Western Michigan University

Kalamazoo Normal Record (1910-1918)

Western Michigan University
Year 1916

The Kalamazoo Normal Record Vol. 6
No. 9

Western State Normal School

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THE
KALAMAZOO
NORMAL RECORD

JUNE, 1916
The Kalamazoo Normal Record
Published Monthly, Except August and September
by
The Faculty and Students of the Western State Normal School
Kalamazoo, Michigan
Entered as second class matter October 31, 1910, at the post office at Kalamazoo, Michigan, under the Act of March 3, 1879
The Business Advertisement of the Record is at the head of the Editorial Page

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ALUMNI NOTES.

Miss Beth Newcome, kindergarten, 1915, is at her home in South Haven after spending the year in Florida. She taught in the kindergarten department of the Palm Beach schools.

Miss Ruth Waldo, 1915, has been re-elected in Jackson public schools with a substantial advancement in salary.

Miss Margaret Lovett, 1915, will return to South Haven next year. Miss Lovett recently directed a festival in the South Haven public schools and won for herself and the participants splendid comments.

Western Normal alumni who are teaching in the manual training department of the Pittsburgh, Pa., schools, recently entertained Mr. Waite on a week’s trip to Pittsburgh.

Claude Chilson, manual training, 1915, has been teaching in Odessa, Washington, the past year.

Miss Harriet Carson, 1910, has been employed in an office in Grand Rapids the past year.

The marriage of Miss Frances Dewey, kindergarten, 1910, to Dr. Dan Eaton of Kalamazoo will occur the latter part of June at the residence of the bride’s parents. They will reside in this city where the groom is a prominent physician.

Miss Marjory Cowing, art, 1910, will be married June 21 to Mr. Frank Cleveland. They will reside in Detroit.

Miss Nita Butler, who has been teaching in Newberry this year, plans to attend the University next fall.

Orrin E. Powell, who has been teaching in the Kalamazoo schools the past few years, will enter Kalamazoo College in the fall.
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Glenn M. Sooy, after a year at Barboursville, West Virginia, in the Morris Harvey College, has returned to his home in Kalamazoo.

Mrs. Mae Estabrook, 1911, has been teaching at Leland, Illinois, the past year.

Arthur C. Schaaf, manual training, 1911, is employed in the public schools of Grand Rapids.

Miss Frances Hungerford, kinder-
ten, 1912, is teaching in Kalamazoo this year. She plans to enter the University of Chicago for the coming year.

Alfred Wilcox, 1914, has been teaching manual training at Tucson, Arizona, the past year.

Fred Stacy, 1915, will manage a hotel in the north this summer. He will return to Northport to resume his teaching work in the fall.

Miss Helen Mills, physical education, 1916, has been engaged to direct this work in the South Haven schools next year.

Miss Ruth Hayes, 1916, will go to Detroit to teach in the grades next year.

Supt. H. W. McIntosh of Boyne City and Supt. Emmons of Kendallville, Ind., were recent visitors at the Normal.

Miss Lucy K. Cole, supervisor of music in Seattle, Washington, was a guest of the Normal Friday, June 2. In her honor the music faculty gave an informal luncheon at noon.

Dr. McCracken and Dr. Harvey were in Chicago June 5 for the 25th convocation of the University of Chicago, from which both received their doctorates.

Dr. William McCracken delivered commencement addresses June 1 and 2 at Wayland and Northport, respectively.
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On Wednesday, June 7, the Hickey Debating Club enjoyed its annual banquet, the young women of the Women's League preparing and serving the dinner.

Dr. Ernest Burnham will be the commencement speaker for the High School graduating class of the Normal Thursday, June 15.

An interesting trip was taken by students in the classes taught by Miss Ellett Monday, June 5, when a large party visited the Post factories in Battle Creek, accompanied by Miss Ellett.

J. Allen Petrie, who has been in Marquette the past three months doing field work for Michigan Agricultural College, visited the Normal Monday, June 5.

Western Normal's thirteenth summer term will open Monday, June 26, and continue for six weeks, closing Friday, August 4. A series of lectures by nationally known speakers has been arranged for the students and the Redpath Chautauqua will be held on the Normal grounds the fifth week of the summer school.

KINDERGARTEN ALUMNAE.
The annual meeting of the Kindergarten Alumnae Association will be held in the Training School Rotunda Saturday, June 17, at 2:30 o'clock.

Guests will include the present graduating class of thirty-five women and visiting principals and supervisors who will be guests of the returning alumnae.

The executive committee has planned an unusual treat by inviting Miss Mary E. Ely of Chicago, a kindergartner of large experience, to come and speak at this meeting. Her subject will be a practical one concerning the success of a day in the kindergarten.

A reception will follow the talk, giving all an opportunity to meet Miss Ely and mingle with former classmates and renew Western State Normal friendships.
First War Bug—How far did you get in France?
Second War Bug—As far as the Paris Green.

H. E. B.—May I see you home this evening?
M. N. Q.—No, that would be a violation of Rule No. 129.

What Did Johnny Mean?
Johnny B.—Waiter, have you any chops as tender as a woman’s heart?
Waiter—Yes, sir.
Johnny—Then for goodness sakes, bring me a steak!

She—Tell me, is the “F. O. B. Detroit” a good car?

Easy to Explain.
Friend—How do you do, Sharp?
Why, how is it you’re out; only last week you couldn’t walk?
Sharp—Since then I got a verdict of $5,000.

Where Found?
A graded student in the class of literature for the grades the other day asked if the story: “Gretchen, the Match-Girl” was a Bible story. She is still wondering where she can find it.

Miss Murphy—Byron was greatly inspired by Milton’s “Paradise Lost” and the Book of Job.
Bright One—Did Milton write the Book of Job?

Some Speed.
V. S. (at track meet)—Yeakey went so fast around the bend that his vest pocket dipped cinders.

The Girl of It.
Neal—Are you going to the fancy dress party?
Worthington—Oh, yes.
Neal—In a garb?
Worthington—Yes, I shall wear one of those quaint old costumes of 1905.
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Mr. Ellsworth (speaking of modern changes)—Few girls learn how to cook until they are married—then trouble begins.

First Student—What is a cauliflower?
Second Student—Cabbage with a M.T. cultivation.

Mrs. L.—Willie, why do you so dislike your teacher?
Willie—I don’t exactly dislike her, but it is perfectly plain to me why she never got married.

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SUPPOSE no one of us will go very far as teachers, particularly those of the young men who may go out as principals or superintendents, without meeting the problem of truancy. I started my investigations thinking to find in the problems of low wage and unemployment an economic background for truancy. What I really found was an economic foreground, if I may call it so. I mean that I am now more impressed with the future effect if conditions continue as they are now, than with the background I started out to find. Of course I would not neglect causes, for knowledge of them is essential to finding a remedy—and I found some causes. I still think that the cause I started out to find exists, but it is farther back than I thought. Those which I found are more immediate.

I first looked through the records of the local truant officer and took some data. I have grouped it in three classes—offenses, home conditions, and relief—which will show something of the varied duties of the truant officer and give us an introduction to the truant.

Offenses:

Boy of 16 selling tobacco to other boys.

Number of complaints made and warrants issued for violations of the cigarette law in the year 1913-14, 3.

Girl of 12 took watch from teacher's desk.

Boy of 8 took money from teachers and pupils at school. This boy was sent to the Lake Farm.

Record of one boy:

April 14, 1914—Reported for truancy.

October 10, 1914—Reported for taking $2.50 from his brother's pocket. Part of the money was recovered.

January 23, 1915—Made ward of Juvenile Court.

February 11, 1915—With another boy entered garage and took $110. Boy inclined to take bicycles.

Larceny from Ten Cent Store.

Girl of 11 ran away, spent night under pile of telephone poles. This was first offense.

Apprehended on street. Does not go home nights at times. This was, of course, a boy.

A boy, irregular, made ward of the court.

A boy, foreign, does not want to learn English.

Home Conditions:

Illness. Mother indifferent.
Parents object to having girl go to open air school.
There were numerous cases of father or mother keeping child out to work.
Boy working—lots of celery to care for. A permit was granted until Thanksgiving.
Father does not want child to attend school.
Number found ill or illness in family, 146. The most of these were in the winter or spring.
A girl, eight in family, mother dead, oldest sister married and keeping house in father's home. The girl had no clothes suitable to attend school.
A girl asked for aid. Mother a widow with a little baby.
Mother working, $5.00 per week. Boy was found working at the Majestic. He was asked not to go back, but no record was given as to outcome.
Dependent family. Mother gets $1.50 from county. Coal furnished.
Girl working at home. Father drunkard.
Seven in family, oldest 14 years. Mother ill. Boy and girl, 10 and 12 years, irregular.
Girl had been ill, family destitute of food.
Boy of 13, ill, no shoes, father left.
Boy of 14, gets up at two in the morning to get papers.
Mother works in paper mill, children neglected.
Father left.
Girl of 11 stays home to care for children.
Boy of 7 living under extremely bad conditions morally.
No food to speak of, boy hungry, father in jail.

Relief:
In a number of cases shoes and other clothing were furnished by the county agent, truant officer, charities associations, Civic League, or superintendent of the poor.
In one case the truant officer bought shoes and gave the mother $2.00, but was advised by the Civic League not to give more.
Parents in some instances promised to supply the necessary clothing.
In 1913-14 the number reported as lacking necessary clothing for school was 38. The largest numbers reported were in November (8) and January (12), the times of beginning of cold weather and of the severest weather.
The number aided was, according to the report, 8. I did not understand this as other things seemed to indicate a larger number helped. This is taken, however, from the truant officer's annual report to the Board of Education.
This report gave also the following items:
Notices sent to parents to send children to school, 64.
Applications for permits to work, 202.
Applications for indigent books, 488.

Not finding in the records of the truant officer what I was looking for, and still in search of proof that the low wages and unemployment of which we have talked so much, might, through lowering the standard of living, if in any other way, be a large factor in causing truancy, I went to Judge Van Horn and asked him the following question: To what extent can truancy be traced to economic causes—unemployment, low wages, etc., and resultant low standard of living? My ideas received something of a jar when he said, quite emphatically, "Very little." He said that while Kalamazoo is a comparatively small city and causes might be different here than elsewhere, he had a report to the same effect from Seattle, about six times the size of Kalamazoo. Judge Van Horn considers that truancy is very largely due to mental incapacity. He said: "In making a chemical analysis, if there were a scarcely perceptible amount of a certain element, you would say that there is 'just a trace.' Among those whose mental condition is normal, truancy is 'just a trace.'" He said that sometimes a group of boys get together and enjoy 'playing hookey' a few times, particularly in the spring, but this is not the kind of truancy which constitutes the real problem. In most of the chronic cases it comes about through mental incapacity causing a lag in school work, failure follows, the
child is kept back in grade a few times, becomes large for his grade, and grows discouraged and dissatisfied. Truancy follows, with a tendency to petty offences which increase in seriousness until the truant is brought before the court.

To return for a moment to the question I asked, I want to give you a few remarks Judge Van Horn made on poverty. He said that "largely poverty is indicative of mental incapacity." He did not wish to be misunderstood in this, nor quoted as saying that all poverty is a result of mental incapacity or that all mental incapacity is indicated by poverty. In this connection he said, "I think the meanest man God ever made is the man who keeps just within the law—who does everything he can to up to the point of violating the law." He would rather see him go away over the line once in a while and be decent the rest of the time. With the average individual, if poor, there is a reason back of it—generally some physical condition. Usually the normal person, by stick-to-it-iveness and perseverance, can keep out of the class of the poverty-stricken. "You and I," he said, "do not need to work all of our time to provide the necessary three meals a day. It would be easy for us to do that, but we are not satisfied with that—we want to get ahead."

The mental incapacity is often inherited and often caused by physical defects—a fruitful source being adenoids. I asked his opinion of the following statement taken from Allen's "Civics and Health:

"A recent examination made by the New York board of health on 150 children in one school made up from the truant school, the juvenile court, at Randall's Island, showed that only three were without some physical defect and that 137 had adenoids and large tonsils."

He thought the percentage rather large, but considering that this is a school for truants, of course of a type too bad to be handled elsewhere, it might not be an unusual condition.

Judge Van Horn loaned me the report of a committee which was appointed by the legislature in 1913 to investigate the extent of feeblemindedness, epilepsy, insanity, and other conditions of mental defectiveness in Michigan. This committee made investigations among 809 boys in the Lansing Industrial School and 386 girls in the Adrian Industrial Home, and I have taken such data as seemed most interesting and useful for our purpose. The whole report, while anything but pleasant reading, contains much which I believe it would be well for us all to know. It is the report which Judge Van Horn in his talk to us in chapel suggested our getting. It may be obtained from the State Printers, Lansing. The complete title is, "Report of the Commission to Investigate the Extent of Feeblemindedness, Epilepsy, Insanity, and Other Conditions of Mental Defectiveness in Michigan."

The Binet test of these children showed the following results:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>61%</td>
</tr>
<tr>
<td>Feebleminded</td>
<td>39%</td>
</tr>
</tbody>
</table>

The fact that among the girls the feebleminded far exceeded the normal (70% to 27%), while the numbers were almost reversed in the case of the boys (39% feebleminded to 61% normal), may be explained by the fact that the causes for which the girls are sent to Adrian are largely of a different nature from those for which boys are sent. While larceny and similar crimes which the boys commit call for more or less intelligence, that which causes a girl's being sent to the Industrial Home is one which is based on her feeblemindedness—one which in many cases would never occur were she possessed of even a small degree of intelligence.

The average age and grade on leaving school as follows:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>12</td>
<td>1-2  (just past)</td>
</tr>
<tr>
<td>Feebleminded</td>
<td>13</td>
<td>3 (last half)</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal</td>
<td>13</td>
<td>1-2  (last half)</td>
</tr>
<tr>
<td>Feebleminded</td>
<td>13</td>
<td>1-3  (first half)</td>
</tr>
</tbody>
</table>

This shows that while the feebleminded stay in school almost as long...
as the normal,—longer in the case of
the boys,—the grade of the feeble-
minded is a year and a half behind the
normal. This bears out Mr. Van
Horn's theory as to the beginning of
truancy. While still in school the per-
centage of irregularity among the fee-
bleminded was much higher than
among the normal,—further proof of
mental lack. It is noteworthy that of
the 809 boys at Lansing, 71% had
smoked.

The parentage of these children was
an interesting study. Relatively few
of the boys and girls—12% and 8%
respectively—were foreign born. Most
of these were from Canada. Proof
that these people, while probably con-
stantly on the move (only 5% of the
boys and 3% of the girls had always
lived in the same place), do not jour-
ney far, is the fact that about three-
fourths of all in the two schools were
from Michigan. One or both parents
of 48% of the boys and 37% of the
girls were foreign born. The commit-
tee suggested that perhaps this might
be due to the fact that the foreign par-
ents had not become sufficiently
adapted to the new environment to
provide good guidance for their chil-
dren. I figured a little on this, but did
not follow it far. The suggestion
seemed to be borne out to some extent,
particularly in the case of the boys.
While the figures for the girls ap-
peared to disprove it, we must remem-
ber the large percentage of feeble-
minded girls at Adrian, and that they
would be necessarily less influenced by
good guidance than if normal.

Other interesting statistics which
show the sort of homes from which
these unfortunates come are the fol-
lowing:

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
</table>
| Parents in jail or other corrective penal insti-
tutions       | 17%  | 10%   |
| Drunkards—fathers | 52%  | 47%   |
| Mothers         | 7%   | 11%   |

Number of families which received help from city:

- Boys: 16%
- Girls: 14%

Of these families the greater num-
ber were represented by feebleminded
children—about two to one, and in
both schools those who came from the
largest families were in the feeble-
minded group.

As a rule, it seems that the inmates
of these schools come from homes
where there is no moral backing for
the child, and in a very large number
of cases decidedly immoral conditions
seem to be the most prominent part of
the child's heritage and early environ-
ment. This brings us to a very im-
portant part of Judge Van Horn's
opinion as he gave it to me. Heredity
plus environment, he considers the
point of the whole question. He said
very emphatically that in his belief, if
immorality and its resultant diseases,
which are the great causes of feeble-
mindedness, could be stamped out, the
problem of juvenile delinquency would
be practically solved. This is my fore-
ground. It is a big economic question,
but it is more than that. It is a prob-
lem which is pressing hard on us of to-
day and the people of the coming days
for solution.

MAY L. McGAW.
ELGIUM stands between the contending tides of Latin and Teuton. For two thousand years this position on the map of the continent has made the plains of Belgium the battlefields of Europe. As early as 50 B.C., the ambitious Julius Caesar reported to the senate of Rome that among all the tribes of Gaul the Belgae were the bravest. On the Belgian plains King Clovis and the Franks fought their mighty wars; and not far distant, on the battlefield of Tours, Charles Martel upheld the banner of the cross against the growing power of Mohammedism, thus saving Europe for Christianity. On the Belgian plains the French, English, and Dutch waged their wars against the tyranny of Spain, and Belgium was long sad years in recovering from the bloody campaigns of Philip and the Duke of Alva. Here, also, on the plains of Waterloo, Napoleon Bonaparte lost the battle which decided the fate of Europe and closed forever the career of the greatest military genius the world has yet seen.

Even though this strategic position has proved Belgium's misfortune during these years, yet it has likewise, for almost a century preceding the present European war, proved her fortune. In 1839, to preserve the "balance of power" and to prevent the further expansion of France, the greater nations of Europe entered into a treaty in which the neutrality of Belgium was guaranteed. Again, in 1907, her status as a neutral nation was fixed by the Second Hague Conference of which Germany was a member. This Conference declared that the territory of a neutral nation was inviolable, and forbade the moving of troops or convoys of either munitions or supplies across the territory of a neutral nation. Safe in the protection of these treaties, Belgium devoted her energies to the arts of peace and, unlike the greater nations of Europe, contented herself with a small army. She seemed to be protected by a greater force than that of armies and navies; her status was established by solemn treaty; the word of the nations of Europe had been given; she was protected by the whole power of international law and international honor,—it seemed that no enlightened nation would presume to violate its moral obligations.

Yet, in spite of the efforts toward universal brotherhood,—in spite of the efforts of unselfish men to weld together the nations by one common bond, there had been growing in Europe, during these years, the curse of militarism,—the great foe of universal peace. The old world questions of race and religion, of marriage and markets, of colonization and "balance of power" have kept Europe in turmoil for hundreds of years. The pages of its history are filled with the accounts of bloody wars whose treaties of peace still left in the hearts of the people, only to be roused again for the slightest cause, the sleeping passions of hatred and unsatisfied lust. The nations of Europe have watched each other with jealous eyes and have spent millions in preparation for war. Forts and defenses have they built along the borders, with dreadnaughts have they patrolled the seas. Armies have they fed and clothed and paid in time of
peace, and trained them to destroy human life. Science has lent its aid in the work of death by the manufacture of explosives and poison gases; invention has used its skill in building engines of death and destruction; experts applied their intellects in a lifelong study of war, and governments have compelled every able-bodied man, as part of his education, to learn the art of killing his fellow man. Officers of armies, whose promotions come when nations are at war, have spent their time in a maze of plots and intrigue; manufacturers of munitions and supplies, whose fortunes are made when humanity suffers, taking advantage of the human instincts of loyalty and patriotism, have kept the common people in hatred of their neighbor country; the representatives of militarism have controlled the legislative bodies of the greater nations of Europe and have even sat upon their thrones.

Such was the condition of Europe in June, 1914. The assassination of the Grand Duke of Austria fell like a spark into a tinderbox of passions caused by accumulated rivalry, hatred, and lust for conquest, and, fanned by the spirit of militarism, the flame of war swept over Europe, falling upon every continent of the earth.

When France decided to remain true to her treaty of alliance with Russia and stake her all for the humiliation of Germany, the German government decided to use the famous Napoleonic plan of attack: to rush its troops across into France, crush the unprepared French army, take Paris, and there dictate terms of peace, before the Russian army would have time to threaten seriously the eastern border. Germany's wonderfully efficient military organization had men in the field before the other nations could realize that war was on. The soldiers of the Kaiser were anxious to vent their age-long hatred on the ancient enemy of the fatherland and to prove the supremacy of German arms. Yet, with all this efficient preparation, this eagerness for war, and this enthusiasm for the Fatherland, Germany's first move in the great game of war constitutes the most fatal mistake in her history. The mighty boasted efficiency of German arms was used, first of all, against a little, unprepared, and almost defenseless neutral nation. The German war lord decided to move a part of his large invading army into France along the line of least resistance; that route lay through neutral Belgium. An ultimatum, accordingly, was sent to the Belgian government demanding that the German army be allowed to move through Belgian territory. This demand was received at seven o'clock on Sunday evening, August second,—the Belgian government was given until seven o'clock Monday morning, August third, to make its reply: twelve hours in the darkness of night at the close of a peaceful Sabbath day; twelve hours for Belgium to decide whether she would allow her neutrality to be violated and furnish once more the battlefields in a struggle for which she was not responsible; twelve hours for her to decide whether she would surrender her nationality without resistance, or rise in defense of her sacred rights and, upon the issues of an unequal contest, to stake her destiny.

In that great world-war Belgium would have nothing to gain and everything to lose. She would fight for no extension of markets in foreign lands, nor would the blood of her people be shed for the extension of the influence of race or religion. No, she would fight in a far greater cause,—the universal cause of freedom against oppression,—with that same spirit which inspired the American colonist to rise against the oppression of England, with that same spirit which inspired the Low Countries to rise in defiance of the tyranny of Spain, with the spirit of all these did Belgium decide to defy the war-mad German Empire and to go down in history as an example of national heroism in the great cause of human liberty.

The result was inevitable: the insignificant Belgian army, after a brave resistance, was outnumbered and crushed; the German horde, maddened by the unexpected resistance, swept across the country from village to village, burning, destroying, devastating,
butchering, violating every rule of civilized warfare, and leaving behind them a trail of death and desolation scarcely rivaled by the most savage raids of Attila and his barbarians. This crime against the Belgian people is a spot blacker than the blackest night; a black spot upon the white banner of modern civilization. That banner is stained by the broken treaty of Belgian neutrality, mingled with the blood of her soldiers and citizens, and stained still blacker by the unspeakable atrocities committed upon the purity of Belgian women. This stain will remain until the end of time. Its existence is a reproach to a mighty nation, a nation mighty in art, in science, and in education, a nation which has been teaching the world, but, withal, a nation whose government is dominated by the viciousness of military oppression.

When peace shall finally come, when the common people of Europe who survive this awful conflict shall return to their homes from the maddening existence in the trenches, when they shall return to take up the oppressive burden of taxes which have accumulated during their military service,—then must they see the folly of it all and teach their children the horrors of war and the blessings of peace. Then will the common people see in Belgium the supreme victim of the viciousness of war: a broken treaty, a brutal assault, a desolated country, a scattered and homeless people,—these marks are the deadly work of militarism, marks which cannot be effaced, any more than can the cry of the widowed and of the fatherless be stilled.

The day is not far distant when some Mark Antony shall raise the bloody mantle of murdered Belgium, and with stirring eloquence, call upon her gaping wounds to speak out for themselves against her murderers, not far distant when the common people of Europe shall heed those burning words and throw off the heavy yoke of militarism; then Belgium, though fallen, shall reach her destiny and her noble sacrifice shall not have been in vain.

ERNEST H. LA CHAPELLE.

The Influence of the American Newspaper

Given first place in the High School Oratorical Contest.

TODAY, one of the greatest instructors in the United States is the newspaper. Its influence is so far-reaching that it is difficult for us to comprehend its real power. However, this same influence is being credited with defects which make our newspapers the source of much demoralizing information. Much of this is true, and yet ought we as American people to condemn the press too harshly until we are convinced that it alone is responsible?

The great influence of the press lies in its power of suggestion. This power may be for good or for evil. It has been said that the newspaper is the mirror of the community. If this is true, then to the community must be attributed a portion of the cause of evil suggestion. Many characteristics of the American people are seen in the press. It shows independence from the fact that it is determined to succeed. It is progressive in its desire to be constantly pushing forward. It is a great lover of excitement and it is decidedly curious.

There is much to be said concerning the good influence of the newspaper. It is one of the greatest instruments of culture and is the foundation of public welfare. Through it much has been accomplished toward the betterment of civic conditions. It is practically the only source of information for the average man and thus we see the importance of the kind of information. Wendell Phillips has said, “It is a momentous but fearful truth that millions have no literature, no schools, almost no pulpit except the press. It is parent, school, college, pulpit, the-
ater, example, counsellor all in one. Let me make the newspapers and I care not who makes the religion or the laws."

One of the greatest evil effects of the newspaper comes from the so-called coloring of the facts which the public should know and the addition of statements, too often not accurate, which bias the opinion of the public. Since the newspaper is the daily literature of the average man, there is great possibility of his being prejudiced against just causes by the false impressions presented of them in the columns of his daily paper. Too frequently political issues have been determined by widespread erroneous impressions; in like manner worthy men have been defeated for offices where the public needed just the kind of service they could have given.

Not only is the mind influenced by the newspaper, but it is also filled with cheap and worthless literature. Emerson has said that newspapers have been helpers but we should know how to read them. We should learn to select that which is best and leave the worthless alone. Very often the average reader is not able to do this. He is attracted by the flashing headlines, enticed by the colored pictures and delighted with the cartoons. His mind is trained for the startling events by the constant reading of them. This is especially true of the young readers. They are not capable of forming opinions but accept what they read as the truth. Thus their young minds are filled with the undesirable and they will not become the future dependable citizens we need.

Bad as are its evil effects, they are outweighed by the good. There are few homes in America today to which some form of newspaper does not come, and no matter how busy the individuals are they will always take time to read the news. Is this not better than no reading at all? Very frequently, through this daily practice, the reading habit is formed. Besides merely cultivating a desire for reading, much useful knowledge is also gained. The reader finds material on art, literature, and science. Much useful information is given on such subjects as cooking, clothing, care of children, and medical advice.

The average newspaper is a real mine of information, and newspapers below the average are beginning to see the need of improvement. Many civic questions have been settled satisfactorily through the medium of the press. While some desirable men have been severely criticized by the newspapers, more have been helped by them. They have been advocates of municipal reforms, pure food laws, clean streets, and better tenement laws. They have aided in raising money for earthquake, fire, flood, and war sufferers. They have decided strikes and attacked trusts. In fact, they have been of more benefit to mankind than any other human force could have been.

The economic changes in the history of our government have greatly affected the newspapers. They have passed from the stage of personal control and leadership to be, now, a business enterprise. The governing forces in their struggle for supremacy, have forgotten their responsibility to the public and have rushed blindly on after success with little regard for their readers or their own good name. Not until they realize the real significance of their work can they appreciate the influence they have and use that influence toward the betterment of the press.

The real hope of improvement lies in the elevation of the American people. This is being successfully accomplished in many schools where students are taught newspaper values. If the press reflects the views of the public, then the public should be as good an example as possible. No movement for good has ever been defeated when it was backed by the people, and without a doubt our American journalism is being improved and will continue to be improved through the influence and culture of the American people.

Charles Dickens has called the newspaper "the daily sewer." Wm. Morton Payne says, "Men of intelligence are dissatisfied with the American
daily paper. They believe it to be both vulgar and dishonest.” Benjamin Rush speaks of the newspaper as a teacher of disjointed thinking. The newspaper is more than a sewer. It is a stream of valuable information. It may be at times vulgar and dishonest, but not habitually so. Disjointed thinking may be the result of hurried reading and the confusion of many ideas. But the many minds trained on many subjects, the public improvements made possible, the knowledge which is diffused, and the reading habits established more than make up for the disconnected thoughts. Newspapers may contain vice, but it is exceeded by the good, for vice seeks seclusion, not publicity.

Through our efforts and influence as American people, let us do away with the vice, the sensation, the dishonesty and the vulgarity of the press. Let us make our community life such that its reflection in the newspaper will be one of good and not of evil. This can be done only through the encouragement of schools and all means of education. Then, when all have seen the need of the betterment of the press, and seeing, have demanded it, can it truthfully be said of the newspaper in the words of Milton, “She needs no politics, no stratagems, no licensing to make her victorious.”

LUCILLE E. SANDERS,
H. S., '17.

A PLEA TO DIANA.

O goddess of the silver bow,
Pray listen to my tale of woe.
The fates so harsh have showed their will
To students of the Normal Hill.
We must write rhymes, is their decree,
And that is why I come to thee;
For it has many times been told
In legends handed down from old,
How no one could behold your face,
No matter what his name or race,
Without the forfeit of his sight.
(Ah! what a sorry, sorry plight.)
But if he slept upon a hill,
When all the world was calm and still,
You came. Diana, in your grace
And placed a kiss upon his face.
This kiss gave him a poet’s thought,
And that is what I vain have sought.
So if I sleep on Normal hill,
Pray make it thy gracious will
To stop in thy swift flight and kiss
My brow, that I may write in bliss.
O, fair Diana, hear my plea;
An inspiration send to me.

OLIVE MAE ELLIOTT,
H. S., '18.

Note—After the sophomores had finished reading parts of Pope’s translation of “The Iliad of Homer,” which is written in couplets in the iambic pentametre, they were asked to attempt some couplets, in the same metre, if possible. The above was based on a myth Miss Elliott came across in her outside reading.

THE BEST REMEDY.

A laugh can shorten the longest road,
A laugh can lighten the heaviest load;
A sunny face and a cheery smile
Will make 'most everything seem worth while.
The cheerful heart that laughs and sings
Makes and keeps the friend that clings.

And that is what I vain have sought.
So if I sleep on Normal hill,
Pray make it thy gracious will
To stop in thy swift flight and kiss
My brow, that I may write in bliss.
O, fair Diana, hear my plea;
An inspiration send to me.

OLIVE MAE ELLIOTT,
H. S., '18.

Laugh at work till it seems like play;
Success always follows when the heart is gay.
Laugh at care till you see a smile
Lighting its face for a little while.
Bitter may be the cup that you quaff,
But all will be sweet to the lips that laugh.

HENRY B. MULDER, M. T., '17.
Co-operation of Student Body. At present we hear much talk of the need of greater patriotism in national affairs. There is likewise a self-evident need of greater fidelity to our institution, on the part of its students. One of our faculty members recently gave as his formula for patriotism $2L_4$—two parts sentiment and four parts loyalty. This formula would apply equally well to fidelity, and it is such fidelity which we need now and here.

As students and as teachers we must cherish toward the institution of which we are members, a deep and abiding feeling of sentiment of the highest, purest type. To this we must add the necessary four parts of loyalty. Not the loyalty of the preparedness orator, nor yet that of the peace advocate; but the loyalty which impels, at all times and in all places, strict obedience to recognized authority. That type of loyalty which makes us willing to respond cheerfully, and without question to the requests of the "man higher up."

This means being true, not only to the best that is in us, but being true to the highest and truest ideals that we can find in the lives of others. Through such fidelity, and in no other way, can we make of ourselves, students and teachers of whom our schools and our nation may be proud.

METTA J. ROSS.

Co-operation of Faculty. When the cave man wanted anything he took his stone axe in hand and went after it—alone. Later in dawned upon his pithecanthropoid brain that two persons working together could more successfully ward off the attacks of the saber-toothed tiger and more surely bring home the needed breakfast. Thus was born, in
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some distant eon of the past co-operation, the mainspring of our present complex social, political and governmental life.

St. Paul made some pithy comments on co-operation, taking the body as his text. His major premise is "the body is not one member, but many." He then depicts the chaos that would exist if the body were all eye, or foot, or hand, or ear, or sense of smell, concluding with the query "if they were all one member, where were the body. His answer is: "But now are they many members, yet but one body." His final conclusion is "the eye can not say unto the hand, I have no need of thee; nor again the head to the feet, I have no need of you." All this to the end that "there shall be no schism in the body; but the members should have the same care one for another. And whether one member suffer, all the members suffer with it; or one member be honored, all the members rejoice with it."

It would be futile indeed to attempt to add to this masterly exposition of the theory of team work. The sentiment here expressed is worthy of being emblazoned in letters of red and hung on the walls of the room wherever two or more persons foregather for a common end. The preachment here so clearly expressed is one that every individual, except, perhaps, a lonely outcast on an uninhabited desert island, needs to take to heart.

It is the firm belief of the writer that the members of the Western Normal School faculty have thoroughly assimilated St. Paul's philosophy of life. That each one regards himself as a member of the body and not the body itself. That each one labors for the good of the whole and not for personal aggrandisement. Each one in short suffering when others or the body suffers and each rejoicing when others succeed and the whole body is full of light.

If we do say so as shouldn't, we are a harmonious educational household. There is a welcome absence of cliques among us. Each member totes fair and all labor for the common purpose of making this school just as good as our abilities will permit. As time rolls on and we grow larger it is inevitable that our personal relationships shall grow less intimate, but that this shall in any way lessen our real regard for each other or weaken in any degree the zeal which now animates us to promote the good of the whole school, is unthinkable.

DR. WM. McCracken.

Co-operation

Co-operation

of Alumni. from the Bible tells us "Faith without works is dead." The truth of the statement has been tried and proven so many times that it can no longer be doubted, but application of a principle always insures practicability. So it is with this quotation. Let us alumni apply it to our Alma Mater. We have implicit faith in and respect for Western State Normal. We believe the faculty are men and women of sterling qualities representing all that good citizenship and good Christian lives stand for. We believe the ideals inculcated at that institution are ideals which tend to intensify our living and improve the standard of right conduct. We believe that professionally and scientifically, the knowledge obtained there was the practical kind and we find it "workable" after leaving school. We believe that a school founded upon these ideals and run upon these principles can and will prosper. No, there is no doubt about the faith we have in our Alma Mater.

But how about the "works?" We have broadened perceptibly through our contact with the instructors there and we have received much from our training. Surely we ought to give in return something that will aid the institution in its growth. Perhaps the foregoing statement is misleading in referring to our aid as "duty bound," when, in fact, it should not be so considered at all. Since, as already stated, our faith in the school and its prosperity is already secure, why need we feel obliged to contribute our weak services? But that being the case, all the more honor and pleasure should be ours, when we "students in the field"—products of our institution, are called
upon to help push our mother school on to the efficiency and success which is to be hers.

Let us each, therefore, feel a personal responsibility in the maintenance and operation of the institution, and gladly and heartily do our share when called upon to contribute in any way to the various activities which are making W. S. N. S. one of the foremost schools in the country.

SUE APP, '14.

SUMMER SCHOOL.

The summer session of the Training School promises to be unusually interesting, inspirational, and profitable. Under the direction of Mr. Ellsworth, head of the Training School, the following grades will be open daily from nine to eleven for observation:

The Kindergarten will be under the direction of Miss Kern. This will be of much practical value for observers. Miss Ballou will have charge of the first grade. The curriculum will center around "A Dairy Farm." A class in beginners' reading will be a special feature of interest for observers in this grade.

The second and third grade classes are to be under the direction of Miss McConnell. "Life in Japan" will furnish much interesting and delightful study.

Miss Mulry will supervise the work of the fifth and sixth grades. A study will be made of the great playgrounds of America. These will include Yellowstone Park, Glacier Park, Niagara Falls, etc. No one interested in history, geography and good strong teaching can afford to miss these lessons.

Miss Townsend is preparing some especially valuable lessons along the lines of "Good Citizenship" for seventh and eighth grades. This work will be most helpful to the rural or grade teacher.

GRADE ONE NOTES.

Down under the trees, at the southeast end of the campus, an interesting use of the play and construction instincts may be observed. The children have taken their play-houses, which were constructed and furnished during their manual training class period, and organized a village. In supplying the social needs many lines of activity are open to the people of the village, such as the baker, grocer, fire chief, motorman, banker, and doctor. As new needs arise new lines of work are added. In meeting the demands of this small community the children are learning, in a vital way, to share in and be responsible for a part in the life of the larger social unit. This good, healthy play, out of doors, is especially valuable from the physical side. The children come in from this work and attack the more formal work of reading and writing with renewed vigor and zeal.

The crisp, tender radishes and fresh, green lettuce have amply repaid us for the hard work done in the garden this spring. The children have tried different ways of using these vegetables. The lunch prepared by the children, at which lettuce sandwiches were served, was most enjoyable. Each child has been able to take a certain amount of his produce home, so that
his parents might see and taste the fruits of his labor.

SECOND GRADE NOTES.
The children have taken real joy in planting and caring for their gardens this spring. After the ground was prepared and the little individual beds laid out, each child made his own plan on a piece of paper. This plan was used as a basis for planting. The children were especially interested in planting marigold seeds which they saved from the gardens last fall.

In connection with this work, the children are making garden books. The plans of the big garden, and of each little garden make up the first pages. Then come language stories concerning planting and garden care. Illustrations of vegetables and flowers are to be scattered through the book. The cover and the pictures are done in Art under Miss Netzorg.

The children will soon take their annual trip to Mr. Agar’s farm. This is always a pleasant treat and the children see in real life many things which have been to them but words or pictures.

GRADE THREE NOTES.
The pupils of grade three had as a motive for the completion of their work in music a recital given on June 10, at their music period. Several of their spring songs were sung. In some cases groups of children sang; in others, the whole grade. A number of the children are studying the violin and piano and these also took part.

Mention is made of this plan in order to show the value of an audience in our music lessons. Such a recital makes a motive for better work at home and at school.

FIFTH GRADE NOTES.
The Sick Monkey.
The king of the monkeys was going to give a feast down in the jungle, and all of the monkeys were invited, even the family that lived in the neat little house by the side of the jungle. Now, in this house lived Mother, Auntie and Baby Monkey, whose name was Sookie. Sookie loved to eat, and anything that happened to come underneat h his paws he straightway took it upon himself to devour it.

The king hardly ever let Sookie come, for he disgraced himself and his family. But as I say, he was invited this time.

Mother Monkey had gone down town for more cocoanut bread, as that was what she had to take. When Mother Monkey got home, she thought it very queer how all of the cocoanut disappeared so suddenly, but she said nothing.

That night after the feast when Sookie’s family had gone to bed and all was still, the neighbors heard (as well as mother and auntie), a pitiful wail of “E-e-k.” The neighbors came running to find Sookie wailing, “I will never do it again,” while mother was patting his head with her tongue. The neighbors asked mother what the matter was. and she said she didn’t know. After a while they wormed it out of him, that he had eaten all of the bread and cocoanut which had disappeared at the feast. Mother called Doctor Monkey, who said it was nothing serious. Baby Sookie, after that, always had a very light appetite.

FRANCES NICHOLSON,
Grade Five.

BOB’S MISTAKE.
“Well what?” asked Bob, as two girls walked up to him. “We want you to come over on that big rock,” said his sisters. “To do what?” he asked. “Just talk,” said Eleanor. “And the brook sort of talks,” said Katherine. “Brook talking! Who ever heard of such a thing?” and he sat down on a log to go on with his reading.

Katherine, Eleanor and Bob lived in the country, and so had come to spend the morning in the woods. It was a beautiful day. The birds were singing and the flowers were in bloom.

“I think a brook might talk,” said Katherine quietly.

“Of course I can,” rippled the brook.
“What!” gasped the girls.
“I only said I could talk,” gurgled the brook.
There was a long pause. Finally Katherine broke the silence:
“Where do you come from?” she asked.
“I come from haunts of coot and hern,
I sparkle out among the fern and I bicker down the valley.”
“Why, you can say things in rhyme, can’t you?” cried the girls.
“Yes,” rippled the brook.
“Where do you go?” Eleanor asked.
“I steal by lawns and grassy plots,
I slide by hazel cover,
I move the sweet forget-me-nots”—
But Bob at that moment came over to where the girls sat.
“Now tell me,” cried Bob, “did your brook talk?”
“Yes,” the girls answered joyfully.
“You are fooling,” said Bob. But secretly he wondered whether it really did talk.
“Well, we are not fooling,” Eleanor cried hotly.
“If you will listen,” chattered the brook, “I will talk.”
Bob was quite overcome, but was at last convinced.
“Now go on,” cried Katherine.
“I slip through many ridges, and I go under many bridges as I pass through different lands.”
“Fine!” the children cried.
“Ding! Dong!”
“Oh, dear,” cried Eleanor, “mother said she would ring that bell when she wanted us to come home, so we will have to say good bye.”
“Well,” said Bob, “I’m mighty glad I came over here.”
“I thought you would be,” laughed Eleanor.
“That was Bob’s mistake,” said Katherine, “to think that a brook could not talk.”

DONARIE SCOTT,
Grade Five.

EIGHTH GRADE NOTES.
The Domestic Science class will serve a luncheon to their special teachers and their grown-up friends, who are to help them at their commencement program.
The program, which is as follows, will be printed by seventh and eighth grade printers under Miss Townsend’s supervision:

PROMOTION EXERCISES
EIGHTH GRADE
Western Normal Training School
Friday, June 16, 1916,
At 2 o’clock.

PROGRAM
Processional
Invocation——Rev. F. W. Hatch
Chorus——Selected Girls of Grade 8
Class History——Symposium Address——Mr. O. B. Towne
(Class History...Rodney-Herbert)
Presentation of Certificates——Mr. Ellsworth
Morning Song——Tosti
The Sun Worshipers—H. W. Loomis
Grades 5, 6, 7, 8
Benediction——Rev. F. W. Hatch
(Decorations in charge of Grade 3.)

THE LAW—A PICTURE STUDY.
This magnificent picture, “The Law,” was presented to the world by Edwin Howland Blashfield, one of America’s greatest mural painters who lived in the nineteenth century.
This picture, if studied carefully, shows the law-makers of the centuries, beginning as far back as Moses, and coming up step by step, includes types of law-makers up to the present time.
The figures in this picture are assembled on the steps of some huge temple or public building.
The two mammoth pillars, with the assistance of the figures as they are properly placed by the painter, make it very artistic and well balanced.
A large slab of stone is placed in the center of the picture, upon which is written the “Laws” which were given to Moses, by God, and were transferred to us by him as the “Ten Commandments.” On either side of this huge stone is standing an angel, one of whom is pointing to the Com-
mandments. Standing in front of the “Divine Law” is a woman representing “Justice” carrying her sword. At “Justice’s” feet is a woman pleading for her life. At her right is a lawyer in a black robe. He is holding his great book of laws to which he has been referring in trying to defend the woman. But now he is about to close the book and turn aside, for his pleading is in vain. Justice is the supreme law.

All around these important figures are assembled the world’s law-makers, acting as a jury in hearing the case. This painting is considered a splendid selection for some law building and for school rooms.

I am glad to say we have this picture in our school room, and I am sure every one is much pleased with it.

ROLLAND MAYBEE.

The annual luncheons given each year by the Training School children in connection with their Domestic Science work, will be held within the next two weeks.

The sixth grade will give their luncheon on June the sixth, and the eighth grade on June the twelfth. Members of the Faculty, who have been connected with them in their work, will be their guests.

The preparation and serving of the meals will be done entirely by the classes as a summary of the work done by them throughout the year.

ORATORICAL CONTEST.

The annual High School oratorical contest at Western Normal was held in the assembly room May 17, 1916.

First place, with a prize of ten dollars presented by the school, was awarded Miss Lucille Sanders, who spoke on “The Influence of the American Newspaper.” Miss Lena Doll, whose subject was “Equal Suffrage,” was given second place, with a prize of five dollars, presented by Mrs. Biscomb, while Robert J. Benson, who spoke on “The Tragedy of Poland,” won third place.

Others speaking in the contest were: Madeline McEvoy, “The Americanization of the Alien;” Amy Schaberg, “A Plea for the Russian Jew;” Marion Putnam, “Educational Preparedness.” The judges were Mr. E. N. Worth, principal of Central High School; Mr. John P. Everett, teacher of mathematics at the Normal, and Miss Elva Forncrook, head of the Normal department of expression. Music consisted of a piano solo by Miss Dorothy Robertson and a selection by the High School Boys’ Glee Club, under the direction of Mr. Harold Blair, principal of the High School.

LORENZO JACOBSON.

JUNIOR-SENIOR PARTY.

This year the high school students have been allowed one evening party each term. The party of the spring term was given by the juniors in honor of the seniors, on Friday evening, May 19. The gymnasium was prettily decorated in green and white, the high school colors. The evening was spent in dancing. Wilkinson’s orchestra furnished the music. During the Junior-Senior special, Mr. Maurice Lyons sang “Starlight.” Toward the close of the evening punch was served. This party proved to be one of the most enjoyable of the term.

ELIZABETH NICHOLSON,

H. S., ’19.
One of the most enjoyable assembly programs of the High School Department this year was that given Wednesday morning, May 24, by students in Miss Baughman's English classes. Miss Madalen Dingley presided. The students gave talks on subjects they had been discussing in class in connection with their study of Shakespeare. The program was as follows:

**ART NOTES**

Raymond Elliott, special art and music junior, has the honor of designing the June calendar for the Moderator Topics.

Miss Netzorg designed an especially attractive poster for the Shakespearean festival. Copies were colored by the students in the art class.

An exhibition of the art work done by all classes will be given in the corridors of the Normal School Wednesday and Thursday, June 14 and 15. The work will consist of class work in drawing, painting, construction work, including clay modeling, basketry, book-binding, caneing, applied design in stenciling, leather and metal work.

The biggest event of the year for the art interests of the Normal School and the city of Kalamazoo was the recent fine exhibition of American art given under the auspices of the Kalamazoo Art Association. Through the courtesy of the city school board the beautiful corridor of the new manual training school was used as a gallery. On the second floor corridor were to be seen twenty-four fine examples of painting by American artists, in subjects ranging through landscape, figure and portrait work. Some of the celebrated painters of this country were represented. Especial mention should be given to the beautiful snow scene by Gardner Symons, called "Down the Valley," also the one by Ben Foster called "Wooded Slope."

Emil Carlsen’s "Venice" was like a beautiful opal in color. Frederick Waugh was represented by a vigorous scene called "Near the Coast."

A figure study that attracted attention was the one called "Striped Gown." by the Michigan artist, Fred’k Frieske, who is a leader in the art world in Paris.

The large "Madonna Picture" valued at $5,000, was an example of the impressionistic in art.

Never before has there been such a fine co-operation between the public schools and the Normal. The large exhibitions recently shown in Grand Rapids were on display in the upper corridors and were greatly enjoyed by hundreds of school children and the general public.

The Normal School exhibit consisted of a fine wall display and a large collection of students’ books.

The public schools made an unusually fine showing of work from all grades. The Lockwood Art School made a commendable exhibit of commercial art. The Chicago Academy of Fine Art loaned an interesting exhibit of posters and magazine covers. The Prang Co. loaned a beautiful collection of posters representing scenes in the life of Robinson Crusoe and Hiawatha. The exhibition was open to the public from May 10 to 26. The special art students made some very attractive posters to advertise the exhibit.
MUSIC DEPARTMENT 345

MUSIC NOTES

The second annual May festival given under the auspices of the Western State Normal School, May 20-21, in the Kalamazoo Armory shows the musical growth in Kalamazoo and the surrounding towns. The festival was a success financially as well as musically and unquestionably it was one of the finest musical events which the people of Kalamazoo have had the privilege of enjoying.

The work of the first festival concert was assigned to the children's chorus of the Training School, under the direction of Miss Beulah Hootman. The groups of songs and the cantata “The Frogs and the Ox” (Bridge), were well done by the children and reflected great credit on the director. Miss Margaret Keyes, contralto, was the artist of the Saturday evening concert and gave a program of songs embracing the classic, the romantic and the modern. In all her work Miss Keyes pleased and showed finish and charm in her manner of singing. Mr. Henderson ably accompanied Miss Keyes in her song recital.

The second concert of the festival Monday afternoon brought the Chicago Symphony Orchestra in an attractive program well interspersed under the direction of Mr. Frederick Stock. The Symphony was the well-known No. 5 in E minor, from “The New World” (Dvorak), and was wonderfully played.

The Elgar Suite, “The Wand of Youth,” opened the second part of the program and was extremely popular with the audience, as were “Liebstraum,” (Liszt) and “Moment Musical,” (Schubert-Stock). Reinald Werrenrath, baritone, was the soloist of the afternoon and won favor with the audience with his beautiful voice and his fine interpretation of the beautiful aria “Vision Fugitive,” from the opera “Herodiade” (Massenet). In response to applause he gave the familiar “Evening Star” (Wagner). The afternoon program was enjoyed by a large and interested audience, as were all the concerts. The greatest interest seemed centered in the closing concert, given Monday evening. Then, under the direction of Mr. Harper C. Maybee, 200 voices presented Mendelssohn’s “Elijah,” one of the most beautiful and inspiring of oratorios. The Western Normal chorus was assisted by the Chicago orchestra and the solo parts were taken by Mr. Reinald Werrenrath, baritone, as ‘Elijah,” Mr. Morgan Kingston, tenor, as “Obadiah,” Miss Mabel Garrison as the Widow and Miss Margaret Keyes as the Angel. The solo parts were well taken as were the ensemble numbers by the quartette and the audience was keen in its recognition of the excellent work done.

Miss Gertrude Smith sang the role of the Youth, while Mrs. Maybee, Mrs. Rogers and Miss Lettie Tubbs sang the trio “Lift Thine Eyes.”

The Chicago Symphony Orchestra gave fine support and helped in making the series of concerts the best yet enjoyed by the citizens of Kalamazoo.

The music faculty entertained the students of the music department at the home of Mr. and Mrs. H. C. Maybee on Grand Avenue, Monday, June 5. After 6 o'clock supper the last of the programs of the Music Club was presented and officers elected for the ensuing year.

The Senior Girls Glee Club have announced June 14 as the date for their home concert, which will be held in the assembly room.

A large crowd of students and members of the Men's Glee Club gathered in the assembly room Friday evening, June 2, when the following excellent program was given to an enthusiastic audience:

Part I.

“Winter Song” -------------- Bullard Glee Club.
Solo, “Bedouin Love Song” ---- Pinsuti Neal Nyland.
‘Coppah Moon’ -------------- Shelley Glee Club.
“My Comrade” ---------------- Koenmench Glee Club.
Solo, “Conquered” ----------- St. Quentin Maurice Lyons.
Western Normal 8, Defiance College 0.
On May 5, Western Normal defeated Defiance College on the home grounds in a fast game. The Ohio boys were unable to solve the hurling put up by Anderson and got only one hit. The lanky southpaw struck out 17 men.

Notre Dame 6, Western Normal 0.
The Normals went to Notre Dame on May 6, where they lost by a 6 to 0 score. Cookingham pitched great ball allowing only three hits, but many misplays behind him accounted for the runs. Walsh pitched good ball for Notre Dame and got good support.

Western Normal 1, Michigan 1 (14 innings).
Michigan and Western Normal went 14 innings at Ferry Field on May 10 in one of the best games ever played in Ann Arbor. Cookingham and Miller pitched "big league" ball all the way and the game was called on account of darkness. The game recalled last year's battle when Koob hooked up with Sisler and Ferguson in a ten-inning 0 to 0 tie. Batteries, Miller, Dunne and Rheams; Cookingham and Mullen. Two base hits, Olsen, Dunlap. Strike outs, by Miller, 11; by Cookingham, 10. Umpire, Dr. Kimsey, Detroit.

Wabash College 10, Western Normal 8.
The Normals lost to Wabash College the day following the Michigan in a loosely played 10-8 game. Anderson received poor support at critical times. The Normals out-hit the "Little Giants" but did not have their usual "pep" and did not take advantage of opportunities.

Western Normal 4, Albion College 0.
The Normals trimmed Albion at Albion on May 17, 4 to 0. Leonard held Albion to two hits and was never in danger. Bippes fielded in sensational style. Clapp pitched good ball until the eighth inning, when he weakened.

Western Normal 9, Olivet College 3.
Olivet lost to the Normals on May 18 by a 9 to 3 score. Dickey pitched for Olivet and did well. Cookingham, though a little wild, was never in danger at any time.
Western Normal 10, Defiance College 0
The Normals went to Defiance, Ohio, May 26, and beat the Buckeyes in a return game 10 to 0. "Larry" Leonard was in great form, allowing only four hits and striking out 12 men.

Western Normal 3, Hillsdale College 1.
The day following the Defiance game Cookingham held Hillsdale to one lone hit while the teachers got to Sherman for three runs.

Interscholastic Track Meet.
On May 20 the Western Normal Interscholastic track and field meet was held on the Normal field. This was the first meet and was a success in every way.

Over 200 contestants from 33 schools took part in the various events. Grand Rapids Central won the most points for schools from cities over 10,000, getting 39 points.

Schools entered were as follows: Albion, Allegan, Bangor, Battle Creek, Benton Harbor, Bloomingdale, Cedar Springs, Coldwater, Comstock, Constantine, Decatur, Dowagiac, Pennville, Galesburg, Grand Haven, Grand Rapids Central, Grand Rapids South, Grand Rapids Union, Hartford, Holland, Hopkins, Kalamazoo, Muskegon, Otsego, Paw Paw, Plainwell, Schoolcraft, South Haven, St. Joseph, Sturgis, Three Oaks, Wayland.

St. Joseph High school won first place for schools from cities under 10,000, with 19 points.

Grand Rapids Central won the half-mile relay for cities above 10,000, while Paw Paw won for cities under 10,000.

Following are the schools and points won:

<table>
<thead>
<tr>
<th>School</th>
<th>Points</th>
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<tbody>
<tr>
<td>Grand Rapids Central</td>
<td>39</td>
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<tr>
<td>St. Joseph</td>
<td>19</td>
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<tr>
<td>Otsego</td>
<td>14 1/2</td>
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<tr>
<td>Plainwell</td>
<td>13</td>
</tr>
<tr>
<td>Paw Paw</td>
<td>12 1/2</td>
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<tr>
<td>Muskegon</td>
<td>11</td>
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<td>Kalamazoo</td>
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<td>Lansing</td>
<td>11</td>
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<td>Dowagiac</td>
<td>11</td>
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<tr>
<td>Allegan</td>
<td>5</td>
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<td>Grand Rapids South</td>
<td>5</td>
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<td>Battle Creek</td>
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<tr>
<td>Coldwater</td>
<td>4</td>
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<tr>
<td>Grand Rapids Union</td>
<td>4</td>
</tr>
<tr>
<td>Cedar Springs</td>
<td>3 1/2</td>
</tr>
<tr>
<td>Albion</td>
<td>3</td>
</tr>
<tr>
<td>Wayland</td>
<td>3</td>
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</tbody>
</table>

100-yd. dash—First, Merchant, St. Joseph; second, McFarlin, Paw Paw; third, Boynton, Albion; fourth, Walsh, Dowagiac. Time, 10.2 sec.

120-yd. high hurdles—First, McKenzie, G. R. Central; second, Stowe, Kalamazoo; third, Shives, G. R. South. Time, 17.3 sec.

440-yd. dash, A—First, Fothes, G. R. Central; second, Sullivan, Coldwater; third, Riggs, Wayland; fourth, Osman, Allegan. Time, 55 sec.

440-yd. dash, B—First, Workman, Plainwell; second, Houston, G. R. Central; third, Shensul, Kalamazoo; fourth, Torrey, Dowagiac. Time, 53 4/10 sec.

Mile run—First, VandeVisse, G. R. Central; second, Merritt, Lansing; third, Gerhardt, Kalamazoo; fourth, C. Schuster, G. R. South. Time 4 m., 48.1 sec.

220-yd. low hurdles—First, MacKenzie, G. R. Central; second, Cornwall, G. R. Union; third, Kurtz, Kalamazoo; fourth, Shives, G. R. South. Time, 23 1/2 sec.

220-yd. dash—First, Workman, Plainwell; second, Merchant, St. Joseph; third, Houston, G. R. Central; fourth, Bacon, G. R. Central. Time, 23 1/2 sec.

880-yd. run—First, Forbes, G. R. Central; second, VandeVisse, G. R. Central; third, Carl Radford, Lansing; fourth, Assway, Wayland. Time, 2 m., 7:3 sec.

Half-mile relay (towns above 10,000)—First, G. R. Central; second, Lansing; third, Kalamazoo; fourth, G. R. Union. Time, 1 m., 39 sec.

Half-mile relay (towns below 10,000)—First, Paw Paw; second, Dowagiac; third, Allegan; fourth, Coldwater. Time, 1 m., 41.2 sec.

Running high jump—First, Walker, Dowagiac; second, Schulz, St. Joseph; Anderson and Hamilton, Lansing, tied for third and fourth, points split. Height, 5 ft., 10 in.

Discus throw—First, Bowersox, Otsego; second, Spears, Otsego; third,
Hubbard, Battle Creek; fourth, Fuller, Plainwell. Distance, 103 ft.

Running broad jump—First, Nunn, Paw Paw; second, Schulz, St. Joseph; third, Schmitz, Allegan; fourth, Boynton, Albion. Distance, 20 ft. 7 in.

12-lb. shot put—First, Schulz, St. Joseph; second, Bowersox, Otsego; third, Thompson, Plainwell; fourth, Walker, Dowagiac. Distance, 41 ft. 7.5 in.

12-lb. hammer throw—First, Sheridan, Muskegon; second, Walters, Otsego; third, Hubbard, Battle Creek; fourth, Walker, G. R. South. Distance, 124 ft. 7 in.

Pole vault—First Winegarden, Muskegon; second, Wheeler, Cedar Springs; third, Cross, Muskegon; (second and third tied and decided by flip of coin); fourth, Irvine, Kalamazoo; Spears, Otsego; Workman, Plainwell; Wilson, Muskegon, tied for fourth place. Height, 10 ft. 9 in.

But the “pride of the squad” is the relay team, Notre Dame being the only team to defeat them. The team has competed in four different outdoor meets, the first one being the invitation to meet all the colleges in the state at M. A. C. In this meet Scott Burke won the quarter mile by a sensational finish and the relay team—Burke, Yeakey, Lackey and Hill—defeated M. A. C in the mile relay. Western Normal took third place in the meet.

The next meet was with Notre Dame, the Catholics winning both the meet and the relay race.

May 13 was a big day for the Normal when a triangular met was staged on Normal field, with Albion College, Grand Rapids Y. M. C. A. and Western Normal participating. The Normal won by the small margin of four points. The score was as follows: Normal 50 points; Albion 46 points, Grand Rapids Y. M. C. A. 42 points. The last meet was the invitation meet to all of the colleges and Y. M. C. A.’s in the middle states. The Normal won second place in the meet and returned with the cup for the one-half-mile relay.

Prospects for a team next year are very bright, for with Burke, Spaid, Simmons, Brown, Barney, Mitchem, Spier and Gustafson to build around and with excellent material reporting in the fall, it looks as if the Normal would have a real winner. The team: Captain, L. Yeakey, Scott Burke, Charles Welden, John Drake, Fred Hill, Harley Holmes, Tom Simmons, Gustafson, Spaid, Spier, Cantwell, A. Beam, Barney, Lackey, R. Smith. Relay team—Captain, Yeakey, Burke, Welden, Drake, R. Smith, one-half mile.

TRACK NOTES.

For the first time in the history of the institution, track has taken its place with the major sports and the team has made a fine record considering this is the first year.

Captain Yeakey has taken much interest in his team and has covered himself with glory by winning the century and 220-yard dash. In Scott Burke the Normal has one of the fastest quarter-milers in the state, and with R. Smith, Drake and Welden in the dashes, Hill running the half-mile, Brown, Beam and Barney the mile and two-mile, Simmons and Gustafson in the weights; H. Holmes, Burke and Mitchem in the jumps, the Normal has a fairly well balanced team.

GENERAL NEWS

SHAKESPEARE FESTIVAL.

The Shakespeare festival, given Wednesday, May 31, was a festival in its true sense of the word as it is possible in a country where such celebrations are not the custom. The festival spirit, if it may be called such, seemed to have stolen into the hearts of both the audience and those participating. We, ourselves, could scarcely resist the temptation of elbowing in and out among the gay villagers clad in their holiday attire. It would have taken little encouragement to cause us.
to join in the May pole frolic, and, yes, even to have kissed the May queen. A group of little children were joyfully skipping up and down the tiny path, trying to the best of their ability to imitate one dance of the jolly peasants. We felt, as we watched, that the staid and serious Americans had missed much of joy and happiness because they are not able to forget their cares and worries for a time and yield to the reign of the true festival spirit.

Although many of us had never visited Merrie England, nor had we seen the gay country folk in their holiday gatherings, yet if our festival was not strictly accurate in its details, it may be commended for its beauty alone. The expressions, "Isn't it beautiful?" "Isn't it lovely?" were worn out in our hearing by much use.

The stage itself seemed specially formed by the hand of Nature. The level green carpeted foreground, the grassy embankment and rippling stream, the wooded ravine with its rich growth of flowers and verdure visible through the dark trunks and leafy branches of the great trees—all this seemed to have been prepared especially for the occasion, just as the gay costumes had been planned and made. The costuming was carefully and artistically planned. The gay greens of the milkmaids, the warm reds and grays of the peasants, the bright hues of the village maidens were beautifully blended by the mellow lingering rays of the late afternoon sun.

In the pleasure and beauty of an event such as this the hard work, careful planning, and painstaking preparation are all forgotten. This is not denying that they still exist, but the success of the attempt, the knowledge that others have enjoyed it, and most of all the feeling that in a way this is a result of our honest efforts, these are the ample rewards of those who have worked so hard and long.

We, as a festival class, feel that this event should become an annual one in the school. The need of the festival spirit is widely felt in America. Is this not a splendid opportunity to "educate the people," that phrase we hear so often in sociology? We will have really accomplished something worth while if others, encouraged by our efforts, will carry on the work. May our mistakes, for we have made many, warn and guide them, our successes in some way inspire others to greater success.

SENIOR GIRLS' BREAKFAST.

The senior girls' breakfast, held Saturday, May 27, at 10:00 o'clock, was truly a success, the secret of which each girl who attended can tell you. Was it what we had to eat that we can never forget? No, I don't believe I could tell you now of what the menu consisted, I only remember that it was dainty and delicious, just the style that touches a girl's heart. Nor was it the joy of anticipation, for we have the honor of being the first class to hold such an event, and it was attended with all those fearful doubts which always accompany first adventures. The toasts were splendid. Many times we laughed, sometimes we felt "teary." But the real secret did not lie here. Shall I whisper it to you? The girls themselves, about two hundred of them, in their light springlike dresses, laughing, talking, singing and eating together—they made our breakfast a success. I know the songs we sang were not the latest popular hits, and I fear they were not even classical, but that was of little consequence.

Much credit for the success of the breakfast is due to Miss Effie Phiscator, chairman of the menu committee; Miss Helen Mills, toastmaster; Miss Carrie Wiese Montgomery, chairman of the publicity committee, and Miss Florence Johnson, chairman of decorations. The program and menu of the breakfast follow:

**Program.**

Helen Mills, Toastmaster.

Vocal solo. Selected

Edna VanBrook.

"To the Highest Climbers of Higher Education"

Edith Haskell.

"Just a Little Fun"

Grace Uhl.

Vocal solo. Selected

Lettie Tubbs.
“Our Motives”
  Beulah Schermerhorn.

“Faculty Fun”
  Mabel Mullin.

Song, “Auld Lang Syne”

Following is the menu:

Fruit.
Cream of Wheat, with Dates
Creamed Egg on Toast
Coffee
Doughnuts

We, as senior girls, feel that the custom we have thus established, will be looked forward to with much joy by the future seniors.

STUDENT POPULATION STATISTICS.

As we go about the building we meet many friends among the girls and see also many more whose faces have become familiar to us, but whose names we do not know, and we are impressed by the number of young women there are in the Western State Normal School. This impression is intensified when one attends a meeting of all the girls and sees the assembly room well filled. We had not realized before how many of us there are, and now the actual number, 541, means more to us than it has hitherto. Of this number only 77 are at home. Would you realize that so many of us are away from home and friends? It is quite an undertaking for 77 to attempt to play hostesses to 464, but I wonder if we should not do more than we do to make them happier in a strange place, particularly in the first lonely days.

It is gratifying to find that comparatively few feel it necessary to work for board and room. We often hear that half the girls in the Normal are doing such work, but figures show that there are just 58, or ten per cent, of the girls working.

On the wall in Miss Spindler’s office there is a map in which you may be interested. Every home in which girls from out of town are rooming is represented by a red tack. There are about 244 of these homes, and from the map it may readily be seen how they are distributed. It would seem more correct, perhaps, to speak of them as concentrated rather than distributed, for it is very noticeable that the most of them are in the district lying east from the Normal, between Lovell and Vine streets to Rose street. A very few of the tacks are scattered as far away as the south side and east of the river, but this is exceptional.

(Note—The above data was compiled for Miss Spindler by Miss Mabel Morgan and Miss May McGaw in connection with their work in sociology.)

WOMEN’S LEAGUE CREED.

We believe in scholarship; we believe in book-lore and in wisdom not found in books. We believe in health; we believe in exercise in the open air, in laughter, in generous admiration and strong enthusiasm. We believe in fair play. We believe in honor as a guiding principle in all situations great or small. We believe in social life. We believe in all forms of social activity that truly enrich the lives of those who participate in the life of the community as a whole. We believe in courtesy. We believe in the old adage, “The highest culture is to speak no ill.” We believe in character. We believe in God as the great source of life and light.
RURAL NEWS NOTES.

The annual reunion of the graduates of the Rural School Department was held at the home of Dr. and Mrs. Burnham Monday, June 19, 1916. Many former students of the department, as well as graduates and instructors, were present. A free discussion of the welfare of the department took place and interesting personal experiences were related.

Mr. Louis B. Fritts, of Chihuahua, Mexico, gave an interesting talk on "Social Problems in Mexico" before the members of the Rural Seminar on June 1.

Miss Lavina Spindler discussed practice teaching experiences with the Rural Seniors in their Seminar meeting, June 8.

On Monday, June 5, the students in the Agriculture classes, accompanied by Miss Ellet, visited the Kellogg and Post food plants in Battle Creek, also the Post dairy farm. Several trips have been made to farms near Kalamazoo.

A group of seniors in the Rural School Department were the guests of Eva Robinson, of last year’s class, at a delightful picnic at her home in Pavilion, June 10.

Miss Mary Monroe, who began teaching at Oakwood with the opening of the spring term, has concluded a successful term of school. The Oakwood school will be open for observations from 9 o’clock until 12 during the first four weeks of the summer term.

The last Seminar meeting of the year was held June 15, and, after an informal discussion of the welfare of the organization, plans were decided upon for next year’s work.

Gladys and Lelia McDowell, of the class of ’15, were visitors at the Normal on May 31. Both reported enjoyable years of teaching.

NORMAL LITERARY SOCIETY.

At its regular meeting on June 7, 1916, the Normal Literary Society closed its activities for the year 1915-16. Owing to the loss of most of its active members of the preceding year through graduation, the prospects at first were none too bright. But, fortunately, not quite all the active ones were lost. The few who remained to officer the society during the fall term did splendid work in securing new members and perfecting the organization, and much of the credit for the success that was to follow is due them.

One gratifying feature of the society work this year was the success of its representatives in the oratorical contest. The preliminary contest brought out the largest number of entries that has ever been secured for such an affair in the history of the society. In all, fourteen persons contested for the honor of representing the society in the finals. The winning of both first and second places in the final contest was but a fitting reward for the individual effort on the part of the contestants and also for the united effort of the society as a whole in making the affair a splendid success.

The programs given throughout the year were aimed at developing both the literary and social capacities of its members. These meetings have been successful because of the willingness of each member to do his or her part.

Profiting by the experience of former years the society has endeavored to leave a strong organization to carry on the work of next year. A special effort has been made to secure a large membership of active Juniors, and with those now in control there is no doubt but that the work of next year will be even more successful than it has been in the past.

AMPHICTYON SOCIETY.

During the past school year the Amphictyon Society has done much to promote the social interests of the school.

At the opening meeting of the fall term a reception was given with two hundred people present.

By far the largest thing attempted
by this society was the annual oratorical contest as a preliminary to the school contest between the Normal Literary and Amphictyon Societies. Nine people participated in this and wrote excellent orations which were delivered in a very satisfactory manner. Miss Angelina Case, Mr. R. Ryding and Mr. Neal Nyland won places, thus qualifying for the final contest.

The membership of the Amphictyon Society is limited to sixty and there has been an average of forty for the entire year. The society is very fortunate in having people who understand the art of making the evening interesting as well as pleasant and the committees have given programs of excellent social and literary merit.

Perhaps the value of the literary work to the student is not noticeable at first, but if taken in the right spirit this work is certainly helpful.

Y. W. C. A.

The Young Women's Christian Association is very much enjoying its new room which it calls "The Students' Club Room." The beautiful new panel on the door, which bears the name, was designed by Miss Lydia Seidschlag, one of our alumni. If you should walk in about three-thirty on Wednesday or Thursday afternoon, you will find a happy party enjoying hot or iced tea, lemonade, cookies and candy, which the Women's League and Y. W. C. A. girls sell alternately. Our aim is to make plans that will interest and help all the women students of this school.

With this end in view our faculty adviser, Miss Spindler, and other faculty members have taken an active interest in this work.

The following officers were elected for the remainder of the year and next year:

Kathleen Jones, president; Jeanette Bottje, vice-president; Mary Smith, secretary; Esther Leisvelt, treasurer.

Since then the following standing committee chairmen with their faculty advisers were appointed. Together with the officers they comprise the cabinet:

1. Publicity Committee — Gladys Phelps, chairman.
2. Religious Meetings Committee — Florence Munn, chairman; Miss Baughman, faculty adviser.
3. Social Service Committee — Aurelia Verduin, chairman; Miss Ballou and Miss Kern, faculty advisers.
4. Special Committee — Margurite Maus, chairman; Miss Ferree, faculty adviser.
5. Finance Committee — Laila Miller, chairman.

Every member of the Association is placed upon a committee so that each may share in the responsibilities of the executive work.

On April 19th a joint meeting was held with the old and the new cabinets, which proved to be an inspirational meeting to all. Each chairman gave a report of the work done in the past year and gave some valuable suggestions and hints to her successor. Some very helpful suggestions were given by the faculty advisers, and the meeting was brought to a close by a splendid talk by Miss Harriet Crawford upon the work as a whole, of the past year.

The Association is planning to have a joint meeting with the College Y. W. C. A. cabinet on June 7th. The two cabinets will exchange ideas and make plans for the Geneva Conference at Wisconsin this summer.

The last cabinet meeting was held at Miss Spindler's home and was a very enjoyable one. The cabinet was able to become well acquainted and future plans were enthusiastically discussed.

A good time is being planned by Miss Baughman for the girls on June 12th, when she will take them upon a "Come Along with Me Trip." Supper will be eaten in the twilight, and letters written by alumni members of the Y. W. C. A. will be read to the Association by Miss Florence Price.

THE WOMAN'S LEAGUE.

At the annual election of officers for the Woman's League the following were duly elected for the year 1916-17:
For Your Vacation—Madame or Miss

We have specially prepared to supply your wants for the vacation trip, outing and general summer needs.

SPORT SUITS—COATS—SKIRTS—MIDDY BLOUSES
BATHING SUITS—CAPS—SHOES
TRUNKS—BAGS—SUIT CASES

Gilmore's have overlooked nothing that will add to your pleasures for the warm months. The quality and prices are both favorable to you.

And Men—

We've not forgotten you. There is a profusion of the newest things in Summer Underwear, Sox, Ties, Shirts, etc., just inside the main entrance.

The Kalamazoo Laundry Co.

Try our Swiss

HAND LAUNDRY
and
DRY CLEANING
DEPARTMENTS

Up to date

SHOE REPAIRING Dept.

Just added

Graduation Footwear

IN EVERYTHING THAT IS NEW

Sport Oxfords and Shoes

TENNIS SLIPPERS
of all kinds

AT

The Bell Shoe House

124 E. Main St.

LOUIS ISENBERG, Proprietor

221 North Rose St. Phone 146
The last regular meeting for the year was a roast on May 18, which, owing to the weather, was held in the Rotunda. After supper the girls were entertained with games and dancing. About one hundred and fifty girls were present.

The League was given charge of the refreshments at the Shakespeare Festival and all proceeds were for the benefit of that organization. Dainty booths were placed in various parts of the grounds, at which Elizabethan milkmaids, assisted by peasant lads who mingled with the crowd, served their wares to the public. The success of this undertaking was due to the generous support of the audience combined with the efficient work of Miss Marguerite Matthews and Miss Alice Cranston.

The work of the Hickey Debating Club was closed for the present school year with a banquet held in the dining room of the Training School on June 7. This was the second annual banquet for the club and it is planned to end each year's work in the future by having such a function. A general invitation has been extended to the graduate members and a number of these were present.

The quality of work done by members of the club during the year has been excellent; much improvement has been shown by each member in the organization of material and delivery in debates as well as in skill in parliamentary law. Among the questions used for discussion during the year have been: free text-books furnished by the state; Wilson's foreign policy; prison reform; democracy in England compared with democracy in America; the Mexican policy; intercollegiate football; equal wage for men and women; compulsory military training in public schools; preparedness; society's responsibility for its poor.

Two changes have been made during the year in the manner of conduct-
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ing the debate. Several times recently the question for discussion has been introduced by the leader on the affirmative side in the form of a resolution and the discussion has been free to all and has been conducted according to parliamentary law. The question is decided by a majority vote of the members when the previous question is ordered. It has been found that this method gives excellent practice in extempore speaking and leads to greater freedom of discussion. A second improvement has been made in deferring the report of the critic until the meeting following that at which he acted, giving him an opportunity to organize his remarks and to make use of any references he may care to cite in substantiating his criticisms. We have found that these criticisms have been of great value.

KINDERGARTEN KLUB.
The April meeting of the Kindergarten Klub was one of great importance to its members, and, in fact, to the Normal as well. A delegate, Edith Campbell, was chosen to go to the I. K. U. convention at Cleveland, which was held the first week in May. Miss Kern and Miss Wisner also attended the convention.

May 1st, a pleasant social evening was spent in the Rotunda of the Training School.

Monday afternoon, May 15th, Miss Gage gave an informal tea in the Kindergarten room for the Kindergarten Klub and the city Kindergarten teachers. Miss Campbell and Miss Kern gave very interesting reports from the convention, and a great deal of valuable information concerning the Kindergarten movement was gained by all. This is the first time Western Normal has been represented at the convention, and we hope the future classes may do even better. At the June meeting of the Klub a picnic will be held.

Henry B. Mulder and Robert Smith will be delegates from the Normal to the Y. M. C. A. conference to be held at Lake Geneva, Wis. The conference will commence on the 16th and last for 10 days.
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SMILES

THESE LATTER DAYS.

Police Officer—A man uptown telephones for an officer at once—burglar in the house.

Captain—Let me see. I've got four men censoring plays, two inspecting the gowns at society functions and two more supervising a tango tea. Tell him I can send an officer in about two hours.—Bowser Boomer.

HADN'T GONE.

The story is going the rounds of the Stock Exchange that one of their number had the surprise of his life while on duty a few nights ago. What happened is as follows: Two special constables were patrolling the sides of a big building, and the arrangement agreed upon was that they were to meet at one of the corners at the end of their respective "beats." One arrived in a very damaged condition.

"Hello! Have you met a burglar?" anxiously inquired one.
"No," ruefully replied the other.
"You know that pretty girl we were flirting with, who told us that her husband had gone to the Dardanelles? Well, he hasn't."—London Tid-Bits.

INTERPRETIVE DANCERS.
"As nearly as I can figure it out from pictures I have seen in the newspapers," says Joshua Lott, "a great interpretive dancer is a girl who has a pretty face, a good figure and can point at the evening star without using her hands."—Judge.

MAN, POOR MAN.
"Do animals possess the sentiment of affection?" asked the teacher.
"Yes, ma'am, most always."
"Correct," said the teacher. Turning to young Harold: "And now tell me what animal has the greatest natural fondness for man?"
With a slight pause the little fellow answered: "Woman."—St. Louis Post-Dispatch.
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Dr. McCracken asks, "Which would you rather be—a dog with a broken tail or one with a straight tail?"
Intelligent reply: "A dog with a broken tail because every dog has his day but a dog with a broken tail has a week-end."

Don't's for Boys.
Don't stand in the halls. If you must see her, see her elsewhere.
Don't think she is kidding if she tells you you must go at 10:30 p.m.
Don't play pool as a pastime unless you are sorely in need of 'witness fees.'
Don't post everything on the bulletin board, tell it to one of your lady friends.
Don't argue with the supervisor when he tells you it is improper to have refreshments after the ball.
Don't crowd the halls. If she must see your handsome face, pin your picture on the bulletin board.
Don't forget dates, it don't pay.

Slam!
Everett—What's the matter with you; you don't know anything? Why, when George Washington was your age he was a surveyor, and—"
Student—Yes, and at your age he was a president.

Miss Harrison—How many days in the year?
Wideawake—Three hundred twenty-five.
Miss H.—How do you account for that?
W. A.—There are forty days of Lent.

A Pretty Girl's Logic.
The waltz over, the serious-minded youth said to his pretty partner: "Let's go for a walk in the garden." 'Oh, no," she said, "I don't want to go without a chaperon." "But I assure you," he said, "you will not need one." With a toos of her head the girl replied, "Then I don't want to go."
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Ouch!
Johnson—Baybrooks says he suffers because he has a heart of a woman.
Neary—That's tough.

High School Student—Dad, what's the future of "invest?"
Dad—Investigation.

Student—What do you charge for a room?
Landlady—Five dollars and up.
Student—But I am a student.
Landlady—Five dollars down.

Head of Business—What kind of a position do you desire?
College Graduate—Confidential advisor or general manager.
H. O. B.—All right; I'll give you both places. You can be the office boy.

Fox—John, I may be mistaken, but I thought I heard you talking during my speech?
John—No, sir; I never talk in my sleep.

Teacher (in zoo)—See this is a rhinoceros; see his armored hide.
Student—And what is this?
Teacher—A giraffe.
Student—I see he's got a periscope.

Miss Forncrook—I believe he is considered the greatest actress living.

Change in Geography.
Teacher—What is California?
Boy—Part of Japan now held by U. S.

Columbia is always represented as a woman. Perhaps that is why she is so long getting ready.

Beach—I hear they have stopped blowing the curfew at 9 o'clock in Dowagiac.
Brody—Is that so? Why?
Beach—Because it always woke up the town.

Fox (ten miles from gasoline—??)
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9. Manual Training. The Western Normal is the only Normal School in Michigan granting a special manual training certificate. Graduates of this department are teaching in thirty-two cities in Michigan and in twelve states outside of Michigan.

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

   Spring term begins April 3, 1916.
   Summer term begins June 26, 1916.
   Fall term begins September 25, 1916.
   For catalog address Secretary,

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