Western Michigan University

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KALAMAZOO
NORMAL RECORD

JUNE, 1915
The Kalamazoo Normal Record

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Kalamazoo, Michigan

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ALUMNI NOTES.

Mrs. Guy Manby of Detroit, formerly Miss Rachel Barker, of the class of 1912, was a recent visitor at the Normal School on a visit to Kalamazoo.

Elzie Clifford, manual training, 1914, has returned from Monmouth, Ill., where he has been teaching for the past year.

A recent letter from Miss Mary Lynch of the 1906 class, states that she is at her home on a farm near Vandalia, having given up teaching to care for her father, who recently died.

Miss Grace Marshall, domestic science and art, 1908, is at Royalton, Minnesota.

D. W. Parsons is engaged by the Haskell & Barber Car Co., Michigan City, Ind.

Miss Marie Buss, 1909, is residing at Mille Roches, Ontario.

Miss Florence Esselburn of the class of 1909, is at Santa Ana, California, engaged in teaching.

Miss Ethel Fusselman, music and art, 1909, is teaching in Mason City, Iowa.

Miss Marie Kimble of the class of 1909, is now Mrs. Daniels, and resides at Vicksburg.

Mrs. B. H. Atkinson of Kimberly, Idaho, was formerly Miss Mabel White, of the class of 1909.

Miss Sadie Friend, 1909, is now Mrs. Orson Munn, and resides in Grand Rapids.

Miss Mabel Fuller, 1910, is residing at 480 Third avenue, Detroit, and is teaching in that city.

Miss Miltina Lawton, 1909, is Mrs. James Werding of Lawton.
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Miss Eleanor Gardner, 1910, is now Mrs. William Schrauff and resides in Flint.

Miss Imogene Hitchcock, 1910, has been teaching in Morenci, Arizona, this year.

Miss Neva Kline, 1910, is now Mrs. Millard Tabst and resides at Mason.

Miss Edith Terpenning, 1910, attended the musical festival at the Normal the last of May. She is teaching in Grand Rapids.

The Y. W. C. A. cabinet members spent a recent week-end at Crooked Lake.

Miss Florine Barrett is teaching in Lewiston, Idaho.

Fred Sowle, manual training, 1910, was a recent visitor at the Normal and attended one of the ball games on the

Miss Anna Van Buskirk, 1911, is teaching in the Rockland High School athletic field. He is in business in Paw Paw.

Mr. and Mrs. Charles Nichols, both graduates of the Normal, are in Burlington, Iowa, where Mr. Nichols is teaching manual training.

Miss Mary Crane, kindergarten, 1910, is now Mrs. Clayton Wright, and resides in Lansing.

Ray Miller, manual training, 1911, is in Indianapolis, Indiana. He resides at 1103 Central Avenue.

Mrs. Elsa Morrill Morgan is in Paw Paw.

Miss Pearl Sidenius, music, 1911, one of the most talented young women ever graduated from the Normal, is teaching in the Agricultural College at Jonesborough, Arkansas.
The Chadsey-Skinner Arithmetics

By Charles E. Chadsey, Ph. D., Superintendent of Schools, Detroit, Mich., and Hubert M. Skinner, Ph. D., author of "The Story of the Letters and Figures", "The Schoolmaster in Literature", etc.

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Harold Buckham, manual training, 1913, has returned from Clearwater, Florida, to spend the summer with his parents near Kalamazoo. He has been instructor in manual training in Clearwater.

Miss Bessie Lee, 1913, was a recent guest at the Normal. She is teaching in Charlotte.

Max Grant, manual training, 1913, is in Topeka, Kansas.

Don Pullen, a graduate from the manual training department of the Normal, is teaching in St. Paul, Minnesota, and resides at 874 Hague Avenue.

Howard Jackson, manual training, 1911, is teaching in Livingston, Montana.

Dr. L. H. Harvey has planned an excursion to Chicago for his biology students. They will visit the Field Museum of Natural Science on the trip.

Dr. Ernest Burnham delivered the commencement addresses for the Vicksburg High School and Albion High School, June 3 and 10 respectively.

The Junior "Kndergarteners" enjoyed a week-end house party the latter part of May at Crooked Lake. Miss Harrington and Mrs. Buckingham accompanied the students.

Miss Goldsworthy, head of the art department, plans to spend the summer in California.

Mr. Waldo and Dr. Burnham plan to attend the N. E. A. meeting at Oakland, California, this summer. The former is chairman of the Normal section.

Three superintendents have recently addressed the members of the senior class of the Normal, giving many prac-
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tical suggestions to the prospective teachers. Supt. A. N. Cody of Flint, Superintendent Johnson of Coldwater and Superintendent J. A. Wiggers of Three Rivers were the visiting speakers.

The following instructors have been engaged for the coming year: Harold Blair of Indianapolis, Ind., mathematics; Miss Ruth Rogers, a graduate of the Curry School of Expression, Boston, expression; Miss Rosamond Reed, a graduate of the Sargent School, Boston, physical education; Miss Irene Steele, Teachers’ College, critic; Miss Alice Blair, Teachers’ College, domestic art; Dr. Susan Ballon, University of Chicago, Latin.

Superintendent W. G. Coburn of Battle Creek, delivered the commencement address for the high school department Tuesday evening, June 15. The following students received certificates: Rebecca Arnold, Helen Barnett, Frances Beld, Marjorie Ehle, Frances Lucile Fleugal, Thelma Hootman, Mable Lafler, Bessie Lane, Elizabeth Maher, Edith Newton, Thelma Swartz, Eleanor Tien and Janet Van Tongeren.

Clarence Windoft, M. T., ’15, Lee Barnett, M. T., ’15, and Elmer Weaver, M. T., ’16, are constructing a model case and a set of oak lockers for the art department. Mr. Windoft is supervising the work.

Mrs. Hildred Hanson Hostetter, formerly of the music department of the Western State Normal, will take the part of Felina in the opera “Mignon,” to be given by Herman Devries, in September, in the Fine Arts theatre of Chicago, members of the Chicago Symphony Orchestra accompanying.

Mr. Reinhold gave commencement addresses at Alba, Coopersville, and Muskegon this month.

Dr. Cameron delivered the commencement address at Augusta June 3.
Some of the New Books of 1915

Varney's Story Plays, Old and New, Books One, Two and Three, each $0.32
Purcell's Stories of Old Kentucky .66
Lucia's Peter and Polly in Spring .36
Bakers' The Children's First Book of Poetry .40
The Children's Second Book of Poetry .40
The Children's Third Book of Poetry .40
Maxwell Johnston & Barnum's Speaking and Writing, Book Four .28
Second Book .64
Leonard & Fuess's A High School Spelling Book .20
Cooper's The Spy (Eclectic English Classics) .40
Harrington's The Roman Elegiac Poets 1.50
Moore's A Historical Introduction to Ethics .80
Stickle's Elements of Government 1.00
Belding's Accounts and Accounting Practice .90
Cowles & Coulter's A Spring Flora for High Schools .60
Turner's Teaching to Read .1.00
Robbin's New Plane Geometry .80
Ivins & Merrill's Practical Lessons in Agriculture .84
Williams & Whitman's Laboratory Exercises in General Chemistry .36
Whitehead The Standard Bearer .36
Blaich's Three Industrial Nations .52
Write for catalogue and information concerning these and other textbooks.

American Book Company
330 East 22nd Street

What is a Rural Progress Course?

A rural progress course is a movement back to the soil. It savors of the upturned glebe and the fragrant odor of new mown hay. Those who graduate from it are regular qualified farmacists. They should be consulted in regard to such questions as the high cost of living, the vagaries of the hen, balanced rations, pip and why turkeys leave home. They are experts in sour soils and lime-sulphur mixtures, when to spray and when to pray. They know all about fertilizers and can tell by the looks of a calf whether she should be turned into butter or beef. Their advice in regard to weeds is concise and efficacious. Finally they believe that by Earnest endeavor all things are possible.

How about a course in History?

Nay, nay gentle reader, not unless your family history shows that you have no need to fear Parisis. If so, give it a wide berth. For what will it profit you if, after having viewed the wonders of the Latin Quarter, made a trip to the Moulin Rouge, noted Notre Dame, inspected the Invalides, rambled about Rambouillet, sauntered through Serveo and lingered at the Conciergerie, after a night's carousal? Still it must be admitted that the Champs Eliza is fascinating and the Bois de Boulogne a most palatable bite, and it is exhilarating to know about Madame la Marry and that expert poisoner Catharine du Medecine. She was the nifty little compounder all right enough and the Borgias had nothing on her when it came to expediting the exit of an enemy. The French are a very franc people, still they love a napoleon better. They are high steppers, but no wonder when they dine on percheron steaks.

The Department of English.
from the Hydra in the the Hydra had nine heads, while the d. of e. is bifurcated at the top. English itself is refined, but the department is very course, in fact it is full of courses. In taking one you have choice of Scylla or Charybdis each of which ends in composition. In a course in composition one tries to put down in idiomatic often called idiotic for short, phrases, thoughts that he never dreamed of elsewhere. The result is a theme. Themes on their return usually blush with shame, so bedewed are they with red ink. In English one is exposed to such fearsome diseases as metonomy, synecdoche, hyperbole, hypertrophy, cerebrospinal come-and-git-us, prosody, poetic license, writers' cramp, blank verse and spondaic pentameters. If one selects Scylla he gets a dose of original poems, while the rocky shores about Charybdis are strewn with the wrecks of the old English stage. Parenthetically speaking, some who take English are so quickly punctuated that they come to a full stop. Others achieve a semi-colon which is only half enough for the complete digestion of tough English.

WHAT REALLY OCCURRED.
"Well, I declare!" said Lot, as he realized that his wife had been turned into a pillar of salt. "That's a strange phenomenon. I always thought the old lady was largely pepper." Whereupon he dug a salt cellar and laid her gently away therein before moving on. —Harper's Weekly.

Much Worse.
"Mirandy, fo' de Lawd's sake, don't let dem chickens outer dis here yard. Shut dat gate."
"What fur, Aleck? Dey'll come home, won't dey?"
"'Deed dey won't. Dey'll go home."—Columbia Jester.
Granville Stanley Hall

GRANVILLE STANLEY HALL was born in the town of Ashfield in the county of Franklin, Massachusetts, of sturdy parents, who were desirous of more education than the rest of the neighbors. The mother was interested in education to such an extent that she attended a college for about two years, which was a rare thing for a girl to do. The father was a farmer and a teacher and dearly loved to teach his own family, giving them lessons in many useful things. It was probably from the mother that the children got their desire for an education. The father taught him to sing, play the violin, and provided lessons on the organ, a knowledge that he made much use of later in Antioch College. The mother taught him to be courteous and manly.

In his desire for a college education, the boy was opposed by the father, but the mother and the boy together prevailed and he entered Williams College in 1863, and graduated in 1868. He was very active in college life, as he took part in the singing with glee clubs and other forms of social activities. In his required work he did better work in college than in the preparatory school.

When he entered college he intended to prepare for the ministry, but he soon began to feel that he was not as interested as he should be. He was finally influenced by Henry Ward Beecher, who aided him financially, to go into the study of philosophy. He traveled in Germany for some time studying the work of the great philosophers, and being in turn influenced by them in his thought. Of his educational training Dr. Wilson says: “With a home life that was almost ideal in its Puritan simplicity; with his undergraduate years spent at one of the very best American colleges; a year of study at the Union Theological Seminary; a year as a private tutor in a wealthy and refined family; six years of teaching, four in one of the smallest, two in one of the largest colleges in the land; added to all of which nearly six years of study in Germany, he had received what may be fairly summed up as an ideal preparation.”

In 1872 he entered Antioch College as teacher of English, changing during the next year to Professor of Modern Languages and Literature. He soon added to his course that of philosophy and read extensively along the line of evolution. He left Antioch in order that he might study further
in Germany, but met President Eliot of Harvard, who offered him a position as tutor in English. The situation seemed to offer greater opportunity for him, so he accepted for two years, when he went to Europe for a second time.

After his return, he began giving courses of lectures at Johns Hopkins University and was finally given a lectureship in psychology. It was here that his most important work began, that of experimental psychology. He continued in this work until called to the presidency of Clark University. The University was unorganized and was not sufficiently endowed, but Dr. Hall brought order out of chaos, and has succeeded in less than three decades in building a university that is as well known in Europe as any of our older universities.

Dr. Hall has accomplished much for the youth of our land in his research in the Psychology of Adolescence and in Child Study. He is still at the head of Clark University, directing its activities with the same degree of success as has marked his long connection with that institution. May the inspiration that has gone out from that centre of learning continue in its vigor and usefulness.

LEONARD MNIÈCE.

Personal Qualities

JUST what constitutes efficiency among teachers is not easily determined. The term efficiency is a blanket expression that covers a multitude of unmeasured and, perhaps, unmeasurable qualities. Practically every state has attempted the difficult problem of insuring the employment of efficient teachers by setting up certain legal or statutory norms for entrance into teaching. These legal standards relate to the character, health, training, experience, dismissal, and supervision of teachers. The norms established by states are not sufficiently uniform to insure a well qualified teaching force in every part of the United States, nor is this ideal likely to be attained unless the Federal Government can be made sufficiently conscious of its importance to legislate concerning it.

There are in addition to the legal standards many non-statutory community norms controlling teaching and teaching efficiency. Out of a group of one hundred teachers who meet all the conditions imposed by law only five or ten may meet the conditions imposed by the community or the superintendent. It would be interesting to know just why the ninety are rejected and the ten are selected. I once foolishly attempted to solve the problem and I found the list of things submitted by superintendents quite interminable. Communities occasionally consider race, church membership, politics, fraternal relationships, sociability and temperamental habits as important. Extreme variation in community standards is discoverable in any state. There are always some sections where drinking, mild forms of gambling, and dancing of the most modern kind are indulged in; while there are other sections of the state where these are religiously eschewed. Superintendents occasionally permit such matters as whether one parts his hair or the kind of tie he is wearing, to determine their choice. One superintendent frankly stated that he refused to appoint an otherwise well qualified woman to a high school position because she had her letter of endorsement in a small pocketbook inside a large pocketbook inside a reticule. This shows how impossible it would be to inventory the personal biases of those who select teachers.

There are, however, a number of other factors which are almost universally recognized as contributing to teaching efficiency. One of the most important of these is experience. The demand is both general and insistent, particularly on the part of superintendents in the larger cities, that
they must have experienced teachers, and that means occasionally that at least mediocrity is employed when talent could have been secured. Considering the matter by and large the custom no doubt is a good one; but, where it means that indifferent instruction is secured instead of superior instruction, the price paid is certainly too great. What year of a teacher's experience is most valuable? Is a typical teacher with three years' experience three times as valuable as a teacher with one year's experience? Is one with ten years' experience ten times as valuable as one with one year's experience? Is one year of experience just as valuable as another, and does this hold for an indefinite number of years? Great variation exists among teachers as to the answers that should be given to these questions. A teacher recently said that if he were to apply for another position, he would list as his chief qualifications the fact that he had had twenty-five years' experience. And another with nineteen years' experience as a ward principal in a small city, when the superintendency became vacant, stated that he would have become a candidate for the superintendency if he had had a little more experience. Between these two extremes all sorts of interesting variations of opinion occur.

At least two noteworthy studies have shown that there is a positive correlation between experience and efficiency, that as teachers grow older they grow more efficient, and that this relationship seems to hold with great constancy for each five year period for twenty or twenty-five years. Such a relationship is always discoverable when a cross section of the teaching population is taken. But all such studies and relationships, I maintain, contain an inherent fallacy. The trouble is not with the situation; it is with the interpretation of the conditions that give rise to the statistics. Mere common sense shows, if we take a sampling of ten thousand teachers, that each succeeding age group is more select than the preceding group. Many factors operate to produce elimination the first five years, some of which and still others are at work the second five years, and so on, with the result that the indifferent, the incompetent, and the unhealthy are eliminated. Experience is, therefore, not necessarily correlated with efficiency; the efficient teachers are the ones who have a long experience. Naturally there are certain exceptions to this statement, but the rule nevertheless holds that a larger proportionate number of the old teachers than of the young teachers are efficient. What I just said must not be confused with another point I am about to make. It must be remembered that it has been shown that the older teachers are in general the efficient teachers and that experience and teaching are not necessarily mutually related for any considerable length of time. This raises the extremely practical and important question: Just how long does experience count in terms of efficiency? In other words, what is the price one must pay in years of service before his peers will judge him efficient? In so far as this question applies to an individual teacher no satisfactory answer can be given, but in so far as it applies to teachers in general a somewhat satisfactory answer can be given. The salaries paid teachers with the same training but with different experience is a registration of the value the American people set upon experience. Salary cannot be considered as a criterion of efficiency except where free competition prevails.

Common observation and common sense teach us that in the case of numerous individuals and of certain communities and institutions, salaries cannot be regarded as true measures of efficiency. That they cannot is due: (1) to the operation of idealistic, sentimental, religious, political, and family considerations; (2) to the unfair and unequal administration of municipal or commercial affairs in the maintenance of the different forms of public protection and public service; and, (3) to the lack of definite standards for judging teaching efficiency. Nevertheless, it is true that as a general proposition difference in salary is an indication of difference in efficiency. If a perfect correlation existed be-
tween salary and experience, each additional year of experience would be accompanied by a corresponding increase in salary, and the ratio of the increase in experience would equal the ratio of increase in salary. That each additional year of experience does not call for a fixed additional increase in salary has been shown by a number of studies. A correlation is evident for men up to the sixth year, but beyond that it is almost negligible. Experience counts in terms of salary for women in general for the first six years, perhaps for the first eight, but certainly not beyond. The correlation is almost perfect for high school teachers for the first four or five years. There is no evidence of any decided relationships between experience and salary for teachers in general after the first six or seven years. By this I do not mean that salaries are never increased after this time. Such increases as are made are due to increased preparation or to personal achievement rather than to mere experience. A man who has accomplished nothing or who has made no additional preparation for more distinguished service, will make little headway in seeking a new position after the first six or seven years. Mere experience, that is, just so many years of it, is the most deadening thing in the world. It is what one does with his experience, what he achieves while he is getting experience that makes the world willing to pay for it.

The facts we have just been presenting are extremely significant when taken in connection with the number who leave teaching every year. It will be recalled that the medium American teacher has had only four years of experience, and that enough leave teaching every four or five years to equal the total number of persons engaged in it. This means that the majority of our recruits leave us before the world regards them as maximally efficient. Small wonder that the salaries of teachers are so low. The Thirteenth Census shows that practically every sort of artisan workman, even those who are regarded as unskilled laborers, receives an annual wage that exceeds that of teachers. The makers of pumps, baskets, brooms, buttons, grease and ice are better compensated than the teachers. Household servants who receive $5 a week and room and board, are really better paid and have more actual spending money than the average public-school teacher. Two-thirds of the teachers receive a wage that is less than that paid bricklayers, plumbers or carpenters, and sixty per cent get less than coal miners.

There is practically no calling or trade or pursuit, unless it be the ministry, that does not compensate its workers better than teaching. Many teachers are compelled by force of circumstances to supplement their salaries by engaging in other sorts of work. Nearly every state realizes the importance of trained teachers, but a few states do not appreciate the necessity of paying them a living wage. Movements for minimum salary schedules should be state-wide.

As an antidote for the pessimism which the foregoing facts are likely to develop I hasten to add that those who remain in teaching are rewarded, perhaps not so much as they should be but certainly more than is commonly supposed. On the average, five years of experience increases the salaries of men by 1.5 times, ten years increases it by 1.8 times. The average salary for beginning men teachers is about $328, for men with five years' experience $485, and for men with ten years' experience $692. Five years' experience increases the salary of women by 1.3 times, ten years by 1.4 times and twenty-five years by 1.8 times. The beginning woman teacher receives $345 (slightly more than the beginning man teacher); the salary for five years' experience for women teachers is $468, for ten years' experience $548, for twenty-five years $629. While we should like these sums to be larger, still they show that the American public is not wholly unappreciative of the value of experience. Such facts as these do not warrant the assumption that salary schedules should be discontinued. Schedules are justified, if for no other reason than
that they tend to make teaching a permanent career.

In considering qualities of merit we should not overlook the importance of training, for the world attaches a higher value to it than it does to experience. If a young person should say, "What return may I get for four years of training beyond the eighth grade? For graduating from a college or university?" Such questions, of course, could not be answered for a given teacher any more than an insurance actuary could tell you what one's expectancy in life is. He could tell, however, what it is for people of a given age. In the same way we should be able to say to the young teacher, "Granting that you are as good as the ordinary American teachers, your expectancy for each year of training will be so much." The figures showing this expectancy have been ascertained. We know that the first four years of training beyond the eighth grade have little or no effect upon salary, and that the correlation between salary and training is almost perfect for each succeeding year after the high school. A premium is thus set upon advanced academic and professional training. Men with four years of training beyond the high school receive 1,000 per cent more salary than men teachers with high school training only, and 500 per cent more than women teachers with high school training only; men college graduates average $975; women, $638.

The differences are due primarily to differences in kinds of positions held. If we take four years of high school work as the minimum preparation and the salaries of each of the sexes as a basis, we can determine the rate of interest that an investment in further training will pay. For women teachers the two years of added normal school work will pay an annual interest of 8.7 per cent on the investment of $1,150, and the four years of college training will pay 8 per cent on the investment of $2,300. For men the two years of added normal school training will pay 42.5 per cent on the investment of $1,000 and 32.5 per cent on the investment of college training.

In determining the qualities of merit among teachers every one recognizes that experience and training are the most impersonal of the personal factors. But the personal factors, whether they relate to performance within the class room, to sociability habits, or to participation in the life of the community, usually sooner or later increase one's earnings. Moreover, the undesirable features of the personal qualities tend to disappear as one grows experienced, or is better trained. The opprobrious epithet, "acidulated school teacher," which was applied recently to old teachers by a professor in a private institution, does not correspond to my observation and experience. On the contrary they are a picked lot. It is true that some of them have grown so sour and pessimistic that they conceal the emotions of those with whom they come into contact, but most of them have faithfully withstood every acid test that could be applied to them and have consequently become sweeter dispositioned with the passing years.

In addition to experience and training every superintendent tries to secure teachers who possess that presumably intangible and subtle something called personality. It is one of the most prominent causes of the pupils' "like" or "dislike" for him and this has, from time immemorial, been the fundamental cause of tragedy or success in the school. Of all the qualities of merit, personality has been deemed the least susceptible of definition, and yet, when a teacher is graded low in personality or is told that he lacks personality, it becomes exceedingly important that the term be defined. Superintendents of the best schools when they discover that the applications of certain teachers measure up to the standard as to experience and training, request as a final basis of selection, a personal interview for the purpose of sizing up the applicants. These interviews are really personal and psychological crises, where a superintendent loads up trouble or secures a valuable helper according as his judgment proves correct or fallible.
Recognizing that one teacher fails and begs for a position while another with no better preparation succeeds and is in demand because of this one quality, personality, Mr. E. L. Clapp, a graduate student at the University of Illinois, planned an investigation for the purpose of securing an analysis of the concept. As a basis for this analysis a letter was prepared and mailed to some three city superintendents, high-school principals, college and normal school presidents and teachers. A part of the letter read as follows:

"In all qualities of merit in teachers we find 'personality' given a high rank. We wish to find out what characteristics school men usually imply when they use this term. Just what are the avenues through which a teacher's scholarship, professional skill, moral character, etc., reach and influence the pupil? Just what is it in the teacher's 'make up' that causes us to say that one teacher is weak and another is strong when their outward qualifications are equal? In other words, just what are those inner, better qualities which we all recognize as so important but which are so hard to define?

"And here is our request: on the enclosed card will you please write ten of the things that you think of primary importance on this part of a teacher's qualifications."

One hundred replies were received. As each person was requested to name ten elements, it was possible for one thousand different elements to be named. As a matter of fact nine hundred and seventy-eight were actually named. After combining all the terms which were undoubtedly intended to express the same idea and making a separate classification for all other items, it was found that ninety-eight different terms or elements had been named. The ten elements mentioned most frequently were:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Element</th>
<th>Number of times mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sympathy</td>
<td>58</td>
</tr>
<tr>
<td>2</td>
<td>Personal appearance</td>
<td>57</td>
</tr>
<tr>
<td>3</td>
<td>Address</td>
<td>46</td>
</tr>
<tr>
<td>4</td>
<td>Sincerity</td>
<td>44</td>
</tr>
<tr>
<td>5</td>
<td>Optimism</td>
<td>42</td>
</tr>
<tr>
<td>6</td>
<td>Enthusiasm</td>
<td>30</td>
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<tr>
<td>7</td>
<td>Scholarship</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>Vitality</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>Fairness</td>
<td>24</td>
</tr>
<tr>
<td>10</td>
<td>Reserve</td>
<td>24</td>
</tr>
</tbody>
</table>

These ten elements were selected as the ones to form a scheme for the ranking of teachers. Such terms as unselfishness, sense of humor, self-confidence, manners, candor, courage, and the like, were omitted, because they were listed too infrequently.

It should be noticed that this preliminary investigation constituted an analysis of personality in general with no reference to particular teachers. The next step was to have certain teachers ranked by these ten elements. Four hundred superintendents and high school principals in Illinois were asked to do this. One hundred and twenty-five of them complied with the request and rated 675 teachers. The different attitudes of those replying may be of interest. Some declared frankly that teachers could not be ranked intelligently by these items. Others were even more critical, declaring that the investigation was "freakish" and that the man who concocted the scheme ought to be examined by an alienist. However, a far greater number expressed interest in the work and carefully and painstakingly filled out the blanks.

In addition to the ranking of teachers on the basis of the qualities constituting personality, each superintendent and principal ranked them as to personality in general and as to general merit. Facts relating to training and experience were also collected. The main problem with which Mr. Clapp was concerned was the determination of the relationship of the ten items to personality. This was found by correlating the rankings for each of the items with the ranking for personality in general. These correlations revealed some very interesting facts, the most striking one of which was that the original order of the items or elements became badly dis-
arranged when the items were applied to individual teachers. In other words, the judgments of competent men as to the relative importance of the items constituting personality is not all the same as the judgments of equally competent men as the relative importance of these same items when individual teachers are rated by them. It will be remembered that sympathy was named more frequently than any other item in the preliminary investigation; but, when correlated with personality on the basis of definite ratings of teachers it drops to eighth on the list. Reserve, formerly tenth, is now fourth on the list. The order of the qualities as determining personality is:

- Address
- Personal appearance
- Optimism
- Reserve
- Enthusiasm
- Fairness
- Sincerity
- Sympathy
- Vitality
- Scholarship

It should be said that a written definition of what each of these connotes was given to the superintendent or principal before the teachers were ranked; for example, “address” was interpreted to mean “voice, language, conversational ability, expression of face, geniality of bearing, and approachableness;” optimism was defined to mean “cheerfulness, sense of humor, and hopefulness;” reserve was defined to mean “dignity, self-respect, self-control, self-confidence;” and sympathy to mean “insight into child life with a just and full appreciation of standards of value” among children. Clear definitions were given for each of the other terms. It will thus be clear that the opportunity for people to differ as to what the items meant was appreciably reduced. This limitation makes the figures resulting from the study all the more significant.

The correlations found enable us to answer such questions as. How much more important is address than personal appearance, i.e., “dress, cleanliness, neatness, manners, form, good looks,” in determining personality? How much more important is address than vitality or scholarship? How much more important is optimism than sympathy? Cold, hard mathematical answers can be given to such questions as these. The influence of address is only about 1.1 times greater than that of personal appearance in determining personality; it is almost twice as great as that of vitality or scholarship. Optimism is 1.4 times more important as a determinant of personality than sympathy.

Lest we be misunderstood we wish to emphasize again that these relationships were secured by rating actual teachers, and that the ten elements vary in station and in importance when put into a more detailed relation by superintendents and principals. It is not easy to analyze the cause of this difference. Perhaps it is due to the acquaintanceship of superintendents and principals with the teachers. When they have a real live teacher before them or in mind, personal and easily recognizable qualities are noticed first. When they are thinking of teachers in the abstract sympathy receives the highest ranking, Supt. Maxwell of New York City, referring to the idealistic merit of sympathy, said that a rare degree of sympathy with children is essential to success: “Not that sympathy which makes the man reason like the child, but the sympathy with which he is able to see with the child’s eyes, and at the same time with his own clear vision.” President McKenney in his book on “The Personality of the Teacher” places sympathy at the top of the vital elements. Professor Palmer refers to it as “vicarious imagination,” and President Hyde as the “teachings of Christ.” Ideally considered it is the one element that dominates the teacher’s every act. It is not sentimentality, but intelligent emotion, intelligent appreciation, intelligent helpfulness. Perhaps its drop from first to eighth place when real teachers are considered can be at-
tributed to its subtle and subjective character.

It should be noted that vitality and scholarship are near the bottom in both lists. It should not be inferred from this that these are unimportant. At present, however, it is enough to say that one may be both healthy and scholarly and still be a miserable failure because of the absence of other desirable qualities. A student recently analyzed the failure of a teacher as follows:

1. Lack of sympathy: He tries to be severe but doesn't know how. He mistakes slight, accidental disturbances for motivated offenses.

2. Address: His voice is rasping and monotonous.

3. Sincerity: He sometimes destroys the effect of a good illustration by laughing or smiling at some unfortunate turn or suggestion.

4. Enthusiasm: Though he appears to be interested in his work, he never grows elated over it. He instructs but never inspires.

5. Reserve: He seldom looks at the class. He glances at them and turns his face toward the window while talking. He loses the power of his eyes. Frequently he appears ill at ease, rising and sitting alternately.

6. Facial expression: The man who carries respect must have stamped on his face those lines or shadings which indicate strength and will power. Beauty and strength as revealed by the face are quite different. Very homely people may possess the magic gift to command respect of the pupils. But the facial expression of this teacher was weak and furtive.

That there is a tremendous overlapping of these qualities is shown by this analysis. The absence of any one of them would have been sufficient to question the advisability of retaining this teacher, but the absence of several of them makes it quite impossible.

When the influence of the qualities determining personality is compared with the influence of these same qualities in determining personal merit, the other qualities have not changed more than one station. In the opinion of those who rate teachers general merit and personality are different concepts and therefore call for a redistribution of qualities. The fact that vitality and scholarship are near the bottom in both lists, and that no false conclusions should be drawn from this, indicates that the homely teacher as well as the relatively poorly equipped teacher may still be a relatively good teacher.

Earlier we discussed the effect of experience upon the salary of the teacher. We now have the questions, What effect does experience have upon personality? Do the older teachers have a more dynamic personality than the younger teacher? By dividing the teachers into five groups on the basis of their ranks in personality and finding the medium experience for each quintile it was discovered that the teachers with the longest experience as a rule rank highest in personality. No false conclusions should be drawn from this. These older teachers, it should be remembered, are a select group, and one of the powerful selective forces operating in their favor was the native strength of their personalities. No doubt their efforts at self-improvement have strengthened their inborn qualities and capacities. The difference between the median experience of the various groups is, however, not great enough for any group to rely very heavily upon its personal charms for success. The facts show that it is quite as much the fashion for the younger generation of teachers to have forceful and attractive teaching personalities as it is for the older teachers to have them, but there seems to be certain fundamental dis-
tinctions in the qualities emphasized by the two groups.

The relation of experience to general merit is more pronounced than the relation of experience to personality. Each succeeding lower rank in merit shows a corresponding brevity of experience. Or, to put the matter the other way around, each older group shows a corresponding higher rank in efficiency. The highest ranking efficiency class averages almost twice as old as the youngest ranking efficiency class.

In this connection we should raise the other questions which remain to be answered: What effect does training have upon personality and upon general merit? Do we find that those who have had the most training have the most effective school room personalities and are considered the most valuable teachers? In attempting to answer this only normal school and college training were considered. Those with no training show the lowest ranking in personality; those with one year beyond the high school show a slight gain; normal graduates show a 12 per cent gain; and students having had six years beyond the high school show a 28 per cent gain. To make the matter still more clear, 71.4 per cent of those having six years of training are in the three upper ranks in personality, 57.7 per cent of those having six years of training are in the three upper ranks in personality.

The same facts are seen when training is related to general merit. Forty-seven per cent of all the teachers in the three upper ranks had had less than three years of training and 53 per cent had had more than three years' training.

Training, however, does not seem to have had as pronounced an effect upon general merit as upon personality. The per cents for the three upper general merit groups do not increase consistently with each older training group. There is, in fact, a decided falling off in some cases. For example, only 50 per cent of those who have three years of training beyond the high school are in the three upper efficiency groups, while 52 per cent of those having two years of training are in those classes. It may be that the three year people are neither normal school or college graduates. They would only have junior standing in any reputable college. If we contrast persons without training with normal school graduates and these with college graduates, we find that the gain for the normal school people is 9 per cent and for the college people 20 per cent. This is large enough to be significant. All the facts in my possession show a balance in favor of training in the making of "good teachers" and this seems to hold true no matter what the native ability of the teacher may be. Experience can partly take the place of training but not entirely. The facts show that those with no training who rank equal with those of four years of training have had from one and one-half to three times as much experience. How many have fallen by the wayside while these untrained people were securing this experience is not of record.

There remain two other interesting questions which may be disposed of in a sentence or two. One of the questions is: How do normal school graduates compare with college graduates in efficiency? The answer depends largely upon where they are teaching. My figures show that normal school graduates rank better in the grades and college graduates rank better in the high school. The other question is: How do men compare with women as teachers? And the answer is, if one takes a random sampling of the two sexes, without reference to the subjects or grades they are teaching, there is no appreciable difference.

And now in conclusion I should like to emphasize the lessons in these facts for anybody. They reveal in terms so clear that none need be deceived, the vast importance of training and experience to success in teaching. Training is the thing that puts us in possession of the technique of our craft, but this technique needs the refinement that comes from intelligent experience.

LOTUS D. COFFMAN.
Strengthening the Teacher: How?

It is admitted everywhere now that the teacher must have some special training, even of so short a course as six weeks at a summer school as a minimum. This is insufficient, it must be admitted, but to insist upon it is at least a recognition of the demand for special training before beginning to teach. The necessary corollary to this demand for training before beginning to teach is training while teaching so as to improve the practice more rapidly than is otherwise possible. The best way to supply training to teachers in practice is a desideratum with almost all superintendents, with all, indeed, who are not themselves ready to be enumerated among the "dead or dying."

Among the expedients used to secure such broadening and enlightening of experience of the teacher are summer courses at Normal school, required readings, periodical re-examination on old subjects or new examination on additional branches. The inducements held out for such additional growth vary in their "inducing" power, and he will be a benefactor who shall disclose the right combination of inducements. Alas, exalted professional ideals do not avail!

A brief account of a plan of work tried this term may be of some help to others wrestling with this problem, hence this statement. First, it needs to be believed and assumed that a majority of teachers will engage in such work if its contribution to their effectiveness reveals itself in immediate "power" to do better. Second, this immediate result can be secured only by being very definite. Third, it helps to an interest if the teachers are invited to help select the field of work, since then their own need and interest are co-operating with the leader. Having learned that our teachers felt least competent to make the school "Social Institution," we selected Miss Carney's book, "Country Life and the Country School," for reading and discussion. Next group centers were chosen throughout the county, the groups ranging from fifteen to forty teachers. From five to ten meetings were scheduled for the term on Saturday forenoons at these group centers. Each teacher bought a book, lessons were assigned, topics announced for discussion growing out of the assigned reading, and at the group meeting the County superintendent conducted an hour's consideration of the assigned chapters with the teachers. Questions, debates, citations from other sources, contrary opinions, and all the signs of vigorous study, wide reading and continuous thinking characterized the hours, which proved much too short. Interest was intense, attendance very regular (and no compulsion), and attention almost ideal. Growing out of the study came a readiness and a willingness to enter into the activities pointed out so that this spring we number about 150 Parent-Teacher Associations in our one-teacher rural schools. This body of teachers is poorly paid, many have had little preparation to teach, and have attended poor schools all their lives. The entire secret lay in having them learn something which they could use as they were learning it.

In a second hour at each meeting, practical school problems suggested by the teachers themselves, or by the County Superintendent as a result of his visits to their schools, occupied the attention of the group. Then, too, a series of writing lessons by an expert was given at several centers. These inducements served our purpose. However, if salary increase could be based partly on such increased preparation, if advance to higher and wider responsibility could be united to exemption from examination or improvement in certificate standing, a combination would be formed that will positively make a teacher a continu-our participant in "teacher training" regardless of how many years he or she has taught.

The reading of this book, participation in these meetings, the organiza-
tion of a Parent-Teacher Association, were all valued toward a renewal of the teacher's certificate. Regretfully it must be said that we have no power to make the same work count for salary increase, as it should do. Therefore, the only motives that had any power of appeal to our teachers were inherent belief in the power-conferring value of the work and native interest. These proved sufficient, for we feel the experiment was a success in bringing us live interest, earnest application and generous devotion, and a keen consciousness of purpose and of hearty co-operation in its attainment. We shall try it again next year, selecting some new field, whether the teaching of arithmetic or the management of school or home gardens as an extension of school activity.

CHAS. A. WAGNER, Commissioner of Education of the State of Delaware.

Shall the Teacher Study Browning?

TODAY we make three classifications of teachers with regard to their preparation. In the first group, we place those who put all their stress upon becoming thoroughly acquainted with their particular branch of subject matter, so much stress, in fact, they pay no heed to the technicalities of their trade, which, in reality, are only a combination of common sense and a knowledge of human nature. In the second group are the teachers who become acquainted with the natures of their fellow men, but fail to understand their subject matter. The last and best group is made up of those who combine these two aims and add to their book knowledge some understanding of the life and thoughts of those with whom they are brought into daily contact.

To give to another a broad grasp of some specific type of subject matter is a comparatively easy matter. But to teach another how to understand his associates—their joy or sorrow, their hope and ambition, their fear and despair—is a problem. Some people have been blessed with a certain something, let us say intuition, which seems always to help them to say and do the right thing. But the majority must somehow gain this power from their experience. Doubtless it is true that the best way to study human nature is by observing the individuals all about us. But how few types do we even know intimately and how difficult it is to understand the motives of even a dearest friend. Another way to gain this power is by the study of those of our predecessors who have already gained it and have preserved it for us in their work. One of the foremost of these students of men, available to the students of English, is Robert Browning. From the poetry of Browning, however, the student may receive both of the necessary kinds of training.

For years Browning has borne the charge of obscurity. Today, however, students are beginning to explain most of the so-called obscurities in one of two ways. Either the mean-
ing is somewhat complex and was in advance of his time or his structure is too complicated for immediate understanding. Take, for example, a passage like the following from "A Death in the Desert:"

"For I say this is death and the sole death,
When a man's loss comes to him from his gain,
Darkness from light, from knowledge ignorance,
And lack of love from love made manifest."

To many of Browning's readers, this passage had no meaning, simply because the thought was new to them and they failed to ponder long enough upon its meaning. The modern student has heard the charge of obscurity and soon learns that serious, thoughtful reading is the only kind which will help him to any understanding of the ideas embodied in Browning's poetry. Browning demands thoughtful, careful reading, perhaps more so than any other English poet, and it is this very thing which makes his work of value to the teacher. One who has read much of Browning will have formed a habit of thoughtful, careful reading which will prove of untold value in the case of the teacher.

In "Rabbi Ben Ezra" we find the following passage:

"Rather I prize the doubt,
Low kinds exist without.
Finished and finite clods, untroubled
by a spark."

What Browning wishes to say is, "Rather I prize the doubt which low kinds, the finished and finite clods who are untroubled by a spark, exist without." This passage is obscure because the reader fails to study out the sentence structure. Browning's thought must often have traveled far in advance of his pen and for that reason he fails often to clearly express his idea. He omits many of the words—pronouns, relatives, conjunctions, etc.—which we use to relate our various thoughts. To a mind like Browning's these were unnecessary. Or again, as in the passage above, he fails to place together words which are grammatically related. This also we may attribute to his keener intellect. The student of Browning must be on guard for these things, must learn to tell from the meaning of the passage what the grammatical structure of each word is. To the teacher, who is expected to be able to read intelligently any fairly difficult passage, the training received from a careful and accurate study of Browning will unfailingly be of value. The teacher of English, especially, may receive a vast amount of definite subject matter instruction from the study of Browning, while every teacher will get a training which may be carried over into his own particular line.

But now let us examine the context of Browning. Two things seem to be closely interwoven in all his poems, namely: his theories of life, of God, of love—of all the bigger issues of life—with his portrayal of the human nature as he saw it. In comparing Browning to the great philosopher, Hegel, Bury says: "The philosopher finds a first principle and a method of applying it wherewith he interprets the universe: the poet does not set himself directly to interpret the universe but to interpret human souls." If this statement be true, how much better to refer the teacher to the poet, rather than to the philosopher, for philosophy. For he who deals with human souls in their first unfolding should preferably have an understanding of human life to some scientific theory of the universe far removed from the life of mankind. In further carrying out this notion, Bury says: "By seeing into souls, Browning has obtained his notion of God which is accordingly of an ethical nature and not merely logical."

Browning is fast gaining a reputation as a writer of character interpretations. In comparing him to Shakespeare Bury declares that Shakespeare gives his character and problem with no interpretation or solution, while Browning gives not only his interpre-
tation, but somehow shows us the "light" by which he obtained the interpretation. One of the wonderful things about Browning's character interpretations is their great variety. Neither time, race nor class was a barrier to him. He pictures for us the Greek runner, the mediaeval monk, the modern duke, the Jew and the Gentile, the king and the slave. Nor does he give these to us in any dry, uninteresting or unvaried fashion. All are skillfully woven about some incidents, some climax. Probably his best known form is that of the dramatic monologue.

Browning's types of character seem almost innumerable. He shows us man governed by love, by conceit, by jealousy, or by joy. "In a Gondola" he pictures for us the carefree abandon of the lover, and not alone the abandon but also lets us see the cause and development of his attitude. "My Last Duchess" portrays for us the supreme conceit of a duke, but of a duke who also has a splendid appreciation for the beauties of art. He shows us the effects of the workings of jealousy in "The Laboratory," while "Pippa Passes" overflows with a spirit of joy—the joy of youth, of spring and of life. And so he goes on giving us the effects and workings of all the passions and emotions which sway the human mind.

The most marvelous thing about these poems is Browning's wonderful insight into the working of these emotions within the mind. Take as an example the poem, "Gold Hair." In it he pictures a girl, beautiful and pure, but with a grievous fault—a love of gold. Throughout the poem, in some intangible way, he has woven the working of this one wrong desire upon the mind of the girl until we somehow feel we understand her. It is just this one quality, which seems to me the one most valuable for the teacher, of all the qualities of Browning. Daily the teacher comes in contact with all classes of mankind at a period when each is easily swayed by a fleeting passion and at a period when misunderstanding is liable to have serious effects. If the teacher can understand this one quality of Browning, can somehow catch the notion of his method, some bit of the "light" of his interpretation, surely the time which is spent in reading and studying his works will not have been spent in vain.

MADELINE EVERTS.

Growth of Dramatics

At the national convention of the Drama League of America, held in Detroit last April, a whole afternoon's program was devoted to "The Future of Amateur Dramatics." One speaker went so far as to say that the future of the theater lies in the hands of amateurs, and that a national theater which is still only a dream in the minds of a few will not be an outgrowth of the present commercial theater, but will spring from the soil itself, and be truly American.

Men from a dozen different colleges, extending all the way from the University of North Dakota to Yale and Harvard, gave most interesting reports of the dramatic work done in these institutions, and the new interest everywhere manifest. More and more emphasis is being laid on that phase of academic work, and it is included in the curricula of several colleges. Every one is no doubt familiar with the "47 Work Shop" at Harvard which gives every student taking course "47" practical experience both in the art of writing plays and in presenting his own plays in a real theater whereby he may learn their points of strength and weakness. But perhaps few have even heard of the "Little Country Theater" at the University of North Dakota. This is a real little theater for the use of the University and of nearby villages. People come so far through the country to see plays presented here that it is necessary to serve coffee to warm...
them after their long drives. All of
the rural course students going out to
teach are required to take a course in
dramatics, because work of this kind
is regarded as one of the greatest so-
cializing influences, and therefore it is
considered quite essential that teach-
ers be equipped to do the work
and do it well. This University also
boasts of a beautiful natural outdoor
theater. Oberlin reported a recent
gift of $300,000 for a theater, and the
Carnegie Institute of Pittsburgh has
just added a four-year course in dra-
maturgy and dramatic art.

Realizing the value of dramatics as
a great source of enjoyment, as a
means of development and character
building, and also as a means of
educating future audiences and
teachers for the best and highest
in drama, even as we teach the chil-
dren to read the best literature, the
Expression Department of the Normal
School has made an effort this year
to awaken among students a greater
interest in dramatics. The effort has
been successful so far as interest is
concerned: for immediately three
thriving clubs sprang into existence
in the Normal School proper, and an-
or other in the High School Depart-
ment.

These clubs have worked independ-
ently, each one presenting one or more
plays. This scheme has its advantages
and its disadvantages. It has been
possible for a greater number to take
part in plays than ever before; in fact,
in these clubs there has been room for
all who are interested, either to take
parts or to serve on committees. On
the other hand, the inevitable result
has been less artistic work, because
there were no picked casts, the parts
being simply parceled out among the
members. A further difficulty was the
 crowding of so many plays into the
last term. This year has been an ex-
perimental one, and experiments are
always accompanied by a few mis-
takes. Next year it is hoped to do
more systematic, more artistic, and
more profitable work. The three
clubs may possibly be consolidated
into a single large one, which will
hold occasional programs, making an
intensive study of plays, their tech-
nique and presentation, stagecraft,
etc. In that event, plays will be given
at well defined intervals, and the parts
will be picked from a larger group,
thus insuring more carefully planned
performances of a more artistic na-
ture to be given at times when the
work will not encroach on the efforts
of any other department.

Some kind of a point system would
be a great help to dramatics as well
as to the faculty and students. Out-
side activities must be recognized,
and why should they not be regulated
as well as any other departmental
activities?

The following productions have
been given during the past school
year:

Indian Pageant—under the direction
of Dramatic and Festival Class.

Hyacinth Halvey (Lady Gregory),
The Antick (Lady Gregory)—by the
Drama and Festival Class.

Christmas Festival.

The Bracelet (Sutro), Press Cut-
tings (Shaw), Sanctuary — Bird
Masque (Mckaye)—by the
Players.

Kindling, Act I (Kenyon)—by the
Amphyction Society.

Entr’ Acte (Mary McMillan),
Columbine—by “The Masquers.”

The Amazons (Pinero) by the Sock
and Buskin Club.

Rising of the Moon (Lady Greg-
ory), The Neighbors (Zona Gale)—
by “The Amateur Players” in High
School Dramatic Club.

Greek Festival—under the direction
of the Drama and Festival Class.

DOROTHY UPJOHN.
America's Elsewhere in this number is a brief sketch of Educator. Foremost of the most stimulating of American educators, Dr. Granville Stanley Hall. Dr. Hall has for a long time been president of Clark University, Worcester, Mass. He has been connected in the capacity of instructor with Antioch College, an institution first made famous by Horace Mann, with Harvard University, and with Johns Hopkins University. The number of students who have come under his influence is almost legion. Besides those who have attended his lectures there is a vast throng of American school people who have drunk from the fountain of knowledge penned in the many volumes of which he is author. Undoubtedly the most stimulating of his works is his "Adolescence." His "Educational Problems" and other educational and psychological writings have been sources of inspirations to no small number of men and women. Dr. Hall is to the educational field what John Hay was to the diplomatic field.

The Palm Elsewhere in this issue of Victory, of the Record is set forth the results of the athletic contests in two branches of sport, football and baseball. Last fall the football team went through the season without a defeat. This spring the baseball team has played up to the present time fifteen games, of which two have been tied and thirteen won. One more game remains to be played. To achieve such a feat as the above record when the opponents are the best teams in the state is no small task. Four of the colleges composing the M. I. A. A. have been decisively defeated. Twice the University of Michigan has been the oppo-
nent of Western Normal. The first battle resulted in a 0 to 0 tie after ten innings; the second contest, at Ann Arbor, resulted in a victory for us by the score of 4 to 2. This victory cannot be attributed to the weakness of our opponents, but rather to the extraordinary strength of the team that represents Western Normal this year. In Sisler and Koob, Michigan and Western Normal have probably the two strongest pitchers in the college world today. And these two teams compare very favorably with any of the other college teams. Without being too hilarious in our demonstrations we may well be proud of the team's record in baseball. There is no championship in baseball that is dependent on comparative scores. We can claim a clean slate in the matter of defeats, and that is all we should claim. The boys who have participated in these victories have had a training that will stand them in good stead when they face other conflicts in the years to come. If the games have not developed the finer qualities of life in these young men, they have been played in vain. If they have not learned to play "on the square," to endure to the end, to submerge self for the good of the team, to put forth determination that knows no yielding, to think quickly and correctly in sudden situations, to obey orders from those who lead, and to do their best all the time, the days spent in bringing victory to our school could well have been devoted to another more worthy cause. We proclaim these victories because we believe they will develop in the young men who engage in them the qualities of character that everywhere the world is demanding of young men. The character-refining influences of athletic contests is the perpetual and perennial crown that graces the mental and spiritual brow of the young men who bear the brunt of the fray. The present time calls for men of vigor and force, mental, spiritual, and physical. The two former are in a large measure dependent upon the last. Therefore, it behooves every student to take part in some form of athletics. Let these victories mean something to each student in this institution. "We pass this way but once."

Mr. Spaulding is to be congratulated on the pronounced success of his athletic teams. This success has come through careful training and hard work. Western Normal is proud of a coach who can get such results.

A Merited "Personal Qualities of Promotion. Merit in Teachers." an article in this number of the Record, by Professor Lotus D. Coffman of the University of Illinois, is worthy of the careful study of every reader of the Record who is interested in progress in education. This is one of the most lucid and forceful articles on this subject that has appeared up to the present time. It is based upon facts, and the conclusions drawn from these facts are convincingly and clearly stated. The educational world will be greatly surprised if many more valuable contributions to education are not made by this somewhat newcomer into the educational field. That his services are already receiving their proper recognition is proved by the fact that he has been offered the deanship of the School of Education of the University of Minnesota. It is reported that he has accepted this new position. Illinois is the loser and Minnesota the gainer by that much. We bespeak him success and even a greater usefulness in his new field.

Commencement. All over the land new and old philosophies are having their annual field day. The battle over the Income Tax continues to be refought. Whether Bacon is the author of some Shakespearean plays will probably never be known. But so much the better for argument's sake. The judges, Mr. Common People, are an impartial lot when the most momentous problem with them is Mary's or John's graduation, and all the furbelows and follies that properly decorate such an occasion. What does it mean to the young man or young woman who receives his certificate of graduation?
Has the significance of this occasion grown less? Does it mean the same it did twenty-five years ago? Young men and young women of Western Normal, are you laying your plans for the next ten years? Large vision includes a vision that projects definitely into the future, that groups years into units of action in terms of achievement, that perceives the larger relationships of yourself with the social whole. Is it worth while to plan? Think this over. Make use of the experience and judgment of those who have traveled the path ahead of you.

The First Annual Western State Music Festival. Normal has added another feature to her large repertoire of useful functions. The First Annual Music Festival was launched on the 27th and 28th of May. The weather was not propitious, but lovers of music, great, soul-inspiring music, are not deterred by soulless showers. Large audiences attended each of the three performances. The programs and talent were in accord with the large way in which such functions are conducted by the institution on the hill. If the productions of future festivals is indicated by this beginning, the people of Kalamazoo and vicinity as well as the students of the Normal School may look forward with hopeful anticipations of what is in store for them. Mr. Maybee and his co-workers are to be congratulated on the excellence of the program and the thoroughness with which the details were managed.

The Teachers' Retirement General of the state has given it as his opinion that the Teachers' Retirement Fund Law is unconstitutional. Last winter during the early days of the introduction of the bill in the legislature. Judge Carpenter of the Supreme Court held that the bill was constitutional. There is expressed much dissatisfaction concerning the merits of the law, especially in reference to the failure of the legislature to provide state aid. Its value seems to lie largely in the fact that it will tend to make teaching a profession. It will work a hardship to some by its compulsory features. But what law ever qualified in all respects? As teachers we should be willing to subscribe to the provisions of the act in good grace. If it means lifting the burden from some one else's shoulders, and placing it partly on ours, let us assume our part cheerfully for the larger good.

Summer Advance information indicates that the 1915 Summer School will be the best one so far held under the direction of Western Normal. Students from all over the state are making ready to spend six profitable weeks here on the hill. Many special features have been added for the pleasure and benefit of those in attendance. Four of the most widely known State Superintendents of our country are to deliver addresses. Superintendent Keeler of Michigan will be one of the speakers. Attendance records will no doubt be broken. But above all what the school most desires is a still higher quality of work and a higher quality of native ability in the teaching profession.

A Working Dr. Charles A. Wagner, Commissioner of Education for the state of Delaware, gives in the Record of this month a brief outline of a plan that is bringing results in the Diamond State. Dr. Wagner is one of the "live wires" educationally among the people who are directing school affairs of our nation. If he continues in his present position, we may look for the complete reorganization of school matters in Delaware and the establishment of a system that will serve as an ideal for other states to attain.
GRADE ONE.

Little Rhymes From Little People.
The following little poem was composed by the children on the occasion of the study of the hollyhock and was used in the Arbor Day program:

To Our Hollyhock.
Oh, you pretty hollyhock,
White and pink, and all.
Oh, you lovely hollyhock,
We love you best of all.

After hearing many of Edward Lear's nonsense rhymes the different groups attempted the making of funny rhymes. Below will show with what success:

There was an old man of the west,
Who had a funny red vest.
The vest was so funny, he sold it, honey,
Which pleased the old man of the west.

There was an old man who stood on a box,
And buried his wife in a pile of rocks.
The old woman said, "Let me out of my bed!"
Which frightened the man on the box.

Mud turtles, box turtles and leatherbacks have been very welcome visitors in our room for the past few weeks. The box turtle proved the favorite, probably because he was the most curious, besides being perfectly harmless. The children have been very anxious to supply the daily needs of these dumb friends. A greater love and appreciation for this wonderful world about us has been gained by means of this observation and close acquaintance. After a brief visit each turtle has been returned to its native home.

Indian life is the center of interest in the first grade. The children have arranged a very interesting exhibit, consisting of Indian rugs, reed and birch bark baskets, canoes, moccasins, bows, arrows, snow shoes, arrow heads and spears. The Indian dolls are great favorites at this time. Much originality has been exhibited in the making and decorating of clay dishes. Hiawatha's childhood has been very much enjoyed. The new Hiawatha pictures, published by the Palmer Co., 50 Bromfield St., Boston, have added much to the realness of the story.

GRADE TWO.

In our history work we are studying the modern farm in comparison with our primitive agriculturists, the "Lake-Dwellers." In construction the children are making some of the buildings and animals found on the farm. A cow-barn, pig-pen, henhouse, horse-barn, garage, fences, and farm-house are some of the things which are being made from wooden boxes. Our silo has been made of clay, and is very realistic. Farm animals are to be cut from basswood with a scroll saw. When finished, these will be put together to make the whole. A trip to a typical farm in the near future will help to make this very realistic.

Our polywogs are growing. The big green fellow has well-defined back legs, and the pouches of the front legs are plainly visible. As it takes two years for the complete develop-
ment of a green bullfrog, it will be impossible for us to watch the whole process.

GRADe THREE.

The children of this grade are enjoying the house-wrens who are occupying the three little bird-houses which the pupils of this grade made and hung near the garden.

The cecropia and promethea moths have recently been a center of interest. Both males and females have come forth from the wonderful cocoons.

Several pupils are making home collections.

Two dozen salvia plants have been transplanted to the third grade garden. This promises beautiful fall blossoms.

GRADe SEVEN.

The most interesting subject this term to the children of the seventh grade is science. Magnetism and electricity have been the topics for the last twelve weeks. The object of the course is to give the children a practical knowledge of the common applications of electricity. The door bell and telegraph instrument were selected for a detailed study, as these are the most simple for the child to understand. These instruments were compared, the parts learned and the door bell set up. The children have learned why the door bell frequently gets out of order and in some cases it is hoped that they can discover the difficulties at home.

A telegraph instrument, made by one of the students, furnished an incentive for some of the children to try one and several have been brought to class.

GRADe EIGHT.

The eighth grade girls served a delicious dinner to eight of their friends and instructors, June 14th, in the Training School dining room. The decorations were carried out in the class colors, yellow and white. This was a culmination of their year's work under the direction of Mrs. Chappel.

MENu.

<table>
<thead>
<tr>
<th>Fruit Cocktail</th>
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<tr>
<td>Little pigs in jackets</td>
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<td>Tomato-cucumber salad</td>
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<td>Wafers</td>
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</tr>
<tr>
<td>Strawberry shortcake</td>
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On Thursday, June 17, 1915, at 2 o'clock, the Commencement Exercises of the eighth grade were held in the Training School rotunda.

PROMgram.

<table>
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<tr>
<th>Processional</th>
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<tr>
<td>Invocation</td>
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<tr>
<td>Chorus</td>
<td>Grades 7 and 8</td>
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<tr>
<td>Lullaby</td>
<td>Leonard B. Marshall</td>
</tr>
<tr>
<td>The Sun Worshipers (Zuni Indian Melody)</td>
<td>Harvey W. Loomis</td>
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<tr>
<td>Class History</td>
<td>Symposium</td>
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<tr>
<td>Address</td>
<td>Dr. McCracken</td>
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<tr>
<td>Song, “The King's Champion”</td>
<td>Grade 8</td>
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</table>

ASSEMBLY PROGRAMS.

The May Day Assembly was in charge of the first grade and was the opportunity for them to entertain their friends with the story of Persephone in pantomime. The story was very familiar and full of meaning to the entire group. Each child in the grade had a part and lived that part for the time.

The children worked out the scenes, assigned the various parts to the pupils; they also discussed and provided themselves with suitable costumes. The song and dance found in the fourth scene were regular pieces of work done in the physical training and music departments. The selections lent themselves especially well to the story.

The pupils of each grade brought bright spring flowers and boughs of cherry blossoms with which the rotunda was made gay and attractive and furnished an artistic setting for a spring play.
Following is the program. Characters:

Ceres
Persephone
Pluto
Messenger
Girls—companions of Persephone
Sad and sorrowing farmers
Flowering plants—little girls with baskets of flowers.

Scene I. Place—Field with flowers. Persephone and girls playing the singing game, "Little Sally Waters." Girls see lovely flowers and run to gather them. Music on the Victrola, "Merry Wives of Windsor" (Nicolai). Pluto rushes in and snatches Persephone away.

Scene II. Field. Music on Victrola, "Elegie-Massenet." Ceres searches for her daughter. The flowering plants wither to the ground as she passes. The sad farmers come to her one by one and beg for food.


Scene IV. Field—withered flowers. Music, "Spring Song" (Mendelssohn). Ceres and Persephone enter joyfully. They awaken the flowers. The little girls come in dancing and give the Welcome Dance, after which every one comes upon the stage and joins in a merry spring song.

Story of Persephone may be found in Cooke—Nature Myths; Cox—Tales of Ancient Greece; Francillion—Gods and Heroes; Mabie—Myths Every Child Should Know.

May 13.—On this date Dr. Harvey of the Biology and Nature Study departments gave a splendid talk on "School and City Gardens." Choice stereopticon slides added to the interest of the hour. This program was of direct inspiration to the children because of the Training School gardens.

Miss Lucille Campbell sang several songs. They were greatly enjoyed by all.

May 20.—Miss Guiot of the Training School Physical Training department gave a remarkably interesting talk on Posture. The slides used were of practical interest to each child. These were loaned by Miss Ethel Perrin of Detroit Public Schools.

Miss Esther Snyder gave a delightful original clown dance. The Junior Glee Club sang several numbers.

May 27.—Decoration Day was fittingly observed in this assembly. Mrs. L. H. Mattingly of Kalamazoo spoke in an impressive manner of the services held at Arlington Cemetery, Washington, D. C. She gave her childhood memories of this yearly event.

Patriotic songs were sung. Flags decorated the rotunda. This proved to be a most profitable hour.

June 3.—Grade eight. Dramatic reading from Edgar Allen Poe's "Gold-Bug." by Allan McLangan, St. Clair Anderson and Leland Hall.

Music (trio)—Old Folk Songs, by Marjorie Loveland, Mary Cutting and St. Clair Anderson.

Dramatic reading from "The Parting of Marmion and Douglas," by Millard Newton, Paul Osborn and Dorothy Westnedge.

Physical Training numbers by eighth grade girls:

(a) Irish Folk Dance.
(b) Taffy was a Welshman.

Class Prophecy—Elizabeth Nicholson.

June 10.—The fifth and sixth grades gave the assembly program on June 10th. It was a morning of story-telling. The six best story tellers in the two grades entertained the school with a recital of some of the quaint old folk tales they had been learning in their language work. They were assisted by the first grade pupils, who sang two Indian songs in costume. They had made their own costumes in their construction time. The program follows:

Prince Harweda.....Wilhelmina Statler
Nimmy, Nimmy Not..............Helen Stein
An aquatic meet was held in the swimming pool, Friday evening, June 11. This meet was arranged by Mr. Wood, one of the students who has made quite an enviable record in various styles of swimming. Swimming, diving, and life-saving demonstrations constituted the make-up of the program of the evening. The referee was Mr. Wood and the judges Mr. Spaulding and Dr. Cameron. The other officials were selected from among the student body. This is the first event of the kind ever given at the Normal.

Every pleasant afternoon the tennis courts have been occupied by the students. Considerable tennis talent seems to be developing. A tennis tournament will probably be held before the close of the Spring term.

Since the last issue of the Record six games of baseball have been played. Ypsilanti State Normal College was defeated at Ypsilanti by the score of 6 to 1. Koob had the rival batters completely at his mercy, fanning more than one-half of them, and allowing no hits. The only run made by the Normal College was due to errors in the ninth inning.

Adrian College was defeated 13 to 0, Ohio Northern University 2 to 1, Hillsdale College 7 to 4, Olivet College 10 to 0 (five innings), and the University of Michigan by the score of 4 to 2 at Ann Arbor.

One of the best games played on our grounds this year was that with Ohio Northern University. The game was close from beginning to end. The Normal had more chances to score than had the visitors. The lone tally of the latter was due to a combination of errors and a scratch hit.

In the Olivet game, Koob in a drizzling rain struck out 13 of the 15 men retired.

The running track on the athletic field is almost completed. Competent critics consider it one of the best in the middle west. A great impetus will undoubtedly be given to this branch of sport during the next year. Many promising men are now in attendance who are desirous of exhibiting their prowess on the track.
Kalamazoo tied the score in the third inning, when Krentler crossed the home plate on a hit by Hyames. Michigan scored again in the sixth inning when Benton walked and was called safe at second on a somewhat shady decision that even the Michigan students criticized. He scored on a single by Maltby.

In the eighth inning the Normals started their rally with one out. Hutchens hit, and on a pretty single by McIntosh, tallied, tying the score. McIntosh took second on a single by Krentler, and on an error by Brandel scored the third run. In the ninth inning Hyames beat out a bunt and advanced around the bases on errors by the Michigan men and a single by Corbat brought him home, making the score 4 to 2 for Western Normal. Koob struck out the three pinch hitters in the ninth inning.

During the nine innings Koob allowed but six hits and these were scattered so that they were of little use to Michigan. The Normal slayers gathered in eight hits and bunched them so that they counted for runs. Western Normal outplayed the University men in most phases of the game from the first inning until the end. In the future Michigan may well look to Western Normal as a worthy contender in this pastime. Score in detail:

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Total 35 2 6 27 9 2

xBatted for Shivel in the ninth.
xxBatted for Ferguson in ninth.

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Total 33 4 8 27 10 3


FOOTBALL, FALL TERM, 1914.

| Western Normal | 36 |
| Battle Creek Training School | 0 |
| Western Normal | 3 |
| Olivet College | 0 |
| Western Normal | 43 |
| Albion College | 0 |
| Western Normal | 28 |
| Hillsdale College | 7 |
| Western Normal | 67 |
| Ferris Institute | 0 |
| Western Normal | 10 |
| State Normal Col., Ypsilanti | 0 |

BASEBALL, SPRING TERM, 1915.

| Western Normal | 7 |
| Jackson Southern Lg. (10 in.) | 7 |
| Western Normal | 3 |
| Hope College | 2 |
| Western Normal | 4 |
| Olivet College | 0 |
| Western Normal | 10 |
| Bethany (W. Va.) College | 2 |
| Western Normal | 17 |
| Albion College | 0 |
| Western Normal | 0 |
| University of Michigan (10 in.) | 0 |
| Western Normal | 16 |
| Adrian College | 1 |
| Western Normal | 9 |
| Hillsdale College | 1 |
Western Normal ........................................ 2
Ohio Northern University .............................. 1
Western Normal ........................................ 7
Hillsdale College ....................................... 4
Western Normal ........................................ 6
State Normal Col., Ypsilanti .......................... 1
Western Normal ........................................ 13
Adrian College ......................................... 0

Western Normal ........................................ 10
Olivet College (5 innings) ............................. 0
Western Normal ........................................ 17
Battle Creek Training School ......................... 2
Western Normal ........................................ 4
University of Michigan ................................ 2

Thirteen games won, two tied, none lost.

NEWS ARTICLES

COMMENCEMENT PROGRAM.

The signs of the times all point to the end of another school year. To one familiar with school life these signs are indubitable. Though the frost yet threatens in the valleys, though the chill winds still search our uncomfortable anatomicis, though the corn is even now just being planted, the worried physiognomies of students, their sudden greatly enhanced interest in their class standings, the feverish activities of all the social, literary, dramatic and musical organizations of the school, the zeal displayed in making the acquaintance of modiste and tailor all presage the swift approach of Graduation Day. Yes, Commencement is just around the corner, and almost before we know it the sweet girl graduate and her stalwart brother will be stepping blithely forth to right the wrongs of a troubled world.

In accordance with a custom established in 1905, Western Normal will this year again graduate the largest class in her history, a class consisting of 220 members, 150 of whom are young women and the remainder men. The exercises of the eleventh annual Commencement legally begins with the baccalaureate address on Sunday, June 20, but at least two interesting events belonging to the program will be held during the week preceding. The various items on the list are as follows:

1. The Final Assembly. Following a precedent established last year this interesting performance will occur on Tuesday, June 15, at 9 a.m., at the hour of the last regular assembly of the year. Dr. N. W. Cameron will be the faculty speaker and will review the events of the year from that angle. Following him there will be five-minute reviews of the various activities of the school—athletics, Judson Hyames; literary and oratorical Clyde Huff; musical, Katherine Bates; dramatic, Karla Van Ostrand; Y. W. C. A., Anna Reinhold; Woman's League, Beulah Finch. The Glee Clubs will also appear with samples of their repertoires.

2. The Greek Pageant.

On Friday evening, June 18, a large outdoor pageant will be given in the Normal grove. This promises to be a huge success. The number of performers will be large and the costuming correct and elaborate. A spirited dialogue is also promised. A charge will be made to help pay the heavy expense of this performance.

3. The baccalaureate address.

Dr. J. T. LeGear of the First Methodist Episcopal church of Kalamazoo will deliver the baccalaureate address Sunday, June 20, at 2:30 p.m. Dr. LeGear is a comparatively newcomer to Kalamazoo, but he has already made his mark as an orator.

4. The Normal School Conference.

This conference had its first tryout last year. So successful was the first one that it now seems to have taken its place as an institution. A strong program has been arranged for this conference.

5. The Dedication of the Science Building.

This most interesting performance which marks the fulfilment of many hopes long deferred will occur on Monday afternoon, June 21, at 2:00 o'clock. The principal speaker on this occasion will be the man to whom in a large measure we are indebted for this fine building. As governor of
Michigan, it was Hon. Woodbridge N. Ferris' privilege as well as pleasure to sign the bill which gave to Western Normal this much-needed addition. In that legislature and in the present one he has shown himself a consistent friend of education and our school. It is peculiarly fitting that he should dedicate this building, and all alumni and friends will be more than glad to know that he has consented to do so.

After the address an opportunity to inspect the building will be offered to all.

6. The Alumni Game.
A game of ball between the Normal and the Alumni will be played Monday afternoon at 3:30. At this game the old stars will have an opportunity to give battle to the best baseball team ever turned out from this institution.

7. The Alumni Party.
The social activities of the season culminate in this party for Monday evening, June 21. Year by year more of our alumni return for this festive occasion to renew old acquaintances and to have one more good time in the old gym.

8. Commencement.
At 10 a.m. in the gymnasium, on Tuesday, June 22, the 11th annual Commencement will be held. The address will be given by Pres. George Vincent of the University of Minnesota. Come early if you would be sure of a seat, for when President Vincent speaks seats are at a premium.

The last event is the Commencement Luncheon in the basement of the Training School at 12:15 on Tuesday. After luncheon there will be toasts and songs. Mr. L. H. Wood will act as toastmaster and a good time is assured. Tickets for luncheon, 50 cents. Reserve seats from Miss Newton.

FIRST ANNUAL MUSIC FESTIVAL.
In the first annual spring music festival given at Western Normal under the direction of the Music department, Harper C. Maybee, director, Thursday and Friday, May 27-28, more than 1,200 people were given a musical treat unprecedented in Kalamazoo's musical history. Seldom are three such artists as Madame Julia Claussen, contralto; Paul Althouse, tenor; and Arthur Middleton, baritone, brought together in one program. These distinguished people of the musical world appeared on the Friday afternoon and evening programs and were accorded applause more enthusiastic and sincere than anything ever before heard at the Normal. In the afternoon concert program the artists responded generously with number after number, and the audience was loath to let them go.

Preceding the artists' recital Friday afternoon, was the presentation of the delightful cantata, "Walrus and the Carpenter," by children of the Training School under the direction of Miss Beulah Hootman of the music department. It was a charming feature of the Festival and received rounds of applause. Under Miss Hootman's careful training the children from the fourth through the eighth grades, to the number of 125, sang this tuneful music with a precision and style which has received only the most favorable comment.

On the opening evening Cowen's "Rose Maiden" was splendidly sung by the chorus with Mrs. Bertha Shean Davis, soprano; Mrs. Evelyn Walker Showers of Muskegon, contralto; Stanley Perry, tenor; and Clarence Hoekstra, baritone, as soloists. Mrs. Davis sang the soprano role with artistic interpretation and the finish which always marks her work. Mrs. Showers appeared to advantage in the beautiful contralto part and was at once popular with the audience. In the tenor role Stanley Perry sang with wonderful effect, and in the baritone part Clarence Hoekstra left nothing to be desired in the way of artistic work. The chorus work maintained in every particular the standard established by Mr. Maybee, whose work as director has gained for him and for the Normal a superior record along musical lines.

On the closing evening Max Bruch's wonderful oratorio, "Arminius," a difficult and powerful piece, was given a strong rendition by the Normal Chorus under Mr. Maybee's leadership. The visiting artists sang the solo part
and the event will be remembered as one of the most artistic musical programs ever heard in the city. The Kalamazoo Symphony Orchestra accompanied throughout the Festival, and their work added much to the completeness of the events. Mr. Henderson's work at the piano was a notable feature of the Festival, his accompanying at all times being entirely adequate.

To Mr. Maybee, first, is due credit for the big undertaking which brought to Western Normal many people from out of the city as well as a fine representation of Kalamazoo music lovers. The co-operation of members of the faculty, assisting in the business part of the Festival, contributed substantially to the success of the occasion, and the conscientious work of the cho-ruses made possible the high grade program.

By the success of the first Festival the Normal has paved the way for future musical events of equal importance and made secure her reputation for high standards in music.

GREEK FESTIVAL.

A Senior class play is usually given during Commencement week. This year it is to be replaced by an original Greek festival to be presented on the Normal campus, Friday evening, June 18.

This Festival has been planned by the Drama and Festival class which has made a study of many productions of like character. Each member of the class attempted a plot, from all of which the three best were selected by the book committee. These were submitted to the class, whose decision fell on the one forming the framework of the completed Festival. The book committee, consisting of Ralph Wallace, Genevieve Sherman, Gail Crooks, Edith Haskell and Margaret Lovett, has organized the plot and worked out the dialogue. The plot is laid in Athens on the day of the Pantheonic festival, a festive day of various athletic sports. The first is a market scene, where groups of slaves, sailors, vendors and senators are gathering. Among the slaves is a handsome athletic youth who is destined to be the hero of the play. It is suggested to him that he participate in the athletic contests to win his freedom. He prays to the Greek god Zeus to help him. He sends his messenger Mercury to the youth, telling him that his prayer will be answered.

The king, after the decision of the oracle, permits him to enter the contest, with the understanding that if he wins he will win the princess, but if he loses he will be doomed to the scaffold. He competes in the races, comes out victorious, and the play ends with a romance between the youth and the princess.

This Festival will depict various types of Greek life—peasants, nobles, servants and others. It will take in nearly four hundred students, representing maidens bearing palms, processions of youths with pipes, tambours, maidens strewing flowers, etc. Symbolical dances of hope, joy, peace, happiness and fairy dances will be introduced throughout. Different departments of the school are contributing toward making the Festival a big success. The chorus, under the direction of Mr. Maybee, will sing a number of old Grecian hymns.

The Physical Education department, under Miss Frost's supervision, has charge of the dancing. Miss Netzorg of the Art department has worked out an appropriate cover design for the program and made some attractive posters. Miss Wakeman has assisted materially with historical suggestions, and Miss Clarke with costuming; Miss Forncrook's unlimited enthusiasm and untiring effort has made possible the success of this enterprise.

Other committees who have helped in the organization of the Festival are:

Costumes—Louise Trabert, Hazel Decker, Mabelle Austin, Helen Mills.
Music—Josephine Stears.
Stage Properties—Mary Henson.
Stage—Ellis Armantrout, Cecelia Engel.
Audience—Edna Willis.
Finance—Genevieve Upjohn.
Cast and Rehearsal—Hazel Maltby, Ethel Pease.
Athletic—Ruth Kakabaker, G. de Argemonte.
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Art.

Miss Elinore Judson, assisted by Miss Mary Judson and Miss Rose Netzorg, will constitute the faculty in the Art department during the summer school. Miss Judson will have charge of classes in perspective and design, also the art work in the Training School.

Miss Mary Judson, who has had long training and experience in Manual Arts, and is a teacher in special work in the Grand Rapids schools, will conduct the work in construction. This will include work in basketry, cardboard construction, clay modeling, book binding, etc.

Miss Netzorg, who has done such efficient work during the past year, will have charge of the classes in drawing and painting from nature.

Miss Goldsworthy will spend the summer in California, spending the Summer School term in the University at Berkeley, and the latter part of the vacation at Carmel-by-the-Sea, near Monterey, with an artists' colony.

The Exposition will afford fine opportunity for study of art in many phases, especially in outdoor art, in landscape gardening and sculpture and mural decoration as seen in the art applied to the buildings. The Oriental art at the Exposition is said to be very comprehensive and interesting.

Miss Spencer will be at her home in River Falls, Wisconsin, and in August plans a Western trip, accompanied by Miss Judson.

The Manual Training class in cabinet work has made some very much-needed lockers and a case for the art rooms.

At the Western Drawing Teachers' Association, held in Chicago, the Western Normal was the only normal school represented by an exhibit, and by the largest delegation, ten teachers and students attending.

The meeting next year will be held in Grand Rapids, Michigan.
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Messages from former graduates in art and music give evidence that the good work is going on in many new fields.

Newspaper notices of interesting work in art exhibitions and entertainments in "Living Pictures" have come from Mable Thorpe Jones of Attica, Ind., and Katherine Lockhart of Mishawaka, Ind.

Flossie Campbell of the class of 1914, now teaching art and music in Fenton, Mich., will attend the Applied Arts summer school in Chicago this summer.

What will you do this summer? Write of your summer doings next September to G. M. Goldsworthy, care of Normal School.

DOMESTIC SCIENCE DEPT.

While studying "Home Making" in home economics class, the girls planned houses for a family consisting of father, mother, son 18 years old, and a daughter 16 years old. Rooms, which correspond to the bungalow planned by Karla Van Ostrand, were made of card board and furnished to meet the needs of this family. These rooms, scrap books and various exhibits furnished by dealers were an exhibition in the Training School dining room June 9.

The girls in the Senior Domestic Science class have been preparing and serving meals as part of their class work. There are ten in the class and each week two girls entertain the others and their instructor. Audru Ho- ver and Alice Stanton served a breakfast en family; Louise Trabert and Veryl Robbins an English luncheon; Mabel Dewey and Esther Rose a buffet luncheon; Amber Hunt and Karla Van Ostrand a formal dinner, and Nor- ine Smith and Frances Netzorg a luncheon in "Compromise" style.

In order that they might have some experience in the noon-lunch work, the girls who are to finish the Domestic Science course in June, have been running a lunch room for themselves. Each member of the class has entire charge of one noon's lunch and assists one day. Twelve persons were served each noon at 15 cents each. The money taken in covered the cost of food, labor and overhead expense.
The classes in Agriculture made the annual trip to the State Agricultural College on Friday, June 4. A most enjoyable and profitable trip is reported. Miss Spindler and Mr. Petrie of the faculty took the trip. After several hours of sightseeing about the College, visits were made to the State Industrial School for Boys, and to the state capitol building.

Through the hospitality of Eva Robinson of Rural Course I, and her parents, Mr. and Mrs. M. L. Robinson, of Pavilion township, Rural department students and instructors had a very happy picnic at Miss Robinson's country home, May 22.

At the Rural Seminar meetings of May 27 and June 9 the final programs of the year were given and officers for the Fall term were chosen. Misses Forncrook, Ferree, and Netzorg were faculty speakers, and Ruth Piper, Henrietta Oostema, Gail Smith and Gladys Pixley were student participants.

Present and former men students of the Department of Rural Schools were entertained by Dr. and Mrs. Ernest Burnham Friday evening, June 11.

A model building for a one-teacher country school, sent out by the Federal Bureau of Education, was on exhibition at the Normal the last of May.

The Rural Observation School at Oakwood will, for the first time, be in session forenoons during the Summer term. In the afternoon Miss Ellett will teach a class in Problems of Country Training classes. This is also a new feature.

The Rural Girls' Club met with Miss Goodrich on June 1. Plans for participating in the Greek Festival of Commencement week were discussed. Miss Crawford gave a very interesting talk on Turkey.

Graduates of the Rural courses will hold their annual reunion at the home of Dr. and Mrs. Burnham at 4:30 p.m. Monday, June 21.

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"KINDERGARTEN KLUB."

On the evening of May 10th "The Kindergarten Klub" was very enjoyably entertained at the home of Miss Edith Bailey, Grand avenue. The evening was spent with music and games and refreshments were served.

Miss Nina Ervine, an invited guest of the evening, gave several appropriate readings which were greatly enjoyed by all.

A HOUSE PARTY AT CROOKED LAKE.

The morning of May 22nd found the Kindergarten Juniors, with Miss Harrington as chaperon, taking the 6:15 train for a week-end party at the summer home of Edith Campbell at Crooked Lake. The weather was ideal for such an outing so that most of the time was spent out of doors enjoying the woods, picking floweds, rowing and taking pictures. In the evening the Normal Y. W. C. A. Cabinet were our guests at a mashmallow roast around a cheerful fire. Miss Bal-
dent and secretary were left to be filled by Juniors next year. The Klub felt that this would be one means of securing the immediate interest and co-operation of the new class of Juniors.

In general, the girls of the Klub are desirous of giving the organization a definite aim, although the suggestions as to possible objects of their efforts were various. Among those mentioned was the idea of aiding Miss Edna White with her very interesting work here in the city in the Probation Court and especially in the Detention Home. Also there was suggested the possibility of aiding, financially or materially, in the work of the Kentucky mountain schools, about which many prominent magazines have published such interesting articles. Nothing definite was decided, as the final decision is to be left to the Klub next year, when it will include many new members. With the splendid spirit now among the members any worthy aim is insured great success, whatever the aim may be.

A more systematic co-operation with the Women’s League in regard to meeting new students was also voted upon. Such a co-operation will result in each junior being met at the train, aided in finding rooms, and generally made to feel at home and a welcome addition to our Kindergarten Klub.

The meeting ended in a social time during which refreshments were served. This was our last meeting at a residence, as our next and final meeting of the year will be a picnic supper in the woods.

HIGH SCHOOL NOTES.

In the annual high school oratorical contest held in the assembly room Wednesday, May 19, prizes were awarded to Carlton Wells and Bertha Roskam.

The complete program is as follows:

Music.
Oration, “Child Labor”—Bertha Roskam.
Oration, “Immigration”—Ernestine Campbell.
Oration, "The Challenge of the Farm"—Henry Ponitz.

Music.

Oration, "The Menace of Child Labor"—Winnifred Buck.

Oration, "A Plea for Playgrounds"—Lucile Fleugal.

Oration, "Our Duty to the Philippines"—Carlton Wells.

Oration, "Censorship of Moving Pictures"—Dorothea Sage.

Music.

Decision of judges and presentation of prizes.

Judges, Miss Fornicrook, Miss Murphy, Mr. Sprau.

The Preparatory Literary Society, a club of high school girls, rendered its last program for the year on Friday, June 4. It consisted of some excellent numbers, including recitations and original stories. Each selection showed careful preparation and splendid thought. The society, the aim of which has been to increase the ability of its members along literary lines, has proven a great success.

A picnic has been planned which will bring all the members of the society together once more before the summer vacation.

Tuesday, June 1, the High School Debating Club, composed of eleventh grade boys, met to discuss the question of capital punishment. So much interest and enthusiasm were shown that it was decided to hold another meeting this year. The club will resume its work at the opening of the fall term.

HIGH SCHOOL DRAMATICS.

"The Rising of the Moon," by Lady Gregory, and "The Neighbors," by Zona Gale, were presented by the Amateur Players, the dramatic club of the high school department, on the evening of June 2. There was a good-sized and appreciative audience, and

Charles A. Wise, D. D. S.

703 Kal. Nat. Bank Bldg.
the affair was so successful financially that the club is going to order pins with part of the proceeds. Previous to this performance the Players have appeared twice, once at Comstock, and again at Fulton, where the town hall was filled to its capacity with an enthusiastic audience as could be desired. These trips proved as much fun as they were profitable.

NORMAL NOTES.

The Speak Well Club, a society of high school girls of the junior English class, held a meeting in the Assembly room on Friday, June 4. The “Civic Value of Festivals” was the subject discussed. The meeting was a most interesting one. The aim of this club is to develop effective self-expression in speech. Each girl in the society takes part in every program presented. The club adjourned after deciding upon Sept. 24 as the date of the next meeting.

EXCHANGE DEPARTMENT.

Student—Everybody’s number, Detroit Central High School, Detroit, Mich.: A fine paper; everything is well taken care of. The cuts add interest. Stories are short and snappy. A very sociable book. Athletic department is well conducted.

The Signal—New Jersey State Schools, Trenton, N. J.: The Record is glad to hear from a training school. We appreciate the “Circus” after similar experiences of our own. Faculty meetings must be helpful to prospective teachers. Too bad a clean-up day is so much needed.


The Focus—Senior and Junior Numbers—State Normal School, Farmville,
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The Tatler - - Marquette High School, Marquette, Mich.: Your Current Events makes the paper very much worth while to your students. Advertisements and humor are conspicuous. Enlarge your literary department; get more students interested.

The College Index—Kalamazoo College, Kalamazoo: This is a good college paper. It shows the spirit and "pep" of the school. The prize story in the May number is exceptionally good. The trips of the Gaynor Club and the Men's Glee Club are well written up.

The Pleiad—Albion College, Albion, Mich: A good bit of local college politics makes this weekly paper of vital importance to some students. We are glad to see the Pleiad remains in magazine form. The Knockers' number turned out to be a Boosters' number. A literary department is missed.

The Delphian — Kalamazoo High School, Kalamazoo, Mich.: A newsy magazine, full of school doings and school interest. The literary department is fine. "The "Boosters' Club" will be a great help. It is a good idea to put the name of the paper after the "Exchange Jokes."

Acknowledgment is made of the receipt of the following:
The Searchlight, Grand Rapids Junior High School.
The Ill. Teach. State Teachers' Association, Urbana, Ill.
School and Home Education.
Elementary school Journal.
The Olivet Echo, Olivet College, Olivet, Mich. Genuine newspaper.
The American School.

—BEULAH FINCH,
Exchange Editor.
WITH THE SCISSORS.

A little boy had been coaxing his father for a pony. Not long after he approached his aunt with this question: "Auntie, can you make a noise like a frog?"

"Why, my boy?" asked the aunt.

"'Cause father said I could have a pony as soon as you croaked," replied the boy.

The first day Mary went to school was a red-letter day in the family. All the sisters and brothers eagerly awaited her experiences.

"Well, Mary," said her big brother, "how did you like your teacher?"

"Why, that lady," sniffed Mary, "that lady didn't know nothing. She's been a-asking me questions all day long."—Harper's.

A mother for punishment made little Robbie, aged three years, go into the yard for a switch with which to whip him.

He remained out a long time, and on returning handed his mother a small pebble, saying:

"I couldn't find no switch, mizzer, so I brought a little stun. I sought you might shrow zat at me."—Harper's.

George Ade on English.

George Ade at a dinner urged a subtler use of words.

"Use words with delicate care," he said. "Observe all their subtle distinctions. Never write 'vision,' for instance, when 'sight' is what you mean."

"There's no difference between 'sight' and 'vision,'" interrupted the editor.

"No?" said Mr. Ade. "And yet, Billy, when you and I passed each other in Broadway yesterday afternoon, the girl I was with was a vision, while the one with you was a sight."

—Detroit Free Press.

Western State Normal

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