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Kalamazoo, Michigan

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**Vol. 5**

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NEWS NOTES.

Chester Wycoff, president of the Rural Seniors, was called home the last of April by the very serious illness of his mother.

Susie Ellett, teacher of the Rural Observation School, recently contributed an article on "County Normal Training Classes in Michigan" to "School and Home Education," published at Bloomington, Ill.

Students in the Rural courses planned a picnic for May 22 on the Robinson farm, southeast of Kalamazoo.

The annual Commencement reunion of graduates and students of the department of Rural Schools will be held in the late afternoon of Monday, June 21, at the home of Mr. and Mrs. Burnham at 1532 Grand Avenue. There will be no formal program. Opportunity to renew acquaintances and discuss the welfare of the department will be afforded. Miss Goodrich, who goes to Columbia next year, will be the guest of honor.

A number of orchards have been pruned by students under the direction of Mr. Petrie. Dr. Light's orchard of 225 trees, and one large orchard in Cass county, together with several smaller jobs near the Normal, have afforded splendid opportunity for demonstration work in pruning.

The Girls' Club of the department of Rural Schools met this month with Eva Robinson at her home in Axtell street and at the home of Mr. and Mrs. Burnham.

The Rural Sociology Seminar programs this month have consisted of informal debates in which there has been general participation by students. More formal parts of the programs have been talks by Misses Goodrich, Ellett, Ferree, and Netzorg. The general topic for the term is "The Social Service Possibilities of Rural Schools."
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The Juniors entertained the Seniors at a delightful party Saturday evening, April 17th. A canopy of lavender and green made an attractive effect and other decorations carried out the color plan. Glenn Crosby was chairman of the decorating committee and Fischer's orchestra furnished the music.

The Women’s League was in charge of the assembly program Tuesday morning, May 4, when an open meeting followed a few brief addresses. Miss Ruth Thompson spoke on “The Relation of Girls to the Faculty,” Miss Lydia Siedschlag on “Personal Appearances,” which embraced the following topics: Dress, Hair, In the Halls, Courtesy; Miss Lucile Fleugal of the High School department talked on “The Relation Between High School and Normal Students,” and Miss Goodrich of the faculty spoke on “The Relation Between Faculty and Girls.” Music was furnished by the Senior Girls’ Glee Club and Miss Dorothy Bowen.

In the annual oratorical contest held in the assembly room Tuesday evening, May 4th, honors were won by Neal Nyland and Agnes Cagney. The complete program follows:

Music—Normal Orchestra.
Oration, “The Unrighteous Mammon”—Howard Chenery.
Oration, “Queen Victoria”—Florence Price.
Oration, “Prison Reform”—Homer Stryker.
Music—Senior Girls’ Glee Club.
Oration, “Ideals and Life”—Raymond Jones.
Music.
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ALUMNI.

Miss Rowena Smith, physical education, 1914, writes from Tulsa, Oklahoma, where she is teaching.

Dan Stewart, manual training, 1914, visited the Normal the week-end of May 1.

Vernon Chamberlin has recently gone to Jackson to teach manual training in the public schools.

Ralph Fisher, who completed the Manual Training course in March, 1915, accepted a position in the Pittsburgh schools immediately after graduation.

E. Duane Smith writes from Madison, Wis., stating that he has enjoyed a year at the University.

Miss Pearl Hughes is teaching in Detroit and resides at 43 Hannon Avenue.

Miss Gretchen Abrams is teaching in Montana and has recently changed her address to Carter.

Alfred Wilcox, who has been director of manual training in Hastings the past two years, has been engaged for similar work in the schools of Tucson, Arizona.

Supt. Charles Appleton of Nashville, 1906, lost in the election for commissioner by two votes.

Miss Mary Ensfield of the class of 1906 has recently been offered a splendid position in the Rural School department of the Winona State Normal, Minnesota.

Miss Anna Bailey, 1907, is teaching in the Cadillac public schools.

Miss Birdie Fraser, 1907, now teaching in Dowagiac, visited the Normal this month.

Friends of Mrs. Ruth Hendryx Mosier, 1908, will be glad to learn of her re-election as school commissioner in Cass county by a generous majority.

Miss Bertha Woodard, 1908, is at 716 W. 30th St., Los Angeles, Cal.

Miss Veryl Clark is teaching in the Owosso public schools.

Miss G. Helen Cook is teaching in Jackson.
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Miss Shirley Eberstein of the 1910 class, was married in March to Mr. Harry Frye and resides in Bay City.

Miss Grace Newton, 1910, is managing the Blue Bird Tea Room in Kalamazoo.

Miss Marie Smith, 1910, is now Mrs. Douglas Reamer, Belmond, Iowa.

Miss Gladys Tully, 1910, is Mrs. Paul Harrison and living in Bloomington.

Charles Carroll, 1911, is in Grand Rapids and resides at 24 South Lafayette street.

Miss Arletta Drew, 1911, is teaching Domestic Art in New Castle, Pennsylvania.

Miss Gertrude Hellenthal is in Juneo, Alaska.

C. Anthony LaFevre, Manual Training, 1911, is teaching in Pontiac, Michigan.

Miss Elvira Barnaby, Kindergarten, 1909, is at 839 W. 11th St., Los Angeles, Cal.

Miss Florence Barrett, 1909, is now Mrs. Frank Thompson of Lawrence, Michigan.

The many friends of J. Pierre Osborne, a graduate of the Normal Manual Training department, will be grieved to learn of his death in March. Mr. Osborne had been in the west the past few months but had returned to his home in this city where death occurred. He had many friends in the Normal, where he took a prominent part in the activities of the school.

Deep regret is felt in the Normal over the recent death of Miss Irene Sterling of the class of 1913, at her home in Atlantic City, April 6. Miss Sterling was one of the most beloved young women in the school during her two years' work, and word of her death came as a shock, although it had been known for some time that her health had not improved after her removal to Atlantic City from Three Rivers.
WHENEVER the term "initiative" or "spontaneity" is used in connection with the work of our public schools, the general public becomes frightened. To many, the terms are "pedagogy," a word invented by Mr. Welland Hendrick, and referring to the language of pedagogues, which abounds in words and phrases only understood among themselves. The word, initiative, is confused with license. License is really "unrestrained liberty of action," while initiative refers to the self-reliance and leadership found in an individual, or, as Dr. Kilpatrick puts it, "ability to make of one's self suitable adaptation to a novel situation." To put it concretely, we find a great deal of initiative in such men as President Wilson and Colonel Goethals, and license in our law-breakers of different types. The proper kind of initiative knows how to obey and respects physical and civil laws. An editorial in the New York Times, last winter, criticized a new book which had much to say on the need of initiative in our schools to the effect that initiative had its place in life, but that our schools must remember that "order is heaven's first law." This shows the general misconception.

By initiative is meant the power within one's self of being self-reliant and independent in thought and action, the result of which will be beneficial to the doer and to the group. Education is life, and it should be the aim of all teachers to make conditions within the school-room as nearly like those outside as possible. Perhaps there is no quality which the world needs more than leadership, and the aim of this article is to show concretely some of the ways in which this may be developed in our schools.

New leaders come forth whenever a crisis demands them. Individually, we do our best and most independent thinking when a new and unexpected situation demands that we must master it, and choose a certain course of action from many. In the same way, a child will become more independent when all of his work is centered around problems. These must grow out of the child's own experience and must be of vital importance to him. He wishes to make a blotter for his mother's birthday. He finds that before he is able to do this, he must learn to use the ruler in order to measure correctly. This gives him a definite goal and he realizes the need of mastering the situation. Perhaps, he wishes to plant bulbs in the fall, for spring blossoming. Here, he must either take the advice of others or experiment as to the best way. He plans...
a party for some little friends, and wants to write his own invitations. He soon finds the need of knowing how to spell certain words and the importance of writing well. A bird, which he has never seen before, builds a nest in his yard, and he is curious to know what it is, and to find out all he can about it. Initiative and self-reliance will come forth in the gathering of data and in the use of judgment in determining which things are relevant and which irrelevant in solving his problem. This will also show the child where he needs drill.

There are many places in our education, both in schools and out, where we need tools with which to work. Most of our mathematics, spelling, rules of grammar and rhetoric are some of the tools demanded. Drill in the school room should be the grindstone which sharpens the tools, but the need must be felt before the drill is given.

The problem, then, is the first important requisite in developing initiative. Next, we must learn to discriminate the educational factor in the ordinary and common things around us. "It is the big man who knows his own environment well." How few of us can name all the trees in our block or know our common wild flowers. One thing which hinders us in this regard, is tradition. She has us so strongly in her grasp that we are afraid to depart from the ordinary routine of things in order to grasp the opportune moment. The program may schedule arithmetic, while through the window may be seen an oriole working with some tangled string which he contemplates using in his new home. The arithmetic is always with us, but orioles are not as stationary and probably will not be found sitting on a limb waiting for us when it is time for "Nature Study." If we, as teachers, begin to appreciate the "greatness of the commonplace," the children will soon develop a great deal of initiative in showing each other newly discovered delights. Stones, nuts, teazel burrs, pitcher plants, muskrats, leaves, flowers, grasses, and the children's own books and toys are some of the things which children have brought to school to share with one another.

Another big factor which helps initiative is the socializing of our school groups, where each works for the good of the whole and feels perfectly at home. One big step in advance is our new idea of school furniture, where the chairs and desks are adjustable and made to fit the bodies of the children. The tables in our primary grades are splendid. The round-table method of conducting a recitation, where opinions are exchanged and compared, is far better than "formal reciting" from a common text. But we have much to learn in developing the "home spirit" in our schools. Our kindergartens are far ahead of the rest of us in this respect. They, too, have made great strides in the study of childhood.

The subject which, perhaps, offers the biggest field for the development of initiative, is construction or handwork. We are beginning to realize that work of this sort has little value unless it be the product of the child's thought and made by him. There is no reason why thirty little rugs woven in the same grade should be of one color and pattern. Children have likes and dislikes as have adults, and we would think we were sorely tried if we were all compelled to live alike. A four-year-old child who took great joy in his kindergarten, and highly prized the things which he made there, came home one day and threw a newly-made cart into the waste basket. His mother expressed surprise and asked for a reason. The reply came slowly: "That doesn't belong to me. The teacher made it."

For the teacher who has never allowed children to work out their own ideas in hand-work, many delightful surprises are waiting, if she will keep "hands off." The originality which springs up is amazing, and it is truly a place where "the teacher learns more from the children than she can ever hope to teach them." After a lesson on the Bedouin tent, in connection with shepherd life, the children were given paper from which to construct any kind of a tent they chose. Seven
varieties were made. Can the reader name them?

Art should surely be an expression of one's thought, and yet we go into some school-rooms and find thirty children drawing or painting, not what the subject given means to them, but what it means to the teacher. Contrast with this the other sort of school-room and notice the delight as children show and explain their products to each other. The technical training can be given in the second situation as well as in the first. Think of the number of new ideas which each gains. Just as we see new beauties around us, by seeing them first of all in works of art, so children learn from each other. As Browning says in his "Fra Lippo Lippi":

. . . we're made so that we love First when we see them painted, things we have passed
Perhaps a hundred times, nor cared to see.
Art was given for that;
God uses us to help each other so,
Sending our minds out."

In reading and literature, children should be given a definite problem, which can be solved only by reading the assigned material. Comments and opinions should be expressed freely.

"I know this story happened in England," said a seven-year-old, for it speaks of half-pennies and we have no such money here."

Interesting discussions often arise in literature and these should be encouraged. The children in the second grade were to read the fable, "The Wind and the Sun." Their problem was to find out who won the race and the reasons for the victory. At the end of the lesson, Billy insisted that the sun would not always win. The discussion was interesting, but was at last settled by this from Billy:

"It all depends on what the race is. If the sun and the wind were to see which could sail a boat the fastest, the wind would beat, wouldn't it?"

The class was convinced.

It is interesting, too, to see how differently children interpret the thoughts of the author. As we put our experiences into whatever we read, so do they, and it is impossible for them to interpret meanings in terms of our thought and feeling. Boys who have played soldier with drum and flag will appreciate Field's "The Drum," much more than the average teacher who reads it with them. Much aid may be given in removing all the technical difficulties, but each child should do his own appreciating.

Language affords a big opportunity for initiative. Children enjoy retelling, dramatizing and originating stories, and here again the less the teacher is in evidence the better. In the original story work, it is interesting to see how the story is based on the child's own experience with the imagination woven into it, to give it color. A little girl whose father is a traveling salesman, told this, after a few minutes' thought:

"Once there was a father who was a traveling salesman, and he had a little boy and a little girl. They always wanted to go with him whenever he went away, but they never could, for they had to go to school. But one time, when their father had his suit case all packed, they ran upstairs and jumped into the suit-case and locked it. By and by the father came to kiss the mother good-by. 'Where are the children?' he asked. 'They must be out playing,' said the mother. 'All right, you kiss them good-by for me.'"

"So the father started for the train. When the train had started, he heard two little voices calling, 'Papa, papa!'"

"He wondered and wondered where the sounds came from, and finally found it was from the suit-case, so he opened it and there he found the children. Of course, there was nothing to do then but to take them to the city, but as soon as the train got there, the father telephoned to the mother, so that she wouldn't worry about the children. Then the mother took the next train into the city and they all had a happy day together."

This simple story shows how a child can be independent in originating stories which begin with his own experiences and around which he weaves his fancy. Children are always eager...
to listen to each other's stories, and vie with each other in making up "the best one."

Often the children enjoy writing composite compositions in which each adds something to the narrative. This type of work is more general than the other and is based on the experiences of the children as a group rather than on individuals.

The field of Nature Study holds much for the teacher who would train children to do their own thinking. If she can only inspire them so that they will be of an inquiring turn of mind, they will begin to observe in order that they may answer some of their own inquiries concerning the interesting things around them. This is one of the biggest things a teacher can do for her group. Most of the Nature Study should be given out-of-doors, and the children should discover as much as they can for themselves. Much that is interesting can be brought into the school-room and studied there.

History affords much room for initiative in that it is based on cause and effect and is full of interesting problems. When there is a definite goal in view, which is important, there is bound to be real thinking and spontaneity.

In arithmetic our problem is to make every number situation a life situation. Keeping score in games, playing store, measuring with a ruler something which is in process of making, using liquid measure in domestic science, are a few of the activities which are used in the primary grades. Drill comes in wherever skill is lacking, and the children soon learn to know when they need it.

If anyone doubts the value of initiative, visit a school-room where the teacher rules with an iron hand and the "children must not laugh, because it is in school," and then visit the other type where children and teacher are happily busy together.

The big things to remember in cultivating initiative are that a child's problem must be the basis of every situation; and our school-rooms must be more perfect social groups with teachers in their midst who can see the educational and wonderful in the commonplace, who have a great faith in childhood and who are happy in their work of service.

FANNIE L. BALLOU.

MEXICO

THE shallow Rio Grande separates two peoples of greater diversity of habits, customs, and ideals than exists among any warring nations of Europe. It is interesting to trace the causes, political, economic, and religious, that have brought about such a contrast between two neighboring nations, both engaged, for the last three centuries, in the work of subduing a continent.

Some of these causes are no doubt very remote, and to find them we must go back to the time when our ancestors, bands of free savages, worshiped Thor and Woden in the forests of Germany; back to the horrors of the Spanish Inquisition; back to the cere-
mony of human sacrifice in the city of the Montezumas.

As religion is the most vital factor in shaping the habits of men and nations, we would probably find our religious history plays an important part in our diverse development. The Spaniards transplanted their religious institutions to Mexico and the natural superstitions of the natives furnished a rich field in which they have flourished.

The Inquisition flourished less than a century ago. The harsh laws of the Reforma, a reaction against the corruption of centuries of priestly tyranny, only control the outward aspect of the situation without in any way affecting the superstitions of the ignorant masses.

I knew a priest who visited Mexico and returned to give a glowing account of the country and its people, their culture and refinement and the domestic charms of its beautiful and virtuous women. He had been shown a very different view of the national life than is accorded most travelers who are not admitted to the charmed circle of Mexico's best society.

The factor of next importance in shaping the character of a people is the economic life of that people—its ways of obtaining its daily bread. Mexico, centrally located, with great mineral wealth and great diversity of agricultural products, still waits for foreign capital to develop its natural resources. And this not entirely because there is no wealth in the country. The City of Mexico vies with the capitals of Europe in its fine shops and costly goods displayed in them. It is because those in whose hands the wealth is concentrated have not yet learned that the prosperity of a state is the prosperity of every individual in it.

There has been little European immigration into Mexico since that great upheaval of the masses which centered in the French Revolution. Political reform was only the froth on the great waves of reform which rose and fell, only to rise higher the next time and the next until it established the fact that in spite of lowly birth, of ignor-

ance and poverty, a man is a man. But in this great educating strife for the rights of man, the Mexican had no part.

Any great social or political victory cannot be gained without religious freedom. In any despotism the sovereign's power is secure so long as his subjects wear the yoke of the priest, and this the Mexicans have not yet thrown off.

Neither can social or economic conditions flourish save under a stable government, and that condition for Mexico becomes more hopeless every day.

The Mexicans have had no training in self-government such as the American has been accustomed to for centuries. Trial by jury is as much a habit with the Anglo-Saxon, as eating or sleeping, while the Latin-American expiates his crimes, without any of the law's delays, blindfolded before an adobe wall.

The experiment of establishing a republic under such conditions was bound to fail. Mexico has been a republic in name only.

Either anarchy or military despotism has prevailed. Four or five presidents a year is hardly an index of prosperity. In the long reign of the paternal despot Diaz the country made such an advance along commercial and educational lines that lawlessness was suppressed, and so many modern improvements introduced that even so sagacious a person as President Wilson thought that all the Mexicans needed was an opportunity to establish an honest government. But he was demanding bricks without straw.

The trait of Mexican character which we cannot tolerate is cruelty. Your American may be mean and even brutal upon occasion, but cruelty for its own sake he abhors. He condones crimes of property and even admires a thief if he makes a big steal without bloodshed, but crime of violence disgusts him. He can cheat and break his promise to the Indian, but the story of the Yaqui curdles his blood.

That our national game is baseball and the Mexican national sport the bull fight has, of course, its psychological significance. But is the love
of cruelty the result of this pastime, or is the love of the sport the result of inherent cruelty? Probably it works both ways.

In the little village of Tzintzuntzan there is a beautiful Titian. A picture of the dead Christ being carried to the tomb. Such a work of art is hardly to be found in the galleries of the United States, but there it hangs in a low room of a dilapidated convent, guarded by a tricky padre, and by the worshiping Indians, who would kill any heretic who dared to lay sacrilegious hands upon their sacred relic.

And that typifies Mexico; a land of beautiful cathedrals and public buildings and dirty adobe huts; a land of wealth, refinement, social graces on the one hand, and peonage, worse than slavery, on the other.

Under the rule of the Emperor Iturbide the City of Mexico was the capital of the third largest empire in the world. Following him came Juarez, the Indian president; Hidalgo, the Liberator; the pathetic figure of Maximilian; the Dictator, Diaz, who entered at the point of the bayonet and went out with a shower of bullets.

The massacre of the Aztecs, the struggle of Cortez and his followers, the fires of the Inquisition, the malevolent rule of the viceroys, the long years of fratricidal struggle, have left their mark. Not once has a ruler arisen strong enough to quell the turbulent elements, yet with that love of country which makes men put patriotism above self-interest.

And now in disorder and bloodshed Mexico is paying the price, and what will be the end no man knows. The peons are said to be a simple, governable class, asking only for a chance to earn a few pesos for their daily diet of frijoles and chillies. If the land laws could be reformed, if the leaders could succeed in killing each other off, and Mexico could start anew as a primitive state, no doubt the time would come when she could lift her head among the nations and again become the "Flower of New Spain."

Arbor and Bird Day, May 6
Program

Gymnasium, 2 o'clock.

PART I.
Selection—Normal Orchestra.
Arbor and Bird Day Proclamation—Neal Nyland, Grand Haven.
Address—Mrs. Munger, President State Audobon Society.
Song, "Happy Birds"—Senior Girls’ Glee Club.
Oration—Herman Shumacher, Marquette.
Original Poems, "The Oak Tree"—Gail Crooks; "A Friend to Man"—Hazel Slayton.
Song, "Michigan, My Michigan"—School.

PART II.
Tree Processional — School and Guests.
Marshal—Irving De Long, Lawrence.
Song (at the tree), "The Daffodils"—King Hall)—Junior Girls’ Glee Club.

Planting of Tree—Senior Class.
Presentation of the Spade to Junior Class by President of the Senior Class—Joseph Walsh, Tyre.
Acceptance—President of the Junior Class—Ralph Dobberteen, Constantine.
Song, "America"—School.
Evening, 8 o'clock.
Assembly Room.
"The Sanctuary," a Bird Masque, by Percy MacKaye, in the interest of wild bird protection, performed by "The Players."
Prelude, "Song of the Hermit Thrush (Frederick Converse)—Miss Grace Pennels.
Persons in the Masque in the order of their appearance:
Quercus — Faun — Glenn Crosby, Maywood, Illinois.
Alwyn—Poet—Ralph Dobberteen.
Shy — Naturalist — Glenn Cantwell, Chesaning.
Facita—Dryad—Miss Edith Haskell.
Ornis—Bird Spirit—Miss Anna Doll, Three Rivers.
Stark—Plume Hunter—Raymond Jones, Cedar Springs.

Bird Participants in Pantomime:
   Baltimore Oriole—Miss Katherine Carroll.
   Blue Bird—Miss Florence Edgerton.
   Owl—Miss Madelene Everts.
   Scarlet Taninger—Miss Agnes Cagney.
   Gold Finch—Miss Mabel Lindberg.
   Black Bird—Miss LaDore Henderson.

An Arbor and Bird Day celebration of elaborate and unusual features was held Thursday, May 6, at the Normal School. Beginning at 2 o’clock with an indoor program and ending with a beautiful Bird Masque, "The Sanctuary," by Percy MacKaye, which was first presented before President and Mrs. Wilson at Cornish, N. H. The event was one of great interest to the school and its friends.

A processional which included all of the faculty and students in the school was an impressive part of the occasion. Each department or class was represented by some striking costume or other feature and the line included at least 1,000 people. All marched to the scene of the tree-planting, where fitting ceremonies were conducted by the Junior and Senior classes.

To Dr. Harvey, Miss Goodrich and Mr. Petrie of the committee, much credit is due for the impressive program so ably presented.

TO THE OAK TREE.

Oak tree! whose arms stretch upward to the sky.
Oak tree! grown ag’d as the years go by, Thou art the best beloved of all the trees What e’er thy giant strength, or age, may be.

I prize thee in the winter bleak and cold, When fewer laurels crown thy hoary head, When all thy arms are withered, brown and old And all except thy inner life has fled.

I love thee when the south wind’s low caress Awakes the sleepy buds and whispers low In robes of waxy green to clothe thyself, Thou art become a masterpiece, my oak!

I prize thee in that season when the choir Of nature takes its place among the leaves, When all air vibrates with their magic lyres, Then, oak tree, do I love the birds and thee!

GAIL D. CROOKS.

A FRIEND TO MAN.

Friends to man are the beautiful trees,
Friends to the plants and friends to the bees,
They breathe a soft lullaby each passing day.
If the soul is in tune, it can hear what they say.

O man! have faith!
O woman! have love!
O child! have hope in your heart!

Comes a song at the night, when the day is done,
When the shadows fall, and the sky grows dark.

O man! go forth with a purpose strong;
O woman! look up and greet the dawn.
O child! awake! ’tis a brand new day;
And you can be happy and free and gay.

Is the song they sing in the morning hour
When nature is wakening the bird, beast and flower.

Kind old trees, strong, patient, and true.
Little new trees, budding forth anew.
Tell me the stories you’ve heard and sung;
Tell me where other trees have their home.

Little friend, often the wind has told
Of many trees growing in forest old,
Where wild creatures free, delight to play;
When birds carol joyfully all the day.

Of trees growing far on some mountain height,
Where the eagle builds and the snow is in sight.
Where faint on the breeze comes the song of the sea—
I love and I help all who love and help me.
Music of the American People

What is music? It is more than jingling tunes and mincing sounds. It hovers between spirit and matter. It mirrors the hopes, the disappointments, the joys, the loves and the aspirations of a people. As someone has said, "It is the language of the soul."

Music borders closely upon the dim and mystic realm of the inspirational. Yet it is the youngest of arts. It is interesting to note that music in the march of civilization followed a well-defined trail. Viewed in retrospect it begins in a hazy thread, stretching from Assyria into Egypt, from Egypt into Greece, from Greece into Rome, widening throughout Italy and Spain, then to Venice, tracing clear and deep to Amsterdam, into Germany, across to England, and thence to America by the early colony settlers.

In touching upon the music of America, it is necessary to bear in mind two factors that have affected its development. One is the comparative recency of interest in the advanced music, the other the extremely heterogeneous character of the American people.

More than two centuries of continuous constructive progress have been required to bring the Music of America to its present state of development. It is just beginning to be recognized as an art. Up to the present time America has produced great painters, great sculptors, great poets, great writers, great philosophers and scientists, but few great musicians.

Many reasons have worked to retard our musical growth as a nation. First, the Puritan feeling that regarded music as a snare of bedevilment; second, the dominating racial influence of the Anglo-Saxon race, who as a rule, are unmusical; third, our form of government, which is republican; fourth, our country is only just beginning to develop a leisure class; fifth, until recently it has been impossible for an artist to obtain musical training for his profession in this country. Having, therefore, been obliged to go abroad, our musicians have been too ready to reflect the characteristics of the surroundings under which their training was received. Hence American music has been judged by a foreign standard and the effect has been that American musicians were discouraged.

It takes a national pride as well as a national feeling to produce a national art. Perhaps this is what the music of this country needs today. Further than that, we must develop a musical atmosphere of confidence in our ability, before we can turn out musical material which shall be characteristically national.

It is all very well, too, to say that the music is national which is most popular with the people: if this be true, why do melodies like "Anna
Rooney” and “A Hot Time Tonight,” which were certainly whistled and sung by entire communities, fade and disappear leaving no impression upon our musical thought? So strongly marked is this fact that we are tempted to say, there can be no national music without a uniform national feeling.

The popular airs of our nation might well be called the unconscious utterances of the people; for their authors are for the most part unknown. Such airs grow and develop unaware; become popular because being primitive in form they are appreciated by people of little musical ability. As a people we have an original and constructive faculty. By the slow process of assimilation and progress, we can hope for a distinctive American school of music.

From this viewpoint one is inclined to contend that neither the Negro nor the Indian melodies, which have been cited as a possible basis for this national school, have any significance whatever or reflect in any degree our national characteristics. The Indian melodies represent a dying race whose influence or even connection with the country as a nation has long since passed away.

The Negro melodies are imported, belonging to the African nation, while the Creole melodies which exist in great and distinctive variety are grafted to our civilization. To say that these are in any sense national is surely a mistake.

National airs, music and songs grow and develop rapidly. Their very existence is in most instances due to some great national crisis, to some wave of emotion. At times they emerge from a nation’s anguish, at other times they are the irrepressible outbursts of a nation’s joy.

Few of the tunes produced at the time of the Civil War lived, because of divided national feeling. The few that survived will doubtless endure with the nation. It is a striking proof of a complete reconciliation of the North and South, that “Dixie” is among the popular songs in the North, while in the South “John Brown’s Body” is equally well liked.

Apart from our songs of patriotism are the other favorites of former days, the simple ballads and home songs of the people.

Who is not familiar with our “Home, Sweet Home,” “Ben Bolt,” “Rock Me To Sleep, Mother,” or the tender pathos of “Swing Low, Sweet Chariot,” and “Old Black Joe.” While “Just a Song at Twilight” ranks as a classic. These lyric outbursts have delighted generations of Americans. Yet, we cannot feel this paper complete without some reference to the hymns of America.

It is customary when discussing their beginning to dwell on the narrow, rigid psalm singing of the New England people.

Out of that custom developed our hymns of today. Their excellence is due to certain causes which did not prevail in other countries. One was the absence of the established church. Another, their habit of inviting those with poetic power to contribute verses for great anniversaries, social, national and ecclesiastical. This drew into the ranks as hymn writers some very notable people.

From the church singing came the organization of singing schools. Sacred music became popular. Then developed our Festivals of Music; out of which grew orchestras, symphonies, philharmonic and choral societies, all so universal in America today.

Thus we are safe, therefore, in assuming that the development of music in America will eventually be such as to command the respect of the world.

To us is given the task of the amalgamation of the races from which is to evolve the truest representative of our national music. How vital, then, will be the truth and philosophy that underlies this saying: “Let me furnish the songs of a nation, and I care not who makes her laws.”
Music a Necessity. Professor Edward Dickinson, son of Oberlin College, says in his book, "The Education of a Music Lover," "The true measure of the nation's advancement toward the proud distinction of being a musical people does not consist in the number of operas given in New York in a season, nor in Paderewski's income from a single concert tour, nor even in the amount of respectable compositions produced by native musicians, but rather in the extent to which good music is becoming a necessity in the life of the community."

Is good music recognized as a necessity in the lives of many communities? It has taken years of effort to make communities of human beings realize that sunshine and fresh air, clean food and sanitation are necessities—and the end is not yet.

As for music, does America as a whole, think that to be a musical people is a proud distinction, proud enough to make good music a necessity in her life?

Taking us as a whole, a healthy young giant of a nation, we seem to choose the primitive forms of art of all kinds which a young giant might be expected to prefer—vivid color in design, boisterous fun or "thrillers" in our dramas, ragtime and catchy songs with tawdry words for our music—and no particular aversion to noise of any sort—the same preferences which make the growing boy an exercise in patience for his family.

But the boy is maturing, imperceptibly, and so are we. The thing that appeals to us today, fails to touch us tomorrow—we have gone on to something better. The hope of our ulti-
mate salvation is that conspicuous trait in the American character of which Professor Dickinson speaks elsewhere in his book: "an intellectual unrest, a craving for new ideas, a respect for things of the mind, a readiness to be led in the direction of better individual and social accomplishment."

We recognize that as true of ourselves—and we know that music of some sort we must have—no nation has ever been without it. The combination of those two truths seems to promise that America will come to understand that good music is a necessity for all of America—not for the large cities alone.

We are trying to give each citizen his fair share of healthful conditions for his bodily needs, but we leave unfed an unconscious hunger of the spirit for the conditions in which it can live its life, until that hunger almost dies, and the spirit becomes a shriveled thing.

Its food is beauty, in whatever form it may appear. Beauty in literature may need training to understand. Beauty in color and form may need time for absorbing to appreciate, but music's appeal is immediate, and its effect, both physical and spiritual, is joy. We are only beginning to discover the physical benefits of rhythm and harmony in the training of children and the curing of nervous disorders. The spiritual benefits cannot be measured—the simple people use the folk song for their help at work and their delight when work is done; the church uses its great hymns for the exaltation it is wise enough to know they give; the state uses music when it needs the gifts of soldiers' lives—why cannot the community realize the joy and peace and harmony and rest that good music can bring to its members, and see to it that every effort to make possible the bringing of the best to the greatest number is supported by public approval?

E. B.

**Music**

During the last decade, the interest in Music Festivals has grown beyond the expectations of the most ardent supporters of the movement. Universities, colleges, normal and public schools have their annual Music Festivals, which are rapidly becoming a part of the social and inspirational life of the schools.

The bringing together of large groups of people at weekly rehearsals to sing the masterpieces, uniting with great artists and large orchestras in the final production, has a far-reaching influence on the music life of a community and a state.

The first annual Music Festival of the Western State Normal School involves over four hundred children, students, and musicians of Kalamazoo, cooperating in the giving of three concerts, including three works which have been widely sung by the largest and finest musical organizations of the world. The excellent spirit which has existed among these participants has made it possible to engage three artists for this occasion who rank among the greatest artists in the concert and opera field of today. It is planned to make the Music Festival an annual affair, when students may invite friends, parents, alumni and music lovers to come to Kalamazoo for a general festive occasion. With the proposed Auditorium in the near future, W. S. N. S. should become a musical center for southwestern Michigan.

**COMMENCEMENT.**

Western Normal will celebrate its eleventh annual Commencement the week of June 18th. Opening the festivities will be the Greek Festival on the evening of Friday, the 18th, out of doors. This will be presented by the departments of expression and physical education and promises to be an artistic piece of work. On Sunday afternoon at 3 o'clock the baccalaureate address will be given in the Normal gymnasium.

Monday, June 21st, will see the dedication of the fine new Science building and the exercises attending this event will be a distinctive feature of the Commencement program. A speaker of prominence will be en-
PAUL ALTHOUSE
TENOR
Metropolitan Opera Co.

ARTHUR MIDDLETON
BARITONE
Metropolitan Opera Co.

MME. JULIA CLAUSSEN
CONTRALTO
Chicago-Philadelphia Opera Co.
and Covent Garden, London
FIRST
ANNUAL MUSIC FESTIVAL
WESTERN STATE NORMAL SCHOOL
GYMNASIUM

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

CONCERTS

May 27, 8:15 P. M.
The Rose Maiden  -  -  -  -  Cowen
Normal and High School Choruses
Kalamazoo Symphony Orchestra
Soloists—Bertha Shean Davis, Soprano
Evelyne Walker Showers, Contralto
T. Stanley Perry, Tenor
Clarence Hoekstra, Baritone

May 28, 2:30 P. M.
PART I
The Walrus and the Carpenter  -  -  -  -  Fletcher
Children's Chorus, Kalamazoo Symphony Orchestra
Beulah Hootman, Conductor

PART II—ARTISTS' RECITAL
MME. JULIA CLAUSSEN, Contralto
PAUL ALTHOUSE, Tenor
ARTHUR MIDDLETON, Baritone

May 28, 8:15 P. M.
Arminius  -  -  -  -  Max Bruch
Normal Chorus, Kalamazoo Symphony Orchestra
Soloists—Mme. Julia Claussen, Contralto
Paul Althouse, Tenor
Arthur Middleton, Baritone
H. Glenn Henderson, Accompanist
Harper C. Maybee, Conductor
gaged to deliver the principal address, and other details will be in keeping with the occasion. On the evening of the 21st the annual alumni party will be held in the gymnasium, when it is expected a large gathering of the Normal's graduates will be present to renew friendships and visit the school.

The final exercises and presentation of diplomas will be held Tuesday, June 22nd, at ten o'clock, when Dr. George E. Vincent, president of the University of Minnesota, will deliver the address on “The Sense of the State.” The closing event of the week will be the annual luncheon for alumni and seniors with their guests at 12 o'clock.

SUMMER SCHOOL.

The final bulletin containing details of the 12th annual summer term of Western Normal has been issued.

ANNOUNCEMENT OF THE FACULTY.

Announcement of the faculty, which will include 65 instructors, among whom will be several superintendents and commissioners and other well known people in Michigan’s educational circles, is made in the bulletin, which also gives details of courses and lectures for the summer term.

In the list of additional instructors are the following: Superintendent C. H. Carrick, Charlotte; W. E. Conkling, Dowagiac; Commissioner Cynthia A. Green, Eaton county; Alson L. Hyames, Kalamazoo Public Schools; C. D. Jennings, St. Joseph; Superintendent Frank A. Jensen, Benton Harbor; Miss Mary E. Judson, Grand Rapids; Superintendent L. A. McDiarmid, Marshall; Miss Blanche Pepple, Traverse City; Commissioner F. E. Robinson, Branch county; Principal Paul C. Stetson, Junior High School, Grand Rapids; Miss Eva Warriner, Calhoun County Normal, and Fred Huff, Kalamazoo.

TRAINING SCHOOL

KINDERGARTEN.

The Kindergarten children have been occupied with the problem of making wooden doll houses. With some help and suggestions from the teachers they used the brace and bit and saws for making the doors and windows. They then painted and papered the houses. From a large box of small pieces of blocks of wood they selected material which they measured and fitted together to make the furniture.

This problem gave the children added muscular and mental control; also the ability to co-operate with others and adapt themselves easily to the various situations which might arise.

The time for gardens has surely arrived, and already one group of Kindergarten children, after making their rakes, have planted their seeds. Each child's combined vegetable and flower garden is approximately two feet square. The children sowed sweet alysum, nasturtium, radish and lettuce seeds.

FOURTH GRADE NEWS.

The fourth grade has a wild flower garden on the north side of the Training School building. We have already planted violets, hepaticas, anemones, and wild poppies. Later we will plant ferns and other wild flowers.

Section III of the fourth grade is planning a play, to be given for groups I and II.

Our dahlias that we planted last week are coming up.

GARDENS.

The Kindergarten and the first four grades have made gardens which already look promising. The usual terraces to the south are being cultivated. The individual vegetable beds are there, also group flower beds. An additional feature has been added to the general effect this year. The eighth grade boys have built a strong fence and gateway arch at the north en-
trance to each terrace. These are painted green and over each vines will twine. Over the second grade, wild cucumber vines; third grade, morning glories; and over the fourth grade are hop vines. A broad path follows the gateway dividing each bed lengthwise. It is needless to say the general effect promises to be pleasing.

THE NEW COURSE OF STUDY.

The New Training School Course of Study will be off the press shortly, ready for the use of our student body, likewise superintendents, alumni and patrons of the school.

The new Course of Study contains in addition to detailed outlines of academic work done in all grades, work covered in the Manual Arts and Expression.

In the outline for the work in Art there appears a splendid picture study list; in Music, a list of songs, Victrola records used in the grades, and a very useable musical bibliography with a key to publishers.

The Nature Study work is not only outlined in a definite way for all grades, but likewise arranged in chart form so that the reader will be able to recognize at a glance the growth in this subject from grade to grade.


GIRLS' ATHLETICS.

A swimming meet between the junior and senior classes will take place Wednesday evening, June 2 at 8 o'clock. Races and a diving contest will make up the list of events. There will be first, second and third places awarded in the races, first and second places in the relay race. Each contestant in the diving must show the fall, the running front and the side dives and three elective dives. A perfect dive scores ten points.

The special physical education students gave a program of dancing
Wednesday evening, May 5th. Invitations were issued to the members of the faculty and to many students and friends.

PROGRAM.

Hussar, a military dance............
Genevieve Upjohn, Helen Mills
Snowflurries.......................The Senior Class
The Russian Bride's Dance...........
Dorothy Peck
Vocal solo, The Morning Wind.....
Mrs. Bertha Davis.
(a) Marguerite Waltz, from Faust
Ballet.........................Ruth Kakabaker
(b) Faust Waltz..............Frances Haskell
(c) Echo, from Faust Ballet...
Ruth Payne
The Spanish Waltz............Edith Haskell
Pizzicatti Polka, from Ballet Sylvia
Esther Snyder
Reading ............Miss Elva Forncrooke
Hungarian Madjar............Josephine
Steers, Neva Saunders, Sophia
Eaton, Edith Haskell.

Pierrot and Pierrette............Frances Haskell
An Original Dance .............Helen Frost
The Jumping Jacks..............Juniors and Seniors

Miss Bertha Baeuerle, accompanist.

Western Normal 7, Jackson League 7.

The Notre Dame game scheduled for April 10 was called off on account of rain and so the first game of the season was played on April 16 with the Jackson team of the Southern Michigan League.

The teachers outhit and outfielded the prisoners, but were up in the air during the early innings of the fray, mainly because they were up against a "league" team. Some bad base-running kept the locals from sewing up the game on various occasions. However, the boys showed that they were a "one-inning" team by piling up five hits for four runs in the ninth, tying up the game. There was "nothing doing" for either team in the tenth and the game was called on account of darkness. The score by innings:

<table>
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<tr>
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<th>R H E</th>
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<tbody>
<tr>
<td>Normal</td>
<td>0 0 0 1 1 0 0 0 4 0</td>
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<tr>
<td>Jackson</td>
<td>2 1 1 0 1 0 0 0 1 0</td>
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</tbody>
</table>

Struck out—By Koob, 10; Crossman, 3; by Bisonette, 4; by Hoke, 0. Two-base hits—Corbat, Cable. Three-base hits—Corbat. Umpire—Harmon.

Western Normal 3, Hope College 2.

Tindall bested VanderVelde in a great pitcher's battle on April 17, and the pedagogues won by the close margin of one run. The score by innings:

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<th>R H E</th>
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<tr>
<td>Normal</td>
<td>1 0 0 0 1 0 0 1</td>
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<tr>
<td>Hope</td>
<td>2 0 0 0 0 0 0 0 0</td>
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Struck out—By Tindall, 8; by VanderVelde, 4. Umpire—Harmon.

Western Normal 4, Olivet College 0.

Olivet went down to her usual defeat at the hands of the "highlanders" at home on April 21, by a 4 to 1 count. Koob was invincible and the team played "big league" baseball behind him. Myers pitched good ball for Olivet until the third inning, when the visitors connected with his delivery for three hits and four runs. The score by innings:

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<tr>
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<tbody>
<tr>
<td>Normal</td>
<td>0 0 4 0 0 0 0 0 0</td>
</tr>
<tr>
<td>Olivet</td>
<td>0 0 0 0 0 0 0 0 0</td>
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Struck out—By Koob, 17; by Myers, 1; by Loomis, 1. Umpire—Houser, Battle Creek.

Western Normal 10, Bethany College 2.

Score by innings:

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<tbody>
<tr>
<td>Normal</td>
<td>3 0 1 5 0 0 1 0 0</td>
</tr>
<tr>
<td>Bethany</td>
<td>0 0 2 0 0 0 0 0 0</td>
</tr>
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</table>

Struck out—By Tindall, 8; by Hagney, 1; by Rogers, 1. Two-base hits—Corbat 2, Hutchins, Krentler, Slater. Stolen bases—Walsh 2, Hutchins, Krentler, Baxter. Umpire—Harmon.

Western Normal 17, Albion College 0.

Score by innings:

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<tbody>
<tr>
<td>Normal</td>
<td>0 1 5 3 1 3 3 1</td>
</tr>
<tr>
<td>Albion</td>
<td>0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

Struck out—By Koob, 18; by Steadman, 2; by Young, 2. Two-base hits—Hutchins, Koob, Hyames. Umpire—Harmon.
Western Normal 0, Michigan 0 (10 innings).

Score by innings:

| Normal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Michigan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 |

Struck out—by Koob, 12; by Sisler, 11; by Ferguson, 6. Stolen bases—Walsh, Krentler Sisler 3. Umpire—Dr. Kimsey.

Western Normal 16, Adrian College 1.

Score by innings:

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<th>Normal</th>
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<tr>
<td>Adrian</td>
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Western Normal 9, Hillsdale College 1.

Score by innings:

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<th>Normal</th>
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<th>3</th>
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<th>4</th>
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<th>9</th>
<th>11</th>
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Struck out—By Tindall 4, by Koob, 7; by Crane, 4. Two-base hits—Walsh, Stolen bases—Krentler, Walsh. Umpire—Sampson.

Michigan 0, Normal 0, tells the story of the relative merits of the two teams very well.

The Normal was well represented by rooters, going by auto or otherwise and supplemented by our graduates at the University.

The spirit of the Michigan crowd was excellent from the time Sisler, the Michigan star, threw nine straight strikes over the plate in the first inning, to the tenth inning, when Koob struck out two Michigan batsmen and forced Maltby, the former Normal slugger, to ground out to Corbat at second.

Ann Arbor press reports concede the game to be "The most air-tight game ever played on Ferry Field."

Normal's reputation had preceded her at the University, for they were well prepared for a hard game and put in their best pitcher against us.

The pitching was faultless on both sides except a base on balls by Sisler, Koob holding his own, with Sisler and Ferguson. Outside of the pitching the Normal players appeared to shade the University men.

Hyames and Koob both reached third base, Koob dying there and Hyames being out at the plate, a close decision. Sisler, who secured both Michigan hits, reached third twice only to die there, his team-mates being helpless before Koob, who was at his best with men on bases.

Sisler starred for Michigan by his all-around work, while for Kalamazoo Koob and Walsh did excellent work and Hutchins' work stopping budding hits around first base was of the big-league variety.
I have a splendid high school girls' glee club and a chorus of about eighty-five. Last year I mounted art work from all the grades and took prizes amounting to sixty dollars at the state fair last September.

—IRENE MILLER, Dowagiac.

At Thanksgiving time we gave "On Plymouth Rock" and cleared up $50, part of which went into the athletic fund. Then we went into a contest and won a victrola, for which we have purchased about fifteen good records. We are working up a pageant, local and historical, to be given the first of June.

—KATHRYN McKay, Three Oaks.

I am particularly interested, just now, in the development of a high school orchestra. We began last year with five violins, a cello, a cornet and a piano. This year we have more variety. We have given the "Rose Maiden," "Snow White and the Seven Dwarfs," and opera recitals by the high school choruses with assisting soloists. We prepared an exhibit of our work to go to San Francisco. The newspaper praised it when it was on exhibition in Indianapolis.

—MABEL THORPE JONES, Attica, Ind.

A band composed of third and fourth grade pupils from the Woodward Avenue school played at an entertainment at the Vine Street school and the Ladies' Library this spring and refused other invitations to play. The children averaged about eleven years of age. At present we are working on a minuet from Mozart, which the band will play at a recital soon.

—MARY BISHOP, Kalamazoo.

In the fifth, sixth and seventh grades we have just finished the study of interior decoration. The boys in manual training, made three doll houses and then we furnished and decorated them. The children worked out their own designs for the wall paper and rugs. When they were finished we gave them to the kindergarten. I think the children enjoyed this work more than anything else we have had during the year.

—MARY JANE LOUGHEAD, St. Joseph.

"Brownies' Whispers," a floral operetta for grade children was given last week. The costumes for the flowers were very effective, made of crepe paper. The music is bright and can easily taught by rote. "The Nautical Knot" was given by the high school.

We are expecting to have a two days' exhibit of art, manual training and domestic art in a store in town.

—RUBY SHEPARD, West Baden, Ind.

Our Christmas exhibit included cloth covered writing portfolios, waste baskets, scrap books, tooled and cut-leather memorandum pads and kodak books. We spent the month of January in studying home furnishing and decoration, finishing that problem by making and appropriately decorating
an envelope which contained a series of plates illustrating good and bad taste in the choosing of furniture. The ninth grade work includes large posters using wall paint for color, and clay modeling.

The office at one of the schools is now being decorated by the eighth grade, using one of the stencil patterns they made. Part of the class are stenciling curtains and pillows for the rest room. Some seventh grade boys are making fish bags for their summer outing.

—ELAINE STEVENSON,
Kalamazoo.

At the Farmers’ Institute, held here each of the first three grades sang several songs. The Girls’ Glee Club and High School Orchestra also gave selections. Later the High School Quartette sang a group of songs at the Teachers’ County Institute at Allegan. During the Plainwell street fair we had an exhibition of art work and domestic art. There were designs for pillow tops and table runners, applied design on art linen. In the nature-drawing some of the studies of birds have been framed.

—CLARA DANNAFFEL,
Plainwell.

The week before Thanksgiving I put on an operetta, “On Plymouth Rock.” The proceeds were used as a beginning for a victrola fund. The children made their own costumes and learned the choruses during the music period. People said that it was a big success. I am going to give a concert at commencement time, consisting of solos, glee club choruses, duets and piano solos. At the same time I will have an exhibit of my years’ art work.

—ELIABETH OTIS, Manton.

The two years I have spent in Otsego might be likened to an embroidered scallop, for each month some grade has charge of a chapel and the work is either leading up to or trying to right itself from the effects of chapel. Many of the programs have been given in the evening and the proceeds therefrom have added several luxuries to our schools. Last year we gave for the eighth grade closing program an operetta, “Princess Chrysanthemum.” The music was light and pretty and the costuming easy to manage. The enthusiasm with which the boys and girls work at it was a relief.

—HILDA JOSEPH, Otsego.

MUSIC NOTES.

Miss Dorothy Bowen gave an enjoyable vocal solo at chapel Tuesday, May 4, and the Senior Girls’ Glee Club sang two numbers, which were greatly enjoyed.

The Normal Music Club met Monday evening, May 17, at the home of Louise Honey on Stuart avenue. The program consisted of sketches of the lives of Mendelssohn and Schumann, and the following program:

Prelude
Mendelssohn

Miss Mary Striker.

“O Rest in the Lord,” Elijah
Mendelssohn

Miss Harriet Stears.

“Lift Thine Eyes,” Elijah
Mendelssohn

Junior Girls’ Glee Club.

Spring Song
Mendelssohn
Miss Dorothy Teller, Miss Mildred Barrett.

“The Maybell and the Flowers”...Mendelssohn

Junior Girls’ Glee Club.

“Traumerei” Schumann
Mr. Harry Struble.

“Die Lotusblume” Schumann

“Du Bist Wie Eine Blume” Schumann

Miss Dorothy Bowen.

“Soaring” Schumann

“Passion” Mendelssohn

Miss Fredericka Myers.

The Orchestra, Senior Girls’ Glee Club, and the Men’s Glee Club, furnished the music for the oratorical contest held in the Assembly room, Tuesday evening, May 4.

Recent concerts given by the Men’s Glee Club have been given in Dorr, Hartford and Schoolcraft. Following the May Festival the Glee Club will give their home concert at the Normal
school. Of the concerts given this season the country correspondent has the following to say:

"The first trip was taken to Comstock. This being the initial debut of the club was a howling success. (In fact the howling was so musical it attracted several Kalamazoo musical devotees.) The second trip was made to Augusta. In the absence of Professor Maybee, Mr. Hickey chaperoned the seasoned veterans. In an attempt to catch the train home Mr. Hickey won a cross country Marathon. The club received an ovation at Fulton. The supper given by the Vicksburg High school was one of extreme plenty, and "Flavors mother made were not in it." Galesburg at bat. Burnips Corners up. "The Little Old Ford, She Rambled Right Along." Andrew Leak sang a five-cent song. Hartford being the next town to be placed on the map, was dedicated with some original pranks by the cultured "Carusos" and "Middletons." The people of Schoolcraft were the next to have the pleasure of hearing one of the best entertainments of the season. Everyone enjoyed the trip, which was made in autos. The men will make every effort to give a fine program for their home concert, which will be given early in June. Following are the members of the club:


ART NOTES.

The event of the month of May was the Western Drawing and Manual Training Teachers' Convention, which met in Chicago, May 5 to 8. The meetings and exhibitions of school work were held at the Art Institute, headquarters at the Auditorium Hotel. The Normal was represented by an exhibition of students' work, consisting of a wall exhibit and a number of art books made by the students. The art teachers were in attendance and were accompanied by three special art students, Katherine McCracken, Margaret Dodge and Edna Van Brook.

Many places of interest were visited, including schools, galleries and studios. Excellent programs were arranged, covering the fields of fine and domestic art and manual arts. It is always a great inspiration to attend these meetings and meet the earnest workers who are striving in the interest of "Art for life's sake."

Miss Goldsworthy spoke at the Portage Street School Assembly, Tuesday morning, April 20, illustrating her talk on "How to Study Pictures" with example of the works of Millet, Corot, Breton, Watts and Abbey. Wednesday evening, April 21, she gave a toast at the Civic League banquet at Comstock on the subject of the "Village Beautiful."

The classes in construction under Miss Spencer have been doing excellent work in basketry, making quite elaborate designs in trays, lamps and baskets of all shapes and sizes. A fine exhibit of baskets and toys was made in the corridors April 20 and 30.

Miss Goldsworthy plans to teach in the University of California at Berkeley for six weeks this summer. Later she will sketch for five weeks at Carmel by the Sea.

Miss Judson and Miss Spencer are planning a trip to the West, stopping for a week at Glacier National Park.
MANUAL TRAINING.

With the beginning of the fall term of 1914, the manual training department entered on a most auspicious and important period. With the naming of Western Normal as the only authorized normal in Michigan to grant the life certificate in manual training, the enrollment in this department has practically doubled, there being 46 juniors and 28 seniors registered in January, 1915. This large increase in attendance has necessitated extensive additions to equipment and shop room, and while we are still handicapped somewhat by lack of room and by reason of the diverse scattered locations of shops, we will be able to handle the situation until such time as our Manual Training building is erected.

Since the inception of the manual training department in the Normal, it has been closely affiliated with the city schools. Shop classes were formerly held in an old wooden shack on the high school campus until the new city manual training building was completed two years ago. Since then shop classes in forging, machine-shop, wood turning, pattern and foundry work have been held in the splendid new shops. The rapid growth of both schools, however, has necessitated another move and the basement of the new Science Hall on Normal Hill has just been equipped for wood turning, and pattern making. This new shop is 40x79 feet, with plenty of north, east and west light, and while only temporary, it is with few exceptions well adapted for the work, and with the capacity for 44 students and time unlimited the efficiency and range of the work will no doubt be greatly increased. Some $2,000 has been expended in the purchase of new and modern machinery and tools, and this, with the old equipment which was moved from the city manual training school, gives a very complete and efficient shop. Under the direction and supervision of the instructor, Mr. Manly, all the work of laying out, setting up and installing the machines, motors, shafting, wiring, etc., has been done by the students. Indeed, this policy has been followed out in all our shops, and the experience and knowledge thus gained is of inestimable value to the future teachers.

The machines now installed include three Fay & Eagan and three American motor-driven lathes, five Moline belt-driven lathes, three Oliver motor-head lathes, a Dodd variety saw, Sidney jointer and band saw. Eleven single benches from the Grand Rapids Hand Screw Co., and a complete assortment of small tools and accessories have been put in as well. All this equipment will eventually be housed in the new Manual Training building.

A close correlation of the art department and the shop classes is being secured, through the work in applied design. Heretofore practically all shop work was done from set courses of projects and exercises, the result being little initiative and originality. Now that the creative powers of the student may be encouraged and developed, the various projects are first worked out in the design class. Articles of real utilitarian value, the construction of which involves the various tool processes, are chosen and the design for them worked out in accordance with the principles of applied design. A further correlation with the mechanical drawing is secured by working over the designs from the art classes into working or shop drawings. Stand lamps, electric and gas, are in favor now. The forms are worked out in the design class, the turning, wiring, piping, finish are done in the shop, and the metal and glass shades made in the construction class. Furniture with turned work is also being constructed.

The mechanical drawing classes are held in a long, low and narrow room in the basement of the gymnasium. The lighting facilities and ventilation are poor, but have been somewhat improved by the installation of individual, adjustable light brackets over
each table and a ventilating fan aids in drawing off bad air. Thirty new drawing tables have been purchased and will be in use very shortly. A two year course of sixty weeks is given in this work, and the student is afforded instruction in elementary work, descriptive geometry, simple shop drawing, mechanical movements, patent office drawings and a short but thorough course in architectural drawing, including the preliminary sketches, plans and elevations and a complete perspective of the finished house.

Mechanical drafting is the basis of all shop work and it is intended that the student shall be given a large amount of work, theoretical and practical, in order that his understanding of the subject may be complete and his technique, or ability to handle and execute any drawing, may be flawless.

"Drawing is thinking and drawing around the think."

In the forging and blacksmithing classes, the students are given a taste of real work. Here the visitor may see twelve young men standing before as many glowing fires and hammering the white-hot iron and steel into rings, chains, hooks, tools and various shapes. No manual work better exemplifies the words of "Comenius:"

"Let those things that have to be learned, be learned by doing them," than the work of smithing. It is hot, it is grimy, it is sweaty and provocative of blisters and sore arms, but it also sweats the fat off the brain and compels our young smith to think, and that quickly. While his iron is in the fire he must be deciding how to hammer it, where to strike, what tools to use, etc., for hot iron waits not, and what is to be done must be done with dispatch. The knowledge of iron and steel, their properties, the handling of the fire, correct temperatures, coal used, hardening and tempering tool steel, welding, etc., introduces the student to geology, metallurgy, chemistry, and so many other things that in itself smithing is an education.

In the machine shop the student learns how to shape iron in the lathe, planer, milling machine, etc., is introduced into the art of chipping and filing, and learns that the thousandth part of an inch is a big thing. Our machine shop contains a number of fine machines, and while as yet we have not attempted to build engines, lathes, autos or vacuum cleaners, the students are shown some of the tool processes and ways of doing things. Thread cutting, indexing, theory of cutting tools, feeds and speeds are taken up in order, and while a student will not have acquired enough to become a machinist, he will be able to repair and replace his own tools and machines in his school shop.

The place of manual training in the school curriculum and its value in the training and development of our future citizens is now unquestioned, and it would be idle to attempt to restate its principles, operations or results. There is a strong and growing demand for manual training and vocational instructors, specialists who are competent to teach one or two subjects well. Young men who have received this training have no difficulty in securing excellent positions at good salaries.

The courses offered by the Western Normal compare very favorably with any special institution, and they are being constantly revised and enlarged. The young men of our department do much to promote various school activities and their influence is widely felt, and in conclusion:

"If hand and eye you deftly train, Firm grows the will and keen the brain." A. B.

Shop work in the grades is limited to the third, fifth, seventh and eighth grades. Boys and girls do the same work in the third grade and come to the shop one day each week for an hour and a quarter for one-half of each term. Here the very elements of construction only are emphasized, very little technical accuracy being expected.

Beginning with the fifth grade the boys come to the shop twice a week for an hour. We consider then the beginning of a four-year period and the work for the four years is outlined and discussed at the very beginning
of the period. To be sure, the outline is only a skeleton outline, and very flexible, allowing opportunities for change when it seems wise to do so.

The boys begin with the idea of climbing a stairway, each step of which is one operation accomplished, one definite thing finished, and another job just ahead to be disposed of in a similar manner.

The first work is necessarily very simple in character and using only the most common tools. The boys progress very rapidly, however, to the making of useful and practical things to be taken into the home and used in the kitchen, the laundry, the shop, or the barn. A few of the usual problems are hat racks, kitchen stools, ironing boards, china racks, mail boxes, ladders, milk stools, chicken coops, nest boxes and furniture.

Very often a group of boys is asked to do such things as to build a fence around the garden, construct scenery for outdoor plays and other similar work around the school, and the response is always a very willing and enthusiastic one.

The classes of students from the normal courses taking bench work are at present using the same shop. Although greatly handicapped by limited space and equipment, some very creditable results have been obtained. Many pieces of furniture have been made for the offices and class rooms. such as davenports, book cases, chairs and desks, as well as furnishings for the shop in the way of tool cases, hardware cases, glue tables, coat racks, etc.

It is with very great pleasure and hope for a more efficient future that we look forward to the time when we shall be holding larger classes under more favorable conditions in our new manual training building.

M. J. S.

SCIENCE EQUIPMENT.

One of the interesting and significant events of commencement week will be the dedication of the new Science Building, on Monday afternoon, for it marks one more step in the development and educational efficiency of the Western State Normal. The science departments will be fully installed and ready for work with the opening of the summer school. The building is a commodious, splendidly lighted, three-story structure, 70x150 feet, costing some $75,000. $10,000 has been appropriated for fixed equipment and the laboratory tables, wall cases, demonstration tables, lecture tables, exhibition cases, aquaria, sinks, store-room equipment, seating, etc., will soon be installed.

In addition to this general equipment $10,000 was appropriated by the last legislature to be used for the purchase of special apparatus and equipment, and orders have already been placed for much new equipment. Mention of some of the new additions may prove of interest to our alumni. The geography work will be furthered by the addition of a full set of meteorological instruments, a new stereopticon and a large collection of slides, numerous maps, charts, etc. Some fifty pieces of apparatus for experimental and educational psychology will be installed for the new courses which the laboratories will make possible. Among these will be a chromoscope, kymograph, ergograph, tachistoscope and several reaction time instruments.

Chemistry adds several delicate balances for quantitative analysis, gas analysis and coal analysis apparatus, calorimeter, electric furnace, spectroscope, and a fine line of glassware. In physics a high-vacuum air pump, x-ray tubes, six-inch spark coil, spectrometer, motor-generator, photographic apparatus are a few of the new additions.

Biology will add some fifty compound microscopes, the Ganong botanical apparatus of fifteen pieces, projection apparatus for microscopical and vertical life projection, models of type forms, life-history series, Dr. Harvey's private herbarium of some 5,000 species, illustrating the entire plant kingdom, a full equipment for the courses in agriculture and individual equipment for about 175 students.

It is safe to predict that with the splendid laboratories and modern
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KINDERGARTEN KLUB SOCIAL MEETINGS.

The Kindergarten Klub was invited to the home of one of its members, Miss Hallie Livelsberger, on Monday evening, April 26. The fore part of the evening was spent in outdoor games, which were followed by refreshments and music indoors. Solos were enjoyed which were rendered by the Misses Bonebright, Cole and Livelsberger.

This evening will be remembered by the klub members as one of the many pleasant evenings spent together while at the Western State Normal.

The Kindergarten Klub met on April 13, with Miss Harrington, at 702 Lovell street, to discuss with Miss Edna White her work among the poor homes and delinquent children of Kalamazoo. She related many interesting and pathetic incidents, after which followed an informal discussion between the girls and the speaker.

NORMAL LITERARY SOCIETY.

The past month the Normal Literary Society has endeavored to conduct its meetings on a strictly literary basis, as is signified by the name of the society. We have made a study of the humorous tales of O'Henry, and several of his tales have been given at our meetings. As another phase of our literary program, several declamations and orations have been given by members of our society. Lastly, good music has been enjoyed at each of our meetings.

“THE PLAYERS.”

Among the dramatic clubs of the Western State Normal School, the Players, as an active organization are proving themselves a live wire. The study of one-act plays during the winter culminated in active rehearsals.

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in which the club was divided into two casts, one in "The Bracelet," by Sutra, the other in "Press Cuttings," by Bernard Shaw. "The Bracelet" was presented in Assembly in a manner worthy of its subtlety and force. "Press Cuttings" was staged as an evening entertainment to a fair-sized audience the final week of last term, and again acted before the Assembly this term. Both presentations were a credit to the cast and did credit to the wit, satire and force of the remarkable playwright.

Active as ever "The Players" are engaged in different fields. One cast, assisted by the Arbor Day committee in costuming and staging, presented the beautiful bird masque, "Sanctuary," by Percy MacKaye. The remainder of the club are at work upon a rollicking farce, "Mr. Editor," to be given for the "Brown and Gold" entertainment.

JUNIOR KINDERGARTEN EXHIBIT.

On Wednesday, March 24, the Junior Kindergarten girls held an interesting exhibit in the kindergarten room of the Training Building. This exhibit consisted of the work done by the girls in their technics class, which is conducted by Miss Harrington. All the articles were exceptionally well made, and the girls showed much originality, ingenuity and care in their work.

The doll houses represented the greatest amount of effort, thought and time in this exhibit. Many were worked out to the minutest detail, both as to interior and exterior decorations. There was an interesting variety of materials used, and the results accomplished showed individuality as well as good taste. The furniture was substantial and well made, ranging in style from the mission to the upholstered. Many of the houses had the most attractive finishing touches, such as candlesticks, lamps, pillows, table covers, and dainty curtains edged with tatting. Living-rooms, dining-rooms, and bed-rooms were made by the girls, while others made houses containing all three rooms.
The illustrated stories formed another very noteworthy feature of the exhibit, one which called forth much favorable comment. Such stories as "Goldilocks and the Three Bears," "Three Little Pigs," and "Little Red Ridinghood"—those stories so dear to the hearts of little children,—were artistically represented in booklets by means of paper cutting, and crayon work.

One part of the room was given over entirely to a splendid collection of miscellaneous articles. The dolls were especially attractive. Colored yarn was used in a multitude of ways,—mats, rugs, caps, jackets, muffins, and hammocks being a few of the articles produced from this material. Doll carriages, porch swings, wagons, kitchen cabinets, and other things too numerous to mention were made from ordinary spool boxes.

The main purpose of this exhibit was to show how attractively the most ordinary materials could be utilized for the amusement and instruction of children. When one left the exhibit one felt that there was absolutely no material in this world that could not be utilized in some very charming manner. It was certainly a very lovely and instructive exhibit—one of the best ever held by a group of Normal students—and the girls deserve much praise for the splendid work done.

The executive committee of the Western Normal Alumni has appointed the following committees:

On nominations—Mr. David Van Buskirk, Mr. Arthur Bowen, Miss Maude Baughman.

On elections—Miss Aura Cathcart, Miss Zoe Shaw, Mr. Howard Bockeloo.

On proposed amendments—Mr. Arthur Maatman, Mrs. Lou Sigler, Miss Jeane Paxton.

The election committee has this problem at present: To devise a method of voting by proxy that will be both satisfactory and workable. It will also decide upon the method of voting at the regular meeting of the Alumni Association, which occurs in
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connection with the State Teachers' Association, and will act as tellers on that occasion.

The committee on proposed amendments to the constitution will consider amendments suggested by Alumni members and present those they think advisable, at the next regular meeting of the association. It will not be their duty to devise amendments, although they have that right.

It is the desire of the executive officers that the members of these committees feel a personal responsibility regarding their duties so that the growth and helpfulness of Western Normal Alumni Association may not be hindered by the negligence of any.

SENIORS LOCATED.
Sixty-nine members of the Senior class have teaching positions for next year and many other decisions are pending. In the list of those placed are the following: Hazel Arner, Muskegon Heights; Beatrice Bale, Hopkins High School; Katherine, Bates, music and art, Comstock; Irene Boyles, Stevensville High School; Helen Brindley, Otsego; G. H. Burt, Hadley; Catherine Calcatera, Newberry; Vernon Chamberlin, manual training, Jackson; Elia Conger, domestic science, Ironwood; Lulu Cullinane, Grand Rapids; Ora Dowd, Hartford; Grace Dunning, Grand Rapids; Ethel Eaton, Bloomingdale; Sophia Eaton, Grand Rapids; Jean Eddie, Buchanan; Beulah Finch, Battle Creek; Omar Fisher, manual training, Wyandotte; Ralph Fisher manual training, Pittsburgh, Pa.; Edna Foster, Grand Rapids; Ethel Fowler, Plainwell; Viola Glazat, Grand Haven; Helen Gregg, Galesburg; Imogene Grey, Three Oaks; Martha Groggel, Grand Rapids; Emma Hallberg, Alpena; Ruth Hammel, Watervliet; Grace Henion, Wyandotte, music and art; May Hewitt, Grand Rapids; Amber Hunt, Otsego; Margie Hyder, Kalamazoo; Grace Johns, Bangor; Myra Kinney, Hopkins; Elsie Kolberg, Grand Rapids; Mary Kronmeyer, Holland; George Lemmen, Augusta; Mabel
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NEWS NOTES.
The Sock and Buckskin club have decided on May 20 as the date for their play, "The Amazons." The play will be given in the auditorium and a large attendance is desired.

The Y. W. C. A. meeting of March 30 was conducted by the girls themselves, with Miss Dessie Marks as leader. The following program was carried out:

Song Association Prayer Instrumental solo Discussion, "True Womanhood"
Mrs. VanCleve Misphah benediction

In the following meeting of April 6 a general discussion "Why a Teacher Should Be a Christian," led by Miss Reinhold, was followed by the election of the following officers: President, Miss Harriet Crawford; vice-president, Miss Dorothy Bowen; secretary, Miss Mary Henderson; treasurer, Miss Carrie Montgomery.
Mrs. Goodale met her Bible Study classes for the following two meetings. These classes have been carried on with good success and are this term to be made the basis of more systematic work along this line. The Bible is very much worth studying and it is hoped more girls will take advantage of the opportunity offered.

The Training School will be in session during the summer term. Students in attendance will be given an opportunity to observe efficient teaching work in grade teaching. Many features planned for this year’s summer school will work toward beneficial results for the teachers and prospective teachers.

The ingenuity of the manual training boys was demonstrated May 15, when a party was given under their direction. Characteristic features, cleverly carried out by the students, made an especially enjoyable occasion. Music was furnished by Fischer’s orchestra.

The children of the training school have planted gardens, from which fresh vegetables will be furnished for the use of the lunch room during the summer.

Lemonade has supplanted tea for the afternoon social occasions in the Y. W. C. A. room, and the patronage continues excellent, assuring the Association a liberal fund for sending students to conferences.

Mr. and Mrs. George Jillson have removed from Kalamazoo to their farm near South Haven and will reside there permanently.

Through the kindness of the Misses Trask and Earl, a clock has been presented to the Normal by the Hannah Cornell estate.

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Let us know how much you have to spend and we will let you know what you may obtain for the amount. For the trustworthiness of our advice we refer to any of the Michigan or Wisconsin Normal Schools.

The tennis courts have been put into shape for use and each day finds many students enjoying the game.

A delightful "May Day" party was given by the high school department on the evening of Friday, April 30. Nearly 200 young people enjoyed the occasion. The attractive decorations had for the central feature a May-pole with various colored streamers extended to the balcony. Fischer's orchestra furnished the program, and punch was served during the evening.

For the assembly program, Tuesday, April 27, Bernard Shaw's "Press Cuttings" was well presented by "The Players."

Mr. Waldo returned early in May from an extended eastern trip, which included a visit in Boston with Dr. B. L. Jones of the Normal faculty, who is attending Harvard University.

One of the most enjoyable social events ever participated in by faculty members was the picnic at Gull lake Saturday, May 1st. Ten automobiles carried the party to Quimby's, at the head of the lake, where dinner was served. Ball games were features of the entertainment. A toast to the committee was presented by Dr. William McCracken and a brief resume of his trip was given by Mr. Waldo. Mr. Hickey toasted the "fishermen," and altogether an occasion long to be remembered was enjoyed. Mrs. Wood was chairman of the committee in charge and was ably assisted by the other members.

Miss Spindler of the faculty entertained the executive committee of the Y. W. C. A. of the Normal at dinner April 16th at the Blue Bird Tea Room. There were sixteen present.

Miss Harrington entertained the Kindergarten Klub in April and the guests sewed for a recent bride, Miss Ella Gilleland, who was a member of the organization until her marriage during the spring vacation.