the Union have state-wide compulsory attendance laws. "The remaining nine States all belong to the Southern group. South Carolina, Georgia, Florida, Alabama, Mississippi, and Texas are yet without any kind of compulsory attendance law." Yet as an indication of the interest which the people have in their schools, is the fact that in the decade from 1900 to 1910 there was a decrease in native white illiterates ten years of age and over: in Georgia, 20,000; in Alabama, 18,000; in North Carolina, 44,000; and in Tennessee, 36,000. Says Professor Hand: "Nothing short of a general educational awakening could have produced such results."

7. Mr. Monahan, Rural Specialist of the Educational Department in Washington, in a recent bulletin, points out the great advantages of the county-unit basis of organization. There seems to be a concensus of opinion among the educational leaders of our country as well as in England and Scotland that a unit of organization larger than the district or even the township is necessary to the most economic and efficient administration of
the schools. In this particular the Southern States are fortunate. Since the county is the smallest unit for governmental purposes, it has easily become the unit of supervision and administration of the rural schools.

8. One of the greatest needs of rural schools throughout the country is better supervision. This need has been recognized and an effort is being made to meet it. According to the report of United States Commissioner of Education for 1913, 36 state officers were charged with the supervision of

rural schools. Twenty-two of these were in the Southern States, 14 in the rest of the country. Along with this development has gone a remarkable strengthening of county supervision. Not only has a higher type of county superintendent been employed, as indicated by an increase of salary some 400 per cent within the last 14 years, in one State, but in many instances assistant superintendents and special supervisors have been employed.

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**Seat Work for Rural Schools**

One of the most perplexing and most important problems which the rural school teacher faces each day is the question of how to provide valuable seat or study work for the children during the time when they must work with little or no supervision. The teacher in the city school who has one grade under her direction, who may have every child at least one-half of the time under her direct supervision, and who has much in the way of valuable material for seat work supplied her, can have little appreciation of the rural teacher's problem, responsible for eight grades, able to give only one-eighth of the day's time to the direct supervision of any one grade and with practically no materials supplied by her school board.

As rural school teachers, we, however, must not look upon this entirely as a misfortune, but partly as an opportunity to develop our ingenuity and as a means for growth. Personal development tends to be proportionate to the demands made upon the individual, if there be present a realization of the importance of these demands. In this instance, we must realize that during the seven-eighths of the day when the work of the children in the rural school must of necessity be more or less unsupervised, habit formation is going on just as rapidly as during the one-eighth of the day spent in recitation and that its strength is multiplied by seven. Habits of right or wrong method of study, attention or inattention, mental alertness or laziness are being formed according to the care with which we have provided for the seat work. We all recognize the temptation and often the necessity of the busy teacher's assigning work to her more advanced classes after this fashion: "The next five pages in history," or "The next ten problems in arithmetic," and of giving to the primary grades something warranted to keep them quiet and out of the way.

Two extreme examples of the first type of assignment were observed not long since in reading and history. In the first instance the number of pages assigned made it necessary for the schools in Kalamazoo county asking for their suggestions. All of the material thus gathered was organized and printed in pamphlet form for distribution to the county teachers and others who have helped.

The above article is taken from the introduction to this pamphlet and was written by Miss Goodrich, under whose direction the work was done. If any desire further information concerning the concrete problems suggested in the pamphlet it may be secured by writing her.—Editor.
child to begin his study in the middle of one poem and end it in the middle of another. Similarly the history assignment began in the middle of one presidential administration and ended in the middle of the following one. As was stated, these cases are, without doubt, extreme, but they serve to point out the faults of the thoughtless, unintelligent provision for the seat or study period. We must not too often succumb to mental inertia on our own part or the argument that we are overcrowded if we are not to miss one of our greatest opportunities as teachers, namely, the opportunity to keep alive an active interest in work, and to train in right habits of work during that major portion of the day when the child must depend for his training upon the type of seat work furnished.

Can any general standards be set up by which we may judge the value of a specific piece of seat work? This seems entirely possible and if any do not agree with those here established, let him work out others for himself. In any event be sure that there are standards and that the work to be presented is scrutinized in the light of them. It has been the endeavor in selecting the seat work presented in the pamphlet to have it in some degree possess the following qualities:

1. It must have educative value.

Whether the aim be to gain new facts, to test understanding of those already presented, to drill, to give opportunity for expression of original ideas, to provide for growth in motor control, and develop imagination or to accomplish any of the many other aims which should definitely provide for growth along necessary lines—we must assure ourselves that the work assigned will make for advancement and not for marking time.

2. It must be interesting.

Whether we know anything of psychology or not, it is easy to recognize that we work with greater vigor when interest is present. Indeed, we do little which counts when interest is absent. The interest which a piece of seat work possesses for the child depends largely upon:

(a) The form of assignment.

Whether the work to be done in any subject be review or advance, if it can be given in the form of a problem—an unanswered question—the work done in gathering material will be more intelligent and the interest in it will be greater than it could possibly be were the pupil asked merely to read a stated number of pages or paragraphs.

(b) The variety of assignment.

The same assignment day after day tends to become very monotonous and uninteresting, though in itself it may be desirable and used occasionally most valuable.

(c) The age and environment of the child.

Assignments for the primary grades will naturally deal less with books, give greater opportunity for motor activity and must be more frequently changed. Valuable suggestions for seat work may often be gained from knowing intimately the home life and outside interests of the children.

3. It must stimulate alertness.

The assignment that asks the child to read a lesson over five times or to write a spelling lesson an equal number of times cultivates unthinking repetition and tends to lessen mental activity rather than to increase it. If the pupil is asked to go over subject matter more than once he should have some definite reason for doing so. Should the lesson be one in reading and it were desirable that it should be read five times, the first time might be to get the story, the second to pick out the main pictures, the third to select the well-chosen words, the fourth and fifth times to become sufficiently familiar with it to insure good oral reading. This last point, however, should be left to the child's judgment. One might not need to work on this at all, for another, one reading might do, for still another, many might be necessary.

The same objections hold for assigning a definite number of times to write a spelling lesson. Some may know all of some words and parts of others. To require the child to give the same attention to known as to unknown parts is again training him to spend
his time in a meaningless manner. Instead he should be trained to judge for himself on what he can most intelligently and profitably spend his time, and having determined this how he can drill himself until the unknown parts are mastered.

4. It must cultivate power of application and independent work.

Application will come with a definite, well-stated, interesting problem and independent work when the assignment calls for individual judgment and selection of materials.

To sum up, that assignment will be good which keeps the child active mentally and many times physically.

The nature of the seat work will vary greatly with the different grades. The primary child offers the greatest problem in the rural school. Normally he is most active physically, and he should remain so for some time to come. It is most unnatural and wearisome that he should be confined to a fixed seat for any length of time. The ideal place for him is the kindergarten, or primary grade room equipped with movable furniture where every opportunity for free play and construction work is offered. Conditions are far from this in the rural school, so we must do our best to give him work which will take him from his seat as much as possible, such as work in the sand table or at the board, or building blocks in coat room or basement.

When he must remain in his seat, plan for all the activity which that position will allow. As we get into the upper grades the work will be more and more with books and the value will depend more upon the nature of the assignment. We must not forget, however, that even here the construction problem has great value.

BESSIE B. GOODRICH.

The Garden Boys

USKEGON has a unique organization known as the Garden Boys of which we are justly proud and from which we expect great things.

Several years ago in September, when a class of bright boys and girls came over from the kindergarten cottage to my room in the big building, I noted an unusual amount of interest shown by a little group of boys, whenever a nature specimen was presented. These boys were able to give intelligent answers to my questions, and showed much knowledge of bird life, wild flowers, fruit and vegetables. When asked by their drawing or cutting to show what had interested them during their vacation, these boys drew or cut garden tools, boys working in a garden, or playing, and always a horse and wagon. In the language lesson, when the children were giving their summer experiences, I soon learned that C. D. McLouth, head of the department of natural science in our high school, had been taking his own little boy and five neighborhood companions in a road wagon fitted with a box seat, out to some vacant lots, near the city limits, about two miles from their homes. Here each child was given a measured square of ground and seeds, and also help and instruction in planting. Three days each week had been spent in part work and play at their gardens.

Late in September the boys invited their friends to their first "Show Day." Each little boy was able to point out his own particular piece of land, the largest tomato, the finest melon, the tallest corn, and they did not forget to show the tricks and games taught them. Of course, these boys showed an understanding of the story of "Modamin." Had they not planted and tended the corn themselves? This was the beginning of what seems a very important organization.

The next year there were twelve boys in the group. They were named the "Garden Boys," and the grounds called "The Gardens." This organization has steadily grown—now numbering nearly a hundred boys—and several directors are needed.

In 1914 four things of great import-
The Garden Boys' Association were accomplished. These were: the organization of “The Garden Boys' Association” with a paying membership and a responsible governing board; the organization of the Mothers' Auxiliary, which aims to help by guiding the activities of smaller groups than it had been possible to divide them into heretofore; the building of a substantial shop which formed the nucleus for a social center, and a place to store tools, an agricultural library, and a museum for specimens collected while on exploring expeditions, as well as a workshop where the boys make wall cabinets, book-cases, boxes for tools, and bird houses; and lastly, winter attendance at “The Gardens” for work and sport made possible by the erection of this building.

“The Gardens” consist of twenty acres, fifteen of which are under cultivation, leaving a strip of second-growth oak trees along one side. This land is located in the outskirts of Muskegon Heights and has been leased at a nominal figure.

Each boy has a certain part for his own and reaps benefits in proportion to his efforts. He can take his vegetables home, or dispose of them in any legitimate way. This year the Board assessed a part of the cost of operation upon the boys; the amount of individual taxes ranging from ten to sixty cents. The boys willingly acquiesced to this ruling, realizing the justice of their paying taxes to support their business.

Among some of the things accomplished last year was the building of over thirty bird houses of various sizes and patterns which were sold to interested people. This not only gave practice in mechanical construction and salesmanship, but taught the boys the value of conserving bird life.

They set out 800 silver maple trees, donated from the M. A. C., and agreed to care for them until they were large enough to be planted on school grounds in the county. A small library of about fifty or more books and pamphlets on nature and gardening has also been collected.

The Garden Boys' Bank has been organized wherein they are encouraged to deposit their small savings, especially from their earnings at gardening.

The object of the association is, “To provide activities in work, study and recreation for boys of all ages and conditions; to teach service in humble labor; to encourage frugal and simple habits; to develop humane feelings and helpful companionship.” An acquaintance with the workings of the movement demonstrates that all of these features are being exercised. It is interesting to note in passing that the Garden Boys and their leader were the first ones to start the Sane Fourth movement in this city, and interest in this has increased every year.

Since the first of last January, when a stove was placed in the shop, every Saturday has found boys present, getting the shop in order and preparing for the coming season. I visited the grounds one cold Saturday in March and found twenty-three of the regular members and seven visitors present. In the shop there was a roaring fire with squash baking in the oven. Some of the boys were making a door for one of the seed cabinets; others were excavating so that a workman could repair the pump more easily; and still others were uncovering some of the seedlings. Everyone was busy and naturally happy. The last thing I saw was an enthusiastic relay race. Mr. McLouth was everywhere present, well deserving the title of Director of Activities.

This man has given his time gratuitously for years to the furtherance of this pet project, and has maintained a faith in the results amidst tremendous obstacles. He is a widely recognized authority on all of the native flora and bird life, and gives his boys much valuable information about insects and plant life. He teaches them to enjoy, protect and preserve both the wild flowers and all bird life in any form. He is doing a great work and those who see some of the results delight to give him credit and do him honor. People both in and out of our city are voluntarily beginning to contribute toward the maintenance of the Garden Boys' Association.
It must be stated that Mr. McLouth has never solicited one penny toward its support. He is extremely modest and is inclined to disparage his efforts rather than proclaim them. I believe the humble beginning and gradual growth of this movement much more conducive for good than it would have been had it been well-advertised and spectacular from the start.

The world is but a big garden, and surely these boys are better prepared for the battle of life, because they have been taught to recognize and contend with the forces at work in the garden. Out in the world the boys will find the same response to love and care, that their plants gave them in the garden.

Bacon says, "A garden is the greatest refreshment to the spirit of man." Let us hope that in this "refreshment of the spirit" Mr. McLouth will find compensation for his unselfish devotion and service to his boys.

NELLIE E. COLLINS, EMMA D. Mc MILLAN, Extension Students.

The Lunch Problem in City Schools

ANY children attending our schools are undernourished. There are two causes for this: one that of poverty, the other lack of knowledge in the preparation of food on the part of the mothers.

Since a well-nourished mind is impossible in an undernourished body it becomes the problem of the school principal to find some means of giving the undernourished child what he needs.

This problem is being solved in two of our buildings. In one building where there is an enrollment of two hundred fifty pupils, eighty sixth grade pupils live such a distance from the school that it becomes necessary for them to carry lunches. Among these eighty children we find many who are undernourished, not so much because they are poor, but because they do not eat enough nutritious food and drink too much tea and coffee. Instead of carrying a lunch from home a child will often be given five or ten cents and told to buy something at the store. In most cases this "something" consists of cakes, cookies and candy.

The principal of this building realizing the necessity for better food, has secured, through the Mothers' Club of her building, a two-burner gas-plate, a tea kettle, some trays, bowls, spoons and kitchen utensils. A well-lighted room in the basement, used for knife-work classes and furnished with long tables and chairs has been converted into a dining room and kitchen.

The principal appoints several pupils to assist her, one to act as buyer, two to arrange the tables, two to help prepare the meal and two to wash dishes. These pupils serve for one week and pay nothing for their meals during that week. The next week others are chosen to take their places, thus giving all a chance to help.

Before school each morning checks good for one meal and costing from three to five cents are sold on the school grounds. Children who need lunches and who are unable to pay for them, receive checks from their teachers. At nine o'clock each teacher sends to the office the number of luncheons needed and shortly before twelve the principal with her two assistants prepare soup and cocoa. A table of "penny extras," consisting of apples, bananas, oranges, prunes, gingerbread, etc., from which the children may buy after they have been served with soup and cocoa, is also prepared.

At twelve o'clock the pupils pass to the lunch room, each one stopping at the serving table for his tray, bowl of soup, and cup of cocoa. He then passes to the table where he is to eat his luncheon, stopping on the way, if he wishes to choose something from the "penny extras." Nearly all pupils bring sandwiches from home to eat with their soup.

As each child finishes, he takes his dishes to the end of the room, pours the waste into a waiting can, hands his dishes to a boy at the door and
passes out into the school yard to play. The problem at the other building is similar to this, except that the pupils live nearer the school and very few carry their lunches except on stormy days. In this locality, too, the fault lies mostly with the mothers not understanding how to prepare nutritious food.

The principal of this building decided that the older girls should be taught how to prepare nourishing food, and thereby be of some assistance in their homes. She first called the mothers together and told them of her plans, asking their assistance, which they gave by contributing trays, bowls, spoons, etc., and offered to contribute vegetables whenever needed. She secured a small electric stove, and then organized a cooking class, composed of the sixth grade girls.

A basement room furnished with three tables is used for a kitchen and dining-room. Care is taken to furnish each table with a snowy "cloth" of white paper and paper napkins. Just before recess the principal conducts her class in cooking, teaching the girls different ways of preparing vegetables, cooking cereals and different kinds of soup.

At recess each child who wishes to purchase a lunch goes to the lunch room where he may buy any of the dishes served. Should any child who needs a lunch be unable to pay for it, it is given him without charge. Many times an altruistic spirit is shown when one child will buy a lunch for some child who cannot afford to pay for his own.

The cost of the luncheon is divided among those served and usually amounts to three cents for each pupil. To determine the benefit the children derive from the luncheons, the principal experimented with fifteen undernourished pupils who were behind in their classes. These pupils were given lunches at recess each day for four weeks, and a marked difference was noted in the attitude of each child toward his work. He showed more interest and less fatigue and secured better results in his studies.

There are other educational possibilities in the preparation and serving of school lunches besides the increase in mental efficiency of the children. These lunches, prepared and served under school supervision and partaken of by groups of children, cultivate good habits of diet, good table manners and a spirit of friendliness and courtesy among the children. It leads to increased interest in school activities among the parents and creates the spirit of co-operation between the school and the community.

LENNA M. ROVICK, Extension Student.

Jane Bailey Welch Carlyle

It WOULD be perfectly normal to find that beautiful, witty, and original Jane Bailey Welch had what is called an artistic temperament. She could not have been otherwise and still be original, impulsive, sympathetic, humorous, and moody—as she was. And also her life, during youth, was just of the type to enhance rather than to improve these characteristics. She was born in 1801, the daughter of a sur-
geon who died in 1819. As she grew older she had every possible luxury, and was instructed by her tutor, Edward Irving, in Latin and other studies. She had a leaning toward composing poetry, even Latin poetry, and was very well equipped mentally.

During her friendship with Irving, she conceived a childish passion for him which was somewhat dampened by his explaining—after having been away for some time—that he was engaged to the minister’s daughter in Kirkcaldy. Efforts were made to rearrange affairs, but the fair damsel in Kirkcaldy held to her part of the contract, whereupon an affecting but final leave-taking took place. Later, Jane was completely cured of her regard for Irving by the weakly sentimental letters she received from him. This experience quite upset her for some time, but she finally concluded that her “standard of men was greatly improved” through the consequent expansion of her mind.

Irving was also a close friend of Thomas Carlyle and had introduced him to Jane. She immediately appreciated the slumbering genius in him and their friendship grew closer and closer. Carlyle endured criticisms from her which he took from no other, which fact in itself was proof positive of his feelings. From the first his letters had been intellectual, but as their friendship grew, he became more anxious for her regard and more tender in his expressions. As for Jane, none other, now, could suit her, but his financial conditions held him back very largely. Then again, Jane’s mother considered him unworthy of her daughter, so difficulties multiplied. He was also quite sure she ought not to love him, but she helped matters considerably by deeding her inheritance to her mother, which would fall to Carlyle in the event of her mother’s death. Carlyle being thus freed from any misconstruction as to his purposes in marrying her, became engaged to Jane upon her promise to marry him as soon as he became self-supporting. Thereupon Jane soon made a visit to Carlyle’s mother in Scotland as Thomas’ future bride. She was warmly welcomed, and to the end they were always on affectionate terms.

In 1825 Carlyle began to plan for a home and somewhat considered settling on a farm. But Jeanie—as he called her—objected strenuously, for the change from her past life was a trifle too abrupt, and many spirited letters went back and forth between them in which Jeanie evidently successfully convinced him of the difference between loving him and being in love with him. On top of their differences in this connection, they were both secretly wearying of further waiting, so in 1826, Carlyle took a cottage at Comely Bank, Edinburgh, whereupon they were immediately married and settled down.

Carlyle supported them by his literary efforts and they were quite happy in spite of the fact that Jane’s mother would not live with them and aid them with the expenses. The fact of the matter was that she and Carlyle were not congenial. She considered him a man of questionable principles, and he had seen her have fifteen fits of temper in one afternoon. So they mutually agreed to disagree, and Carlyle very obligingly absented himself from the premises whenever she paid visits.

Jane’s mother was not the only one with a temper, for Carlyle and his Jeanie both had good, healthy ones, too, but they did attempt to curb them once in a while. Indeed, considering their spirited dispositions, it is a wonder they ever managed life in the same house. But his fits of temper were curbed by her skillful and tactful humoring of him, and her fits of temper were curbed by his own patience as well as her underlying faith in him and his genius—and then it cannot be denied that they loved each other dearly. She was also extremely humorous, which characteristic is ever a saving grace in most situations. She endeavored to completely understand him and do that which would make him happy—always presenting a cheerful aspect. She knew his every mood and even once said that “between two and three o’clock is a very placid hour with the creature.” In
their discussions, which inevitably re-
curred he ever began by calling Jane a "fool," and then ended by taking her advice about his work.

There was always a hospitable at-
mosphere in their home, and they had many very good friends who visited them and whom they visited. Among them were many of Carlyle's women admirers. Jane once humorously said that it was only women and fools that composed the group of Carlyle's admirers, but be that as it may, among this group was a certain Lady Ashburton, who was an exceedingly brilli-
ant and gracious hostess. With all Jane's good qualities, there was a lack of demonstrative tenderness, and in Lady Ashburton, Carlyle found that characteristic of tenderness and gra-
ciousness which he had so missed in Jane. Her real charm and Jane's man-
er of scoffing and taunting to cover up her jealousy were making home a rather uncomfortable place for Carlyle. In 1857, however, Lady Ashburton relieved the tension by dying, and the sudden brightening of the home atmosphere made up in large de-
gree, for the grief Carlyle felt for her death. Aside from this incident Jane and Carlyle lived very harmoniously, though other troubles came and went with Carlyle's own fitful gusts of temper.

Their dispositions might have been entirely different had they had chil-
dren. But they had none, and they were also aggravated more or less by their ill health. Jane had never been very healthy, having been troubled off and on with heart trouble and neu-
ralgia in her right arm, as well as with an extremely high-strung nervous sys-
tem. And as we know, of course, Carlyle had his dyspepsia, with which he was so preoccupied that, manlike, he hardly realized his wife's precarious condition until a few years before she died.

Although Carlyle appreciated Jean-
ie's unusually gifted mind, he was never permitted by her to see the ef-
forts she made in a literary way. Thus, after her death, he was com-
pletely overwhelmed with surprise at the many ideas disclosed to him by her

letters, poetry, and dialogues. She wrote with the same vivacious and human imagination with which she lived. She is irresistibly humorous, and as has been said of her, she elevated ordinary incidents to the "dignity of the classics." Her expressions are so full of living and a "strong human-
ity" that interest is at once aroused. One reader upon finishing the reading of Jane Carlyle's works said she must read Carlyle's Sartor Resartus. But it did not take that particular reader long to come to the conclusion that she didn't see "why such a clever woman should have been thrown away on such a husband." In her last years Jane was obliged to travel almost con-
tinually for her health. As has been previously mentioned, she had neu-
ralgia in her arm and also heart trou-
bles. As her doctor's prescriptions of "quinine pills and castor oil" had abominably failed to cure her, she was trying the climates. At this period she was so delicate that she could eat little and could walk little. Often when walking she had to be carried home in a donkey's cart, but more often she rode in her own carriage daily. And it was thus she met her death. When she was out driving one day, her dog had been run over by another vehicle, and jumping out as soon as the car-
riage was stopped, Jane picked up the dog and took it into the carriage be-
side her. This was her last act on earth, for the coachman drove on unsus-
pecting her condition, until too late. When she had been taken home and Carlyle and other relatives sent for, they found among her documents, the desire expressed by her, to look upstairs in a certain chest for two can-
dles to burn at her coffin. Former ar-
rangements having been made for an entertainment, a friend took upon her-
self the sad duty of informing her guests as they arrived of the sudden death of Jane Carlyle, who lay up-
stairs deathly white, but with a last sweet expression on her features.

Carlyle, when informed of this ter-
rible sorrow which had come into his life, was stunned for days and hardly realized the truth of the fact. The one woman who had been most suited to
him, who had cheered him, welcomed him when he had been away, aided him in his work with her sympathies and faith, and real intellectual companionship, was now no more, and too late he realized how thoughtful of her illness he might have been, though in the last few years he had done much to alleviate her pain. She had been so thoroughly companionable and had always triumphed with him in his successes.

In consideration of both their temperaments, it would seem altogether unfair to say that either was ill-mated. Both were only human—plus genius and artistic temperament. Therefore, we would more naturally come to the conclusion that they just suited each other, especially since they repeatedly say so, and were both wonderfully human as well as wonderfully gifted with the power of adequately expressing their humanity in literature.

Edith Bailey.

The Toy Industry in America

If we think about it at all, that most of the toys used in America are made abroad, and this idea has been fostered by hearing, since the opening of the European war, much talk about the shortage of toys in the market. Few people know that right here in our own country we are manufacturing more than half the toys used in America and that since the opening of the war the toy factories have been working overtime, night and day, with greatly increased forces of men so that no child need go without toys.

Winchendon, a little town among the hills of northern Massachusetts, has become known by reason of the genius of Morton E. Converse, who developed the toy industry there, so that he is known as the Toy Man of Toy Town.

If you were to get off the train at Winchendon, the first sight to greet your eyes would be a huge sign in the form of a hobby-horse with an arrow pointing to “Toy Town Tavern” and everything about the village from the Toy Town Golf Club to the Toy Town candies would suggest this great industry which grew out of one original idea of Morton E. Converse. In 1878, by the failure of his business, Mr. Converse was left at the age of forty without a job, with no money, and a load of debts. He had been in the woodworking trades, for the place in which he lived was a land of great forests and much wood. He had some ideas for making strawberry and fig boxes out of wood shavings. He found a man who was willing to put up a few thousand dollars to start him in business. So many wonderful inventions and discoveries have resulted from mere accident or trifling incidents, and so it was in the starting of the toy industry.

A daughter of Mr. Converse was taken very ill and the father, while watching at her bedside, fell to thinking about children and quite logically about their toys. Toys in those days were few in number and dear in price. Practically all of them came from Europe and no American had been able to compete with the foreign market. As Mr. Converse watched by the bedside of his little girl that day he got to wondering what he could do for her and for others like her who were so eager for any sort of toy. Certainly there was plenty of wood and he knew the woodworking business. He remembered having seen his daughter serving make-believe tea to her dolls—and the idea came—a doll’s tea set made of wood! To make this idea commercially feasible was his next problem, and while he struggled with this idea he took out his pocket knife and some pieces of wood and whittled out a set of dishes. Then he remembered that a doll’s tea table would be needed—and that gave him the idea for which he had been struggling. That was the age of the paper collar sold by the dozen in boxes—the collars with the prettiest or most clever box were the ones that sold the
best. He would manufacture wooden collar boxes—making a groove in the cover of each so that it could be converted, with the help of a little adjustable center leg, into a tea table for his toy dishes. Two collar manufacturers to whom the idea was suggested decided to use these boxes as a selling argument for their collars, and gave the Winchendon factory orders for all the boxes and tea sets it could turn out. The first year's product of this embryo toy business was $15,000 and the net profit $5,000. But the next year paper collars went out of fashion and even the beautiful boxes, so much prized by the children, could not make them sell. Mr. Converse had done well with the toy tea sets and he quickly bethought himself of something else in toys. His next venture was a puzzle made of wooden blocks. There was one already on the market, selling at twenty-five cents. Mr. Converse thought out a way to make a tremendous saving in the manufacturing cost, thus making it possible to cut the price to five cents. That year his toy business brought in $30,000, with a profit of $10,000. And so he moved on from the making of one toy to another, always trying to make the cost low enough to compete with the price of toys from across the seas. In those days a Noah's ark cost one dollar, and there were very few fathers who had the dollar to spend that way. Today a Converse Noah's ark with all the animals and Noah, too, may be bought for five cents. And at that price there are many more fathers able to indulge their children.

To show how the toy business grew, Mr. Converse in the early days took in a partner who invested $16,000. In five years the partner drew out more than that in profits and then Mr. Converse paid him $55,000 for his interest in the business.

It was the keen thinking of Mr. Converse that made the business such a success. He was always developing new ideas and working out cuts in manufacturing costs. Cost reduction is usually considered a dry subject, but its history at Winchendon is a fascinating story. For example, take the hobby horse. Originally these wooden horses were whittled by hand out of a single chunk of clear lumber, without knots, an expensive method. Today, in the Winchendon factory, inferior stock is used—boards glued together and machinery does the carving. One workman can tend five machines, one of which will do as much work in half a day as the old time rocking horse sculptor could do in a month.

At the old-time plant they used to varnish toys with a brush; now they do it with a spray, and it costs less than half. They used to print pictures on paper and then paste them on the wooden toys. Now they print directly on the wood. And today all the waste wood which once was used for fuel goes into the making of some product, thereby turning waste into profit. Eight or ten years ago a large number of toy manufacturers formed a trust and asked the Converse firm to join. Instead of joining the trust it sent out cards to its trade, saying: "We have no trust, but God and our customers." They were making 1,000,000 drums a year at that time, and the trust proposed to punish Mr. Converse for not joining them by cutting the price of toy drums in order to ruin the Converse drum trade. The trust did slash the price of drums and the situation was critical for Mr. Converse. But, as usual, he thought a way out, and it was by reducing the price still further. This was made feasible by evolving, after thorough experiment, a certain kind of cheap parchment as a substitute for the more expensive skins used in making drum heads. By using this parchment, which was found to be even better than skin, it was possible to cut the price of drums in two. For two years the war waged furiously between the Converse factory and the toy trust, with the result that the trust was put out of business. Today hundreds of men and women are employed in this great factory and Toy Town is famous the world over.

JANETTE REITLER TASHJIAN.
THE sun was not yet up, but it was light and the still coolness of the night was already giving way to the almost suffocating heat of a midsummer day in Kentucky. Shed, curled up in an overturned dry-goods box just outside his mother's two-room cabin, yawned widely once or twice, and peeped around the corner of his box to see if anyone were stirring. From the forward room in the cabin, the one reserved for the family, came a faint shuffling of feet, and Shed ducked back and darted quickly away around the end of the cabin. Here he made his morning toilet, which consisted in rubbing his eyes with one grimy black fist, and rubbing back his wool with the other. Then he snatched up a battered market basket and set off for the railroad tracks. Shed was late in starting his morning task, and he did want some breakfast before beginning his day's rounds.

There were several advantages in sleeping out-of-doors at Shed's home. There was much more room, for his mother kept boarders—fifteen of them—and in his box there was only himself. Then, too, when he slept in the cabin his mother insisted that he remove his outer garments, a formality which seemed to Shed utterly useless. A third advantage was that if he overslept he could sneak away unperceived, and on his return plead a dearth of coal on the tracks as a cause of his delay. For Shed's morning task was to follow the railroad tracks, picking up the lumps of coal dropped from the engines, until there was enough in his basket to feed the fire for breakfast. Sometimes, too, if one were lucky, and adroit enough, one could discover on a sidetrack an unguarded "gondola" full of coal, and could fill one's basket all at once. So Shed went quietly, an absurd little figure carrying a very big basket.

Shed was only nine, and at nine no common pickaninny is of enough importance in the scheme of things to have a suit of clothes of his own. Since Shed bore the distinction of being a laborer he was allowed to keep the clothes he "picked up," and the suit he wore was very "picked up." His trousers, a man's trousers, rolled up to keep him from being lost in them, were suspended from his lean little shoulders by an unbeautiful but effective combination of elastic and string. A similar combination gathered them around his waist, and partly confined the tail of his blue shirt, which, by a queer twist of circumstances, was the only garment he possessed which was small enough. It was, in fact, too small, and he had burst off all except two buttons, which strained and threatened at every move, but continued to hold. Shed's hat was entirely brim; it had once been a handsome panama of the type which storybook southern colonels wear, and in spite of the fact that his woolly head formed all the crown there was, he clung to the floppy remains lovingly. The coat he wore, too, had seen much better days. It was a dress-coat, and its tails flapped and curled around his heels as he walked. When Shed went to work each day, he added to this costume a pair of men's shoes, once black, but now rough and gray, and turned up at the toes because Shed's feet were not long enough to keep them straight. But now Shed was barefoot, and a thin film of gray dust had settled on his black toes, and upon his legs.

When Shed returned to the cabin, lugging his coal-basket, his mother was already busy at the stove, which stood out in the yard, on two of its own legs, and two bricks. She listened rather suspiciously to his glib explanations. She had heard the like before, but she accepted them, and gave Shed his breakfast, which he carried to the top of his erstwhile bedroom, and silently consumed.

His meal finished, he put on his shoes, and gathered up his tools. These consisted of two brooms which
had long, long ago seen their best days, and an ancient bucket for red-wash.

Shed was engaged by several families as chore-boy. He carried coal, or scrubbed stairs, or polished silver, or red-washed brick walks and white-washed stone stairs, or tended babies—in fact, did anything that was given him to do. He made first for a house which boasted a rare thing in that large city, a grass-plot all its own. Here, if he was businesslike enough to deceive the "cop" on the corner, he sometimes found a chance to step on the soft lawn. Once, on a memorable day, he had sat on it for the space of a minute. He enjoyed this place, and he lingered as long as he dared, red-washing each brick over-carefully, and stepping on the grass as often as possible. He had seen grass often, of course, but never as short and thick and green as this. Shed did not visit parks.

Towards noon Shed had finished all his route except one house. He had purposely saved this house until last, for in it dwelt his idol, a lady recently from the "North." This lady's queer speech fascinated and delighted Shed, and she treated him, as he often told his mother, "Jes' lak quality." He presented his shiny black little face, with its double row of gleaming teeth, and received his orders for the day. Shed did not have to be urged to work here. He mixed his red-wash carefully, and applied it the best he knew how, "fer did not 'she' like to see it smooth?" He scrubbed the back stairs, and mopped, and swept the walks, and carried coal, and all the time he was listening and watching, and hoping against hope; and at last the thing he desired happened. When he came for more orders, the lady said:

"Shed, can I trust you to watch baby while I go to the corner?" Shed's eyes shone. His lady led him through the house into the holy of holies, where slept a baby in long, snowy dresses. The lady looked rather anxiously at Shed's coal-dusty hands.

"You won't have to touch her, you know, unless she cries hard," she cautioned.

"No'm, no'm!" reassured Shed eagerly. He loved that baby as he had never loved anything else in his short life; and to care for it was pure heaven. The lady hurried away, leaving Shed carefully and uneasily seated near a window. She returned shortly, and made for the nursery, misgiving written largely on her face. And her misgivings proved correct. The baby slept peacefully in Shed's arms. His face alight with tenderness, he bent low over the little bundle, crooning a melody in his sweet, childish treble. And everywhere he had touched the snowy dress, there remained a print of coal-dust on the cloth. The lady hardened her heart to scold, then suddenly laughed, as Shed raised dancing eyes to her face, and whispered with a gleam of smile:

"She done cried, ma'am."

GRACE HENION
A Need Defined. The first article in this issue of the Record presents items of "Southern Educational Progress," which are convincing. In the setting of the whole lecture from which the paragraphs were taken the facts were even more compelling. Many of the activities which are creating a New South educationally as well as industrially and socially, have their parallels in education in our northern states, with such modifications as the differences in total situations necessitate. There is in both South and North a great educational need, which is only now becoming defined in the thinking of men and women who are in positions which enforce the duty of leadership. This need is the wise and adequate recasting of the course of study for rural elementary education. To be sure there has been theorizing about this matter for some years, but nearly all of the educators who are interested enough to theorize about the course of study for elementary schools have only a half-forgotten personal experience in the elementary education of one or more decades ago to base their theories upon. There is no sufficient recognition of the fact that elementary education has taken on new characteristics constantly; and in spite of all that is being said and written to the contrary, this writer is convinced that the greatest proof of this changed attitude in elementary education is found in the rural district schools of progressive agricultural states. The next step is the interpretation and the true expression of the existing modern
attitude in a correspondingly up-to-date course of study for rural schools. The simple and usable embodiment of the present knowledge of child nature and the localized, vivid instruction materials in a truly philosophical unity—this is the need which the present defines. This truly inspiring task may well come to the hands of the skilled participants in rural elementary school work with any necessary collaboration by professional experts in the theory of education. The concrete, constructive work suggested is the writing and editing of applicable curricula for rural elementary schools. The new curricula (as many will be needed as there are fundamentally different communities to be served) will exclude the least worth-while materials of instruction now in use, and incorporate those particular current suggestions which are supported by the widest consensus of authoritative approval.

E. B.

Safety

The highway of life is well placarded have we but the eyes to see. Everywhere in places of danger are “Stop, Look, Listen!” signs for all wayfarers. Likewise, at frequent intervals, are those that point out the safe and sure path, to success and happiness. All one needs is the seeing eye and the attentive ear to go on his way in safety and rejoicing.

Two friends traveling along the highway came upon a dog kennel, from the entrance to which protruded the undershot muzzle, adorned with a well-equipped dental apparatus, of a ferocious bulldog. Above the entrance in large letters was this sign: “Cave Canem.” Said A to B, pointing to the striking sign, “That’s conspicuous enough so that he who runs may read.”

“Not so,” said B, “but that he who reads may run.”

There is truth in both statements. A’s view that a sign, to be a proper one, should be easily read, even if one hurries by, is correct. B, however, is more of a philosopher. To him a sign is a warning and should lead to action, even to the extent of a precipitate removal of himself from the vicinity.

And this is the true meaning of signs. They are intended to give us information and to serve as warnings. Running away may not seem a dignified or heroic thing to do, but it is often prudent and sensible. Said Solomon, “A prudent man forseeth the evil and hideth himself; but the simple pass on and are punished.” We put it more concisely now—“Safety First.” Some people are very careful never to walk under a ladder. This is a superstition that has a good substantial reason back of it, for by going outside the ladder one avoids entirely a possibly painful, or even fatal demonstration of the laws of falling bodies and kinetic energy. Some are too hard-headed to accept this, but a brick is harder still.

So, if we are wise, we will, as we go along life’s highway, be on the outlook for signs. Life is not so simple as it seems. There are pitfalls a plenty, many a slough of despond, temptations oft, but there are likewise many ways of escape, many isles of safety, always a way out. The pilot sailing by chart, compass, and lighthouse enters the harbor in safety; the engine driver, mindful of his block and semaphore, and running by his orders, comes to his terminal on time and without disaster. And so may we come to the end of our journey in honor and mayhap with renown, if we but pay attention to the many signs strewn along our pathway. “And a highway shall be there, and a way, and it shall be called the way of holiness; the unclean shall not pass over it; but it shall be for those: the wayfaring man, though fools, shall not err therein.”

WM. McC.

Brown

The Brown and Gold, which has been annually edited by the senior class of the Western Normal, will be on sale by the last of May.

It is the purpose of the editorial staff to make the Brown and Gold of 1915 the very best that has ever been produced. They do not intend to break
away from the standard book of the past, but to remodel the parts which were found to be weak.

Heretofore the book has been produced by the Senior class alone, but this year the Juniors have joined with them and in so doing hope to set a precedent for future classes to follow. In this way it will lighten the responsibility of a few and proportion it among a greater number. Practically all departments of the school are aiding in the work and all have expressed their desire to purchase copies and to sell to alumni as well. If this plan is successfully carried out, the circulation of the book will be greater than ever before and the financial part is certain to be a success.

The book will be bound both in leather and in paper covers. At present, agents are selling coupons which entitle the bearer to a copy when the books are completed. It will contain cuts of the faculty and seniors of all departments. Group pictures have been taken of the General Life Juniors, High School Life Juniors, Manual Training Juniors, Music and Art Juniors, Literary Societies, Hickey Debating Club, Geography Club, Y. W. C. A., Women's League, and the Athletics Teams. Snap shots contributed by the students will add much to the value of the book by representing the real life of the school.

The literary work will be of high quality, for the editors are as good as the best that have ever worked on a Brown and Gold staff.

The success of the book depends upon the number of copies sold. You can not afford to leave your alma mater without owning a copy. During your two years' stay at the Western Normal you have made acquaintances with whom you are loath to part. The contents of this book is intended to keep that friendship forever fresh in your memory. When you have departed from school and are fighting life's battles and trials come thick and fast, a glimpse through the Brown and Gold of 1915 will recall the bright and happy days spent at the Normal and your troubles will vanish as in a mist.

JOSEPH J. WALSH.

School In a little story called "Amos Spirit. Judd," by J. A. Mitchell, there is a beautiful girl whom her lover calls "The Spirit of Old-Fashioned Roses." He gave her this name because she embodied for him all the beauty, the sweetness, the modesty, the perfection, of the simple roses that had grown in his mother's garden. It is this subtle spirit of something indefinable that may so permeate a school as to govern every act of those who come under its influence—almost under its spell. In a normal school it might well be the spirit of study, the spirit of order, the spirit of enthusiasm; or possibly it might be the spirit of personal responsibility, the spirit of unity, the spirit of loyalty, and the spirit of progress. In time this spirit comes to be a tradition—a thing that grows by repetition after repetition, year after year. And of traditions it is an honor to have a share in the making.

A fine, expensive school plant does not make a fine school. It is the conscience of the student body as a whole which is back of the school spirit that gives the school its name.

We want Western State Normal during ten and a half months, to shelter a student conscience which responds sensitively to the manifest wrong and right of things and during the remaining few weeks to sleep the sleep of the just, glad to be awakened once more, late in September, by an incoming throng of Juniors who will learn the same lesson, not out of books, only in part from the faculty, but most of all from their fellow students and from the very atmosphere of the corridors and rooms.

T. P. H.

Active In considering the many problems which arise in our school, the question presents itself, "Do we become parasites on our school or on any of its organizations?" We find that there is a tendency among students, upon entering higher educational institutions, to feel that they are going to be educated or entertained without they themselves putting forth any effort. They become
members of various societies, but sit by, passively, allowing others to do the work. They always appear at meetings, allowing themselves to be entertained, but never offering any personal service. They become “hangers-on” when it is their duty to give the best that is in them to the society to which they belong. We should seek to become leaders, not followers. We have a number of societies in our school, every one of which has a large membership. But how many of their members have contributed for their betterment? Do we not feel that there are a certain few who take the whole responsibility upon themselves? They push it; they work for it; they are loyal to it and give their time to it untiringly and unselfishly. These same people invariably are the very ones who give the most time to their work in classes. Should we not manifest a little concern about the spirit with which we enter a society?

NINA IRVINE.

Just
Such a patter of footsteps,
Talking, such a hum of voices, and
such startling laughs in our
halls with never a thought of the
classes in the adjoining rooms. Be-
tween eight and eight-fifty the distur-
rance is continual. Students who have
not eight o’clock classes choose any
time for coming. Often they come in
time to return a book to the library.
Of course, they “ought to study,” but
the one book they want hasn’t been re-
turned to the shelf. They aren’t
“warmed up” for the day and don’t
feel like working; besides, a neighbor
at the table feels in the same mood. There is something very interesting to
tell, so they walk into the hall. They
proceed on their usual round, walk
down the hall to look at the bulletin
board, look over each square inch of
the store case and casually comment on
the things they have seen a hundred
times, then carefully examine each in-
dividual’s picture in the locked bulle-
tin case, and lastly saunter to the of-

cice to look for mail that they know
isn’t there. Just as they enjoy an
habitual drink of water a third friend
comes in. They become aware that
the building is cold this morning, so
huddle around the radiator. Soon the
“interesting things” become exceed-
ingly funny—but then, loud laughing
need not disturb anyone.

By this time all the radiators have
a circle of friends. Another group
continue their “on-the-way-to-school
conversation” at one end of the hall.
The further end of the hall is a fav-
orite place to spend that half hour
“you can’t get anything done in any-
way” because one or two can sit un-
comfortably on the ledge.

It is only to these same students we
can look for a change in these condi-
tions. “Just talking” now and then
is a pleasant diversion, but most of
us haven’t time to let it become a
habit. When evening comes we wish
we had that forty-five minutes which
seemed so superfluous at eight A. M.
in which to read that magazine article
that has been tempting us for a week.

ANNA PLOEG.

Lines
Thou art a vision fair,
With glorious eyes and shining hair.
If all the world should bow to thee,
I pause to think,
I sigh to think,
What would become of me.

GRACE JOHNS.
KINDERGARTEN.

The kindergarten children planted hyacinth and daffodil bulbs, and after they had watched them push through the ground and blossom into lovely flowers, they began to wonder what they would do with them through the week of Easter vacation.

After talking this over, the children decided to take the daffodil to Fritz Curtenius, one of their playmates who had fallen and broken his leg. As Fritz had to lie down for several weeks they hoped it might give him some pleasure.

GRADE THREE.

A set of the Chadsey-Skinner Elementary Arithmetic books has been added to the third grade course of study. The children are enjoying them very much and the results are already telling. The large number of well-selected and interesting problems which each page contains makes it an unusually helpful and effective book in primary arithmetic.

GRADE TWO.

The children of grade two were made happy this week by a visit to the Kalamazoo Creamery. The manager was very kind and patient in explaining and demonstrating the different processes through which the milk passes in the making of butter and cheese. The bottling of the milk was interesting, and especially so when each child was given a bottle of milk to drink.

A few days after the trip, part of the children made butter in their domestic science class and the home and factory processes were compared. Letters written to the manager, thanking him for his kindness, made a very interesting and real language lesson. Here is one of them:

"Dear Mr. Wicks:

Thank you for the milk. I liked to watch the man filling the bottles. I liked the churn and I liked to watch it go around when it was mixing the salt in the butter.

Good-by.

ALBERT SERGEANT."

A woven shepherd's sling similar to the one used by David, is the last problem in our construction work. Brown and tan jute are the materials used. This is the nearest approach we can make to camel's hair.

THIRD GRADE.

Assembly Program, March 11.

Songs—
Swing Song Grade Three
Daffy-Down-Dilly Grade Three
Riddles
Five Evergreen Trees Five Pupils
Physical Training—
Wind at Play and at Work.
Nixie Polka.
Dramatization—
A Stone in the Road.
Songs from Book II, Progressive Music Series—
Cherries.
The Holiday.
Song—Sparrow Toilet.
Soldier Boys.

This program brought together work from the regular activities of the grade. The riddles were the results of the nature study excursions to and observations of evergreen trees. The
descriptions were written in the language classes. The trees studied were the white and Austrian pines, the white and red cedars, and the Norway spruce. Here are specimens of the riddles:

One day as I came home from school I saw an evergreen hedge. The leaves were olive-green and were flat and scale-like. The scales lapped over each other and made little fern-like branches. This hedge had tiny brown cones growing on the ends of the branches. Can you guess its name?

(White cedar or arbor vitae.)

I am a tall, beautiful evergreen tree. I live on Normal Hill and in many of your yards. My needles are three-fourths of an inch long. They grow in whorls around the branches. My lower branches droop down in dark green fringe. My middle branches grow out straight. My upper branches grow up to get the sun and air. When I am small I am used for a Christmas tree. When I am large I am used for a mast of a ship. What is my name?

(Norway spruce.)

The physical training work was a dramatic play representing the wind at work and at play. First, with music, the children made a kite, then flew it. Next there was the sailing of a sail-boat, and lastly the wind-mills were made and turned by the wind. The Nixie Polka is a game-dance which the children entered into with joyous abandon.

The dramatization of the old tale, "A Stone in the Road," was the center for much expression in feeling, words, and simple costumes. The audience received this number especially well. This was the first time a third grade had ever sung in assembly from books, so it was an event for the little ones. They showed good control of eyes and voices.

THE ADVENTURES OF RANA PIP.

It was such a beautiful evening that you would have thought even the frogs would get out on the bank and watch the sunset; but they were too busy quarreling. Such shouts and groans came from that pond! "You're wrong, wrong, ong! Get down, down, go down! Cheat-a-cheat, cheat!" These were only a few of the dreadful things the frogs were saying to one another, all because some thought it would rain, and some didn't.

Suddenly, while they were fighting, a boy pounced upon Rana Pipiens and carried him off. Rana Pipiens belonged to the family of Ranas, but he put his last name first because he was a frog (they don't put their names as we do), and he was called "Pip" for short. The boy carried him to town, and sold him to a man who kept a flower store. The man placed him in a glass jar of water, and set it in a window. Now Pip rather liked his new quarters, and found abundant amusement in watching the people in the street.

Sometimes young ladies came in to buy flowers, and when they looked at Pip and said, "What an awfully funny creature!" he felt flattered.

But he wished for another frog to talk to, and by and by he wished to have a larger place in which to swim. Then it was that he grew very unhappy indeed, and was just thinking of starving himself to death, when someone took him out of the jar and carried him into the street and up, up, so many flights of stairs to the top of a house. Pip wished he was back in his glass jar, for he thought surely that a heron had captured him, and was taking him up in a tree-top to eat.

Pip had an aunt's sister's cousin who had been eaten by a heron. He remembered it now, and was badly frightened. But when he found himself in a large, sunny room, placed in another glass jar, he was greatly relieved.

Close beside him he saw a pool of water, cool and shady, under some dark bushes. "I shall get into that directly," said Pip to himself. But 'twas a picture of a pond, and Pip was kept in the jar, though he wondered why.

Presently fresh troubles began. A man sat down in front of him with a pencil and paper and watched him.
Pip didn’t like to be stared at, so he turned around in the jar. Then the man (who was an artist), turned the jar around, till Pip faced him again. This was provoking, and our frog squatted flat, put his head down and tried to look like a piece of mud, the way he did at home when danger threatened. This was of no use either, for the man shook the jar, nearly turning it upside down, till Pip got over his bashfulness and behaved as a model frog should.

This sort of thing was repeated for several days, till Pip nearly wondered himself sick, trying to imagine what was the matter with the man who stared at him so much.

But one day Pip found himself alone and no cover on the jar. He was not long in getting out; and, hopping over the table began to explore this strange country. After he had knocked over a glass of water and an inkstand, he fell off onto the floor, and tried to get into the picture of the pond. It was surprising, but one good jump, which ought to have landed him in the very middle of the pond, only knocked him back on the floor and gave him a headache. So he gave up that pond as a mystery.

Presently he saw three happy-looking frogs sitting among some grass. They looked just like three of his cousins of the Rana family; but when Pip said, “Good day,” to them, and remarked that the pond of water yonder was frozen green, they never so much as winked at him. Pip concluded that they were puffed up because he had never called upon them before, and turned his mind to newer discoveries.

Two pretty little ducks, yellow and fuzzy, were standing high above his head. It was very strange. Pip could almost hear them quack. But he looked carefully around for fear the mother duck was after him. But none came.

The little ducks perhaps had no mother. But what was more strange, they never moved, though Pip watched them steadily.

It was a wonderful place—this artist’s studio; at least to a frog from the country.

“There’s a turtle, as sure as I live!” exclaimed Pip as he looked around for a safe place. But the turtle sat still on his log; so did the five little ones with him. They never seemed aware of the fat, young frog close beside them. Pip was too frightened to investigate any further.

He sat perfectly still under the table in the shade of the waste-paper basket, while a few drops of ink slowly dripped on him from the table top.

He was miserable! When the artist came and placed him in the jar again he could have thanked him, he was so happy to feel safe once more.

These strange adventures put Pip out of spirits. He no longer made a lively model, so one day Pip could hardly believe his eyes. The artist opened the top of the jar and Pip saw a cool pond. He was sure this one was not frozen green! He was rolled out on the sand. Presently he saw a familiar frog face in the water. “It is my pond!” he cried, and with one big bound he landed in the very middle of it. He was home again!

Such stories Pip had to tell! Every evening, the whole summer long, Pip sat on the sand and related his adventures, always beginning, “Ahem! When I was in the country where ponds are frozen green, and little ducks hang up in the sky—.” But few of his family believed him. These were too wonderful tales.

When he began in this manner they looked at each other, put their forefingers to their heads and said, “He’s wrong—a wrong wrong, ong-ong!”

ELIZABETH NICHOLSON.
Grade VIII.
The baseball squad is working hard daily and gradually is rounding into shape for some of the later games on the schedule.

The list of games is now completed and it will take a great team to win a majority of these contests.

The revised schedule is as follows:
April 10—Notre Dame University, at Notre Dame.
April 16—Jackson League team, at Kalamazoo.
April 17—Hope College, at Kalamazoo.
April 21—Olivet College, at Olivet.
April 23—Bethany College, at Kalamazoo.
April 24—Albion College, at Albion.
April 28—University of Michigan, at Ann Arbor.
April 30—Adrian College, at Kalamazoo.
May 1—Hillsdale College, at Hillsdale.
May 6—Ohio Northern University, at Kalamazoo.
May 7—Hillsdale College, at Kalamazoo.
May 14—Ypsilanti Normal, at Ypsilanti.
May 15—Adrian College, at Adrian.
May 20—Olivet College, at Kalamazoo.
June 4—Battle Creek T. S., at Kalamazoo.
June 12—Albion College, at Albion.

The first team will line up about as follows from present appearances:

Catchers: Walsh, Eggert.
Pitchers: Koob, Tindall, Hoke.
1st base: Thomas, Hutchins.
2nd base: Corbat.
3rd base: McIntosh.
S. s.: Hyames.
Outfielders: Krentler, Holmes, Baxter, Hoke.

Second Team.

Catchers: Harboldt, Peach.
Pitchers: Simpson, Gustafson, Austin, Stryker, Nichols, Kingsley.
1st base: Glassford.
2nd base: Bek.
3rd base: Roy Yeakey.
S. s.: Chilson.
Outfielders: Agramonte, Bien, Lake, Gustafson, Stryker.

The Western Normal track team defeated the Battle Creek Training School boys in an indoor meet on the evening of March 17 by a 47 to 30 score. It was the first meet ever held in the Normal gymnasium.

Hyames placed in the short dash, while Yeakey and Welden won the 220. Yeakey and Greene copped the quarter easily. Smith ran a good race in the half and got second place. Donovan made Frederickson run himself out to win the mile. Holmes easily won the standing broad jump with Donovan second.

The relay was won by the pedagogues—Greene, Long, Welden, Yeakey.

A triangular meet will be held at Albion on May 5, with Battle Creek Training School, Albion College and Western State Normal as contenders.
ART NEWS

The art department made an exhibit at the Schoolmasters’ Club in Ann Arbor, April 1-3.

Misses Goldsworthy and Judson attended the art sectional meeting there on April 1. A fine program had been prepared and presented at Memorial Hall. It has been planned next year to have an art lecture on the general program.

Miss Goldsworthy contributed a landscape in oil, made in California, at the Indiana artist’s exhibition, held during the month of March at the Herron Art gallery in Indianapolis.

An exhibit of art work will be sent to Chicago to the Western Drawing and Manual Training Teachers’ Association that meets in May, 6, 7 and 8, at the Art Institute.

The art teachers and several students are planning to attend this gathering, which is the most important meeting of the year.

The special art students contributed several very good illustrations for the “Brown and Gold” done in pen and ink. The “Moderator Topics” and the School Century publishes a calendar monthly that is the work of the special art students.

Miss Spencer has been a contributor to the School Century the past few months with timely illustrated articles on construction work.

MUSIC NOTES

Mr. and Mrs. Maybee and Mr. Henderson went to Muskegon April 9 to give a recital in the First Methodist Church there, when a new organ was dedicated.

The Men’s Glee Club gave a fine program in Galesburg Wednesday evening, April 7, under the direction of Mr. H. C. Maybee.

The Senior Girls’ Glee Club furnished the program at the Ladies’ Library Club Monday, March 28, Enjoyable solos were given by Miss Grace Pennels and Miss Lucile Campbell. A trio composed of the Misses Campbell, Henion and Pennels gave two selections. The Glee Club sang several numbers which were greatly enjoyed.

Mrs. Davis and Mr. Maybee of the Music department will go to Muskegon May 13 to sing in the Annual May Festival. They will sing the solo parts in Rossini’s “Stabat Mater.”

The Normal Music Club program Monday evening, April 19, was made up of sketches of the lives of Mozart, Beethoven, and Schubert, and numbers by these composers were given on the Victrola and by members of the club.

Miss Louise Worden gave two enjoyable violin numbers at the Training School chapel Thursday, April 8. The selections were “Souvenir,” by Drala, and “Perpetuo,” by Mobile-Bohn.
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Mr. Maybee and Miss Hootman of the Music Department attended the National Convention of Music Supervisors held in Pittsburgh, March 23-26.

Folders have been sent out announcing the First Annual Music Festival to be given May 27-28 under the auspices of the Music department of the Western Normal. The program for the Festival follows:

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—Kalamazoo Symphony Orchestra.


A chorus choir under the direction of Mr. Henderson gave a fine rendition of the Easter Cantata, “The Lord of Light and Love,” at the First Presbyterian Church Sunday evening, April 4. Several members of the Normal Chorus assisted.

NEWS ARTICLES

The following bill has passed the legislature and is ready for the governor’s signature:

Section 1. There is hereby appropriated for current expenses for the Western State Normal School for the fiscal year ending June thirty, 1916, the sum of one hundred thirty thousand dollars, and for the fiscal year ending June thirty, 1917, the sum of one hundred thirty-five thousand dollars.

Section 2. The further sum of four hundred eighty thousand dollars is hereby appropriated to said institution for the following purposes: For the completion and equipment of science laboratories.

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Ladies’ White or Black Tennis Oxfords, Champion Brand, per pair......... $63c
Ladies’ White Tennis Oxfords, Campfire Brand, with leather insoles, per pair... $83c
Ladies’ White Veranda Pumps, National Brand, per pair.................. $1.48
Men’s White Tennis Oxfords, Campfire Brand, with leather insoles, per pair... $89c
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Horton-Beimer Press
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Kalamazoo, Michigan

building, ten thousand dollars; for the extension and completion of the heating plant, fifteen thousand dollars; for a manual training building, seventy-five thousand dollars; for the equipment of the manual training building, fifteen thousand dollars; for a library building, eighty-five thousand dollars; for the equipment of a library building, fifteen thousand dollars; for the construction of an auditorium and conservatory, one hundred sixty thousand dollars; for the equipment of an auditorium and conservatory, fifteen thousand dollars; for an addition to the gymnasium, sixty thousand dollars; for the improvement of the athletic field, three thousand dollars; for the improvement of grounds, four thousand dollars; for a system of tunnels, three thousand dollars; for purchase of land, twenty thousand dollars. The four hundred eighty thousand dollars specified in this section shall be available as follows: Eighty thousand dollars during the fiscal year ending June thirty, 1916; eighty thousand dollars during the fiscal year ending June thirty, 1917; eighty thousand dollars during the fiscal year ending June thirty, 1918; eighty thousand dollars during the fiscal year ending June thirty, 1919; eighty thousand dollars during the fiscal year ending June thirty, 1920; eighty thousand dollars during the fiscal year ending June thirty, 1921.

Little comment on this bill is necessary. All graduates of the school will recognize at once that the Western Normal is soon to take high rank in point of equipment among the training schools of the United States. It is probable that the buildings will be erected in the following order: 1. Manual Training Building; 2. Library; 3. Auditorium; 4. Gymnasium. The sums of money designated in the appropriation bill make it certain that the structures will provide adequate quarters for the various needs indicated by the names of the buildings. The alumni will surely welcome the long deferred and much needed im-
improvement of the grounds and all will rejoice in the bit of help that comes toward improving the athletic field. The Library will be erected on the hill directly north of the gymnasium. The Auditorium will lie directly west of the Administration building (and just south of the Science building) and will front toward Oakland Drive.

This action of the legislature makes it possible to build to a definite plan and also to plan definitely for the development of the school. Adequate quarters will soon be provided for an enrollment of 1,500. Another marked advantage of this plan over the old hit-and-miss methods that have heretofore obtained lies in the fact that those concerned in the administration of the school will be released from endless worry and struggle in connection with appropriations. The extra energy thus released and conserved may be devoted to the multiplying problems of administration.

LIVING CARTOONS.

The Current Events classes of the eighth grade entertained the school in the winter term with a program of “Living Cartoons.” It was an interesting and profitable experience for the children to expand into such important personalities as John Bull, the German Kaiser, Uncle Sam, the French Goddess of Liberty and other national figures.

Many cartoons from current magazines were examined carefully as guides in proper costuming, and resourcefulness was taxed to the utmost to secure suits, weapons and properties. John Bull’s hat had to be hand-turned to give it just the right curves. The “Sick Man of the East,” brilliant in red fez, jacket and trousers, was not lacking his curved Mussulman sword, nor the Kaiser his shining helmet, nor France her red cap of Liberty. Among those present was the British Lion, guarding the British Navy. He was successfully improvised from brown pajamas and a lion’s head which in the past has figured variously as a Morris-dancer’s head-dress and as Shakespeare’s lion in Pyramis and Thisbe.
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The opening cartoon presented the nations at war, centering about the Triple Entente and the Triple Alliance. The Kaiser looks in surprise, first at the Triple Entente, to see it augmented by Japan, Belgium and Portugal, and then at his own alliance which dwindles to two under his gaze. Italy stalks away, saying haughtily: "I joined a defensive, not an offensive, alliance."

Public opinion, or the unpopularity of the war, was shown by the national figures standing in a circle. All hear an insistent question: "Who started the war?" Each points an accusing finger at his neighbor, saying emphatically "He did!" "Germany did!" "France did!" according to his own conscience's palliative.

Next the Kaiser tries to win Italy's aid. "The Boot that Won't Go On" represents the Kaiser donning his military boots. "Austria" slips on easily. "Italy" (a large cut-out map) refuses to go on.

Several cartoons followed illustrating the commercial effects of the war. John Bull hales into port Uncle Sam's helpless little merchant ships for search for contraband. Germany marks a chalk-line around the map of the British isles for the submarine blockade. Protests are exchanged. John Bull, convoying his ships across dangerous waters, arm-in-arm with the British Lion, announces loudly that "Safety First" is his motto; while he waves the American flag triumphantly overhead.

The Cotton Senators, President Wilson, and Secretary Bryan represent a coasting party urging Uncle Sam to ski down a new and dangerous hill, which represents government ownership of a merchant marine, or the passage of the ship-purchase bill. Uncle Sam sees international complications ahead and refuses to coast down the steep descent.

The "War Tax—A Bitter Pill," was another war-result noted. The Administration, a fat, fussy old matron, offers a huge pill on a spoon to her
defenceless, sickly small son, "the People."

A generous supply of printed signs carried out the cartoon idea and helped make points clear, while each cartoon, following the raising of the curtain, was carefully explained by the "chairman" of the cartoon committee. Each cartoon was in charge of a committee who were responsible for its production. Thus each pupil in the room had an important part in the program.

G. E. S.

NEWS NOTES.

The following student committee has been appointed to co-operate with a committee from the faculty in working out plans for the Arbor Day program, which will be given on the afternoon and evening of May 6th: Marion Harper, Irene Dale, Vivian Young, Merritt Baxter, Marguerite Beck, Leelyn Bettes, Evelyn Symons, Genevieve Upjohn, Orville Babcock, Merlin Loew, Milton Naylor, Edgar Smith, Lydia Siedschlag, Irene Boyles, Agnes Cagney, Ruth Cole, Clyde Huff, Helen Gregg, Harriet Steers, William Anderson, and Neva Saunders.

A meeting of this committee was held April 6th, and plans for the program partially made. In the afternoon, besides the usual procession and planting, there will be one speaker from the outside. An interesting feature of the program will be the original Arbor Day poem. Students from all departments are invited to compete for this, all copy to be handed to Mr. Sprau before April 28th.

In the evening a group of students under the direction of Miss Forncrook, will present a bird masque, "The Sanctuary," written by Percy Mackaye. This masque is a plea for the conservation of wild birds and was first presented before President and Mrs. Wilson on the outdoor stage at Meriden, near Cornish, New Hampshire. It was enacted at that time by a distinguished cast, among whom were Miss Eleanor and Miss Mar-
garet Wilson, and Mr. MacKaye, the author.

The girls of the Rural School department met with Miss Goodrich on Monday evening, April 5th. At this time plans were made for a permanent organization to which all of the girls of the department will be eligible. The purpose is to promote sociability and to afford an opportunity for the discussion of topics of common interest. The second meeting was held Monday evening, April 19th, at the home of Misses Gladys and Leila McDowell, 301 Ingleside Terrace.

At a class meeting held April 8th, the Seniors elected Herman Schumaker of the Manual Training department for Arbor Day orator and Irving DeLong, High School Life, for marshal.

Mr. H. P. Greenwall of the faculty has been invited to address the annual meeting of the Zanerian Association in Columbus, Ohio, July 1-3.

A novelty in the way of social times at the Normal was enjoyed Friday evening, April 9th, by the members of the Women's League, who held a masquerade party in the gymnasium. Prizes were awarded for the most artistic and the most grotesque costumes and some novel features were introduced in the way of entertainment.

Western Normal has had several superintendents as visitors during the past few weeks and already members of the June graduating class have been engaged for next year, as the result of these visits. In the list of those who have interviewed candidates for teaching positions are the following: Superintendents E. H. Babcock, Fremon; H. D. MacNaughton, Rockford; L. P. Koefgen, Newberry; H. C. Marvin, Lake Linden; Lon Bolster, Augusta; L. G. Morrell, Alpena; F. O. Charles A. Wise, D. D. S.

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Marsh, Jackson; H. M. Kingsley, Evanston, Ill.; E. E. Fell, Holland; C. E. Stephenson, Comstock; Ira J. Arehart, Galesburg; President E. A. Wiedenfeller, Bloomingdale; and Secretary L. A. Landon, Springport.

Preliminary announcements for the summer term have been issued and the final bulletin will soon be ready for distribution. The cover of the latter was designed by Miss Goldsworthy of the art faculty.

A successful Easter bazaar was held by the Y. W. C. A. of the Normal the last week of the winter term. The proceeds will go into the fund for sending delegates to the Association conferences, an expense which heretofore has been borne by the school.

Early in March several members of the Senate visited the Normal School for the purpose of reviewing the needs of the school as presented by President Waldo. An informal assembly was held, each guest was introduced and a number of them made brief addresses before the student body. Those present were Senators George S. Scott, Detroit; H. E. Powell, Ionia; F. L. Covert, Pontiac; and Robert E. Walter, Traverse City, all of the Finance Committee; Senators James A. Murtha, Detroit, and Henry E. Straight, Coldwater, of the Normal School committee, and the Hon. Walter R. Taylor of Kalamazoo, a prominent member of the Senate. A luncheon was given by the Domestic Science girls at noon and the visitors drove to the State Hospital later.

The annual oratorical contest of the Normal, which will be held Thursday, April 29, has aroused much interest among the literary societies of the school. There are ten contestants in the preliminaries and six will try for first place in the finals. Cash prizes will be awarded the winners of first and second prizes.

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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