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# The Kalamazoo Normal Record

Published Quarterly by
The Faculty and Students of the Western State Normal School
Kalamazoo, Michigan

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(See sketches of Alumni, pages 166-171)
HE advisability of providing a curriculum of minimum essentials embodying those common elements which are necessary for mutual understanding and mutual intercourse is no longer a matter for academic discussion. There is scarcely a large school system in the United States or a department or college of education that has not made an investigation of the essentials in some subject of study. Articles and reports upon the general problem are increasing rapidly. A thorough-going bibliography shows more than sixty such articles upon spelling alone, and almost as many upon arithmetic, reading and handwriting. Attention is gradually being turned to the content subjects, and some of the best material now appearing relates to them.

A critical examination of the literature now appearing shows that many of the investigations have been so indifferently conducted, or so unwarranted in their assumptions, or so unjustifiable in their conclusions, or withal, so trivial in nature as to cause the hyper-sensitive critic to sneer at the whole movement. The significant thing is not that many of the investigations are practically worthless, but that there are so many persons trying to work on the problem. Not only do the results need integration and interpretation, but the methods used in securing them should be refined. Independent investigations should not be discouraged, but the most valuable results can be secured only by cooperative effort under the direction and guidance of some central authority.

At least nine different methods have been employed in attempting to define the standard units in a typical course of study. One of the earliest of these methods involved a comparison of the courses of study in use in the leading public school systems of the country. A comparison of these courses was made on the assumption that one might discover certain norms that would serve as a basis for educational practice. It was assumed that courses of study represent a definite registration of public opinion of what ought to be taught.

Evidence is at hand to substantiate the statement that courses of study are undergoing a constant modification and readjustment to meet changing social and industrial conditions, but that these changes are not occurring as rapidly as the uninitiated might suspect. Every subject is compelled to knock at the doors a long time before it is admitted into the sanctum sanctorum. It is in this respect that the conservatism of the school master renders a distinct and valuable social service. Otherwise every Utopian scheme and the fancies of the most extravagant reformers would soon find expression in the school curriculum.
With those facts and experiences which have been fairly well agreed upon, every superintendent should be familiar, so that he will not wander too far afield in his search after false gods. Philandering in the field of education seems to be the fashion now. This has resulted in an avalanche of educational heresies, some good and many bad. In making these statements I should not like to be understood as standing for any ultra-conservative scheme of education, nor as having any quarrel with the educational reformer. His daring, his enthusiasm, his desire to open new paths, and his inventiveness and resourcefulness make him a most interesting character and, it should be added, most necessary for progress. We must always have some who are willing to break with tradition and put the emphasis upon the unsettled elements of current life, if we are not to lie dormant or stagnate. Certainly those experimenters who use rational or scientific methods should not be discouraged or discountenanced. On the contrary every economy they prove should be welcomed. But those who declare that all our present educational practices are antiquated and worthless, who refuse to accept established standards, who are searching with eager eyes and reaching out with itching palms for new schemes to serve as panaceas for our alleged educational ills should be discouraged and discountenanced. Students of education are in danger of concerning themselves with the extreme and the unusual, because such things are interesting, and because the student of them can gain notoriety quickly and easily. It should be remembered however that it is quite as necessary and certainly as valuable that an aspiring superintendent be familiar with the stabler aspects of the curriculum, as that he be conversant with every variation proposed. Those things which have the sanction of a long and successful experience should not be discarded without a hearing, and every sporadic scheme that calls for a wholesale readjustment should not be accepted until it has first been tested.

Instead of being blind drifters, trusting to the propagandists for our inspiration, progress should be characterized by careful experiment and the judicious pooling of sane opinion. The experience of successful school men should find and does find expression in their reports. It must have been with a considerable degree of confidence that investigators turned to these reports to find literary selections that should be taught in each of the grades. It was with some assurance that others examined courses for norms relating to grade and time distribution of other subjects. In these and in other similar investigations two important results always appear: (1) A wide divergence of practice, (2) The limits within which successful practice seems to fall. These results are of equal value; neither should be exalted at the expense of the other.

It was not long however until it was discovered that the data presented in the courses of study were inadequate, that in some subjects practice had not been generalized. It consequently became necessary to resort to the opinions of leading school authorities to find what materials they were offering or thought should be offered in these fields. This constituted the second method used in attempting to determine minimum essentials.

Here again it was and still is easy to discount and to discredit the work of the investigators, because the results which they have secured are more or less incomplete. The most common criticism against these studies is that they are based upon mere opinion. If the judgments of superintendents and teachers can in no sense be regarded as expert opinions as to what should constitute the course of study, then we ask in all seriousness, to whom should we turn for such judgments. If superintendents and teachers are nothing but mere marionettes, if they transmit the materials of education without thinking, if their contact with children and if the relations which they bear to the communities in which they teach have supplied them with no bases for estimating the relative values of the different units of the different subjects of study, then to whom may we turn for such standards. To admit these things means that superintendents and teachers merit the severest criticism that can be brought against them. To admit them means that expert
knowledge and judgment can be found only outside our own corps. It means that a hundred investigations conducted by some of the most patient and careful workers in the field of education must be discredited. None but the unreasonable would refuse to profit by the norms these men have established. None but the unwise would maintain that these norms which have the sanction of usage as expressed in the course of study and that those judgments secured by trial and error and based upon successful practice do not represent two bases that should be utilized more perhaps than they have been in the past in determining the minimum content of our elementary curriculum.

A third method sometimes employed in attempting to determine the minimum essentials in the subject of study is that of examining citizens upon the materials of that subject. This method was used in the Springfield Survey. A limited number of problems from arithmetic, words from spelling, topics from geography were selected and representative citizens examined on them. It was found that none of the citizens could pass the examinations. The conclusion is sometimes drawn from this and other similar investigations that those things for which citizens find no use in their daily activities or daily work should be discarded from the school curriculum, and that the school curriculum should contain only those things which men and women use in their daily life. To eliminate from our present curriculum those things which we do not use and to substitute for them only those things which we do use, will give us an exceedingly thin curriculum. More than that this doctrine probably means that we subscribe to the statement that all forgotten knowledge is of no value. No scientific study worthy of the name has as yet revealed any series of facts which warrant the assumption that all the things which we have learned but forgotten have left us poorer in mind, in resources, abilities and capabilities than we would have been had we never learned them. And no study has yet shown that we do not use many of the things that we seem to have forgotten. Modern life is so complex and the applications of knowledge so diverse and oftentimes so subtle that we are largely unconscious of the uses to which knowledge is put.

No one is justified in denying that we should consider what people know and use in constructing our course of study, but we sometimes fail to remember that we should consider the things which will raise and improve the intellectual level of the masses, those things which will supply us with a basis for collective thinking and cooperative acting upon higher planes. A minimum course of study must be a growing and expanding course if we are to make progress.

A fourth method which has been utilized in attempting to discover and to define minimum essentials is that of showing the frequency with which certain facts appear in newspapers, magazines and correspondence. It is assumed that the frequency with which these facts appear is an expression of their social need, that the greater the need or pressure the more frequent the mention of the facts in the newspapers or magazines. Yet a study made two years ago and published in the proceedings of this society suggested that the popularity of a magazine or of a newspaper increased in proportion to the poverty of its ideas, that, generally speaking, the fewer the ideas the wider the circulation. It is also patent that in those papers and magazines which have unusual sale or subscription lists there are not only few ideas but it is the exceptional or dramatic occurrences of life that are exploited. Perhaps before attempting to determine our course on the basis of frequency with which facts appear in newspapers, in magazines and in correspondence, it is necessary to classify the newspapers, magazines and correspondence in terms of the intellectual levels represented by their respective reading constituencies.

Here again we have the suggestion that current usage or general usage may not be altogether safe criteria for the selection of materials. It seems clear that samplings taken from the current issues of newspapers and magazines would necessitate the insertion of materials that do not represent nor correspond to real needs. Instead of attaching such high value to the immediately useful, we need
to note the recurrent value of topics extending over and through a long period of time. Such topics are entitled to primary consideration in making up the list of common elements that should constitute the minimum course of study. Topics of current interest should be selected on the basis of general principles.

A fifth method has been that of comparing text books. Those who have employed this method have assumed that text book writers are the makers of courses of study and in this assumption they are largely correct. Practically every author of a text book includes some materials which are evidences of progress and others which show a tendency to cling to tradition. But in the main his book represents fairly the changes which are taking place in education. The significant thing is that the contents of text books are the ingredients of universal education. The facts and events found in them have a chance of becoming the common property of all the people. This enhances their value enormously. For this reason far more attention should be given to text books in future than has been given to them in the past. They should be constructed in harmony with known facts and established principles. They should not represent the whims of some versatile writer. The material which finds its way into them should be that material which has withstood the test of scientific scrutiny or of racial worth.

A sixth method is that of weighting the opinions of experts in special fields as to the most important topics in their fields. This is decidedly a step in the right direction. Progress in any field should be dependent to large extent upon the opinions of teachers in that field. Educational values should never be ascribed to subjects of standing without calling into consultation the specialists.

One of the most significant reports of this character was made by Mr. Wooters, a graduate in education at the University of Illinois. Mr. Wooters secured testimony from members of the American Historical Association as to the twenty most important dates in American history, ranked in order of importance, which all children coming from the public schools should know. He then arranged these dates in the order of their frequency, and later submitted the list to the leading writers of text books on history. Although a variation appeared, he discovered great similarity between the two ratings. As a matter of fact, the rating given by two leading American historians, corresponded almost exactly with that given by the members of the Historical Association.

The tragic feature of the situation was revealed when about three hundred seniors in a leading American University passed an examination upon these dates and it was found that they agreed upon only one of them. If the teachers of history and the writers of text books are correct that all students coming from the American public schools should know these twenty dates in American history, then it will be necessary to insist upon a more rigorous teaching of them.

The critic may raise the question as to whether pupils should be required to memorize any dates. There is not now time to debate this matter, if it needs debate. I believe that dates found by Mr. Wooters represent a fair minimum that should be reduced to the plane of automatic association. The problem of how this shall be done is a teaching problem. No one familiar with modern educational theory would contend that the mere memorizing of them might not lead to excessive drill.

To those who may doubt the advisability of having students master any dates we hasten to add that it is possible for one to list events, issues, important characters, and movements quite as easily as it is to list dates. At this particular time it certainly is appropriate to raise the question as to whether our graduates ought not to know more about the history of their own country than they do. There may be ways of teaching patriotism without familiarizing students with the history, the growth and the significant movements in their own country, but we are not familiar with them. Patriotism cannot be divorced from a knowledge of and faith in one's fatherland.

The method which Mr. Wooters employed could very well be utilized in other fields of study. There is every reason why scholars should be invited to
assist in determining the content of the different subjects of study, the distribution of the different units of subject-matter and the relative emphasis which they should receive.

A seventh method of study is that of noting the errors which children make in the use of language. Professor Charters used this method in the Kansas City survey. He tabulated the mistakes in language made by children in the public schools, arranged these mistakes in their order of frequency and in accordance with the parts of speech represented. He then compared his results with the contents of English grammars for the purpose of noting whether the English grammars had been constructed so as to conform with children’s ability and facility in handling the English language. As might be expected he found great discrepancy. He therefore advised a reconstruction of grammar and a redistribution of emphasis upon the topics to be emphasized in light of the frequency tables which he had constructed.

This method is exceedingly suggestive but it has the limitation of being strictly negative in character. Errors and mistakes may indicate forms of skill or isolated facts that should be taught better, but they fail to expose all that have been or should be taught.

An eighth method was that used by Professor Jones of the University of South Dakota, when he tabulated all the words used by children in their written compositions as a basis for determining their spelling vocabularies. He did not merely list the words they misspelled, the mistakes that they made but the words which they actually spelled correctly also. He discovered over four thousand words which an eighth grade pupil should be able to spell. Roughly speaking the number of words which a third grade pupil should spell is nineteen hundred and there is a regular and gradual increase of about four hundred twenty-five words for each succeeding grade up to the eighth grade.

This study of Mr. Jones’ has been duplicated in other parts of the United States and it has been found that a great number of the words contained in his list are common to children in every part of the United States.

Mr. Jones however, infers that the only words which children need know how to spell are the words that they use in their written work. This, so it seems to me, is a false assumption, for everyone has several vocabularies; he has an eye vocabulary, an ear vocabulary, a tongue vocabulary and a hand vocabulary. I presume that these vocabularies will vary with individuals. In my own case the eye vocabulary greatly exceeds that of any of the others. The words which I recognize by ear come next, those which I use in my written work next, while the spoken vocabulary is the most meager of all.

If children are to be raised from intellectual level to intellectual level, then one of the tests of their progress must be the increasing extent of their vocabularies. Many of the words which they now recognize by ear or by sight should eventually be words that they can use in writing or speaking.

The ninth method used in determining minimum essentials is that of measuring the abilities of children. We agree that it is injudicious and unwise to attempt to force upon a third grade child those things which correspond to fifth grade ability, and on the other hand that it is unfair and unjust to the child to leave his third grade material until he has acquired fifth grade ability. Consequently all of the tests and scales which have thus far been devised will serve as instruments in the hands of school authorities for diagnosing the capacities and abilities of children in the schools. These diagnoses are absolutely essential and fundamental to the determination of the content of a course of study as well as to the adjustment of the materials of the course to the type of mind found in the schools.

It must be admitted that not one of these nine methods of investigation seems adequate. Each one of them touches some phase of the general problem. Their strengths and weaknesses are known. We can predict the type of information that will be secured by the use of any one of them. Through their intelligent use we are gradually eliminating obsolete material, and stressing those things whose value is determined by their social and racial importance. They are
Teaching as a Profession

The Renaissance is truly named, — it was a rebirth of old culture. After the sleep of the Middle Ages, the human spirit awoke to its losses. So it is with the teaching profession. After a long period of inaction the members of the profession are awakening to the fact that they must force their way even as the newer natural sciences forced their way upon the old cultural foundation of the classics. It is a note of the future and in the intellectual world of such a prodigious growth it is inevitable that we should cultivate the forward look and dwell upon the future rather than the past. And there surely is a great opportunity for progress in professions, mainly because of their devotion to the mission in life whose object is to conserve. C. H. Henderson names this group of teachers, clergymen, and other professional people, “The Children of the Established Order,” a group of people who are “fairly sure of their dinner,” regarding matters of minor importance. Hence the necessity of a Teachers’ Retirement Fund!

As long as we accept these conditions, they will exist. What we need in these lines of professions are men and women who can see into the future and attain some degree of satisfaction in the outlook, but who will not be contented with the present. It is an evolutionary process of growth which we are undergoing. Shall we stop at the “ape” stage?

It seems to me that it is high time for us to step into the ranks with other humans and assert and demand rights at least equal to those of the ordinary working class. Some one will ask, “What do you mean? Are you not treated as well as the laboring classes?” I answer, “Socially, yes. Economically, no.” I refer to wages particularly and have definite proof for my statement. In one of the factories in this city the minimum wage is $2.50 per day, or $15.00 per week, or $780.00 per year as they work fifty-two weeks in the year. This wage is paid to foreigners who cannot speak a word of English and the only way they can work in the system is by first having someone do their work for them so that they may see how to do it and they mechanically repeat the process. Comparing that wage with the average teachers’ salary, what inducement can we offer for higher education? Compare the foreigner’s preparation with the prepara-
tion, experience, and cost that any teacher receiving that much per year would have to have.

And the social part is another argument in our favor. We are required to be the equal in social requirements of any one. This requires dress suitable for real “occasions.” As one principal in our city (a man) said every teacher in the schools should have at least one dress suitable for formal occasions. Just look at graph II and judge for yourselves how much a teacher receiving a minimum salary can afford to put into a reception gown. I do not fancy that much of the money spent on clothes would include evening gowns in such a case. If such were the case, then she would be adjudged impractical and unbusinesslike. How many times we hear teachers termed unbusinesslike! Yet what factory or store requires their employees to sign such a one-sided, unbusinesslike contract as are given to teachers? I have inquired into conditions in factories and stores for the purpose of comparison with school systems. I found that in no case where notice of leaving was given in advance, did the employer withhold any part of the employee’s wages. A certain per cent of every teacher’s salary is withheld in any case of resignation because all contracts stipulate that it shall be done. You may say, “You don’t have to sign these contracts unless you want to do so. It is entirely optional with you.” Surely it is. But there are two sides to every question. Supposing one likes the work,—cannot that person do more efficient work because of that liking? And is not efficiency the demand in all lines of work now, more than ever before?

An illustration of the efficiency requirements is found in the efficiency records for teachers in the Kalamazoo public schools where they are marked on forty-five points that make for efficiency. At the same time we find that the least possible number of teachers are employed at the least possible wages. This is not an exaggeration, but is rather, an unpleasant truth. An example is found in the Woodward Avenue School. The principal is away on leave of absence. During his absence one of the other teachers acts as principal, doing his work and teaching three classes in addition with but a slight increase in salary. Another teacher takes her place as head of the Junior high school with a slight increase in her salary, also. The rest of her work is divided among the rest of the teachers there, with no increase in their salaries. Where will that money go? Will it be added to the budget for teachers’ salaries next year? Even so, would that be justice to the Woodward Avenue teachers?

Let us take an example of a maximum wage in a factory. It was found to be $10,000 per year for men executives in office and experts in other lines of work. That represents what business houses pay for efficiency! And I doubt if they are marked on forty-five points that make for efficiency at that!

Salaries for women in office work varied from $8.00 minimum to $30.00 maximum per week; the average being about $15-$18 per week for this work. In other lines of work some women have worked up to positions paying $35.00 and $40.00 per week. These wages are paid in full during their vacations and for fifty-two weeks in the year. Once more, the educational requirements are few, merely ability to do the work being necessary.

One of the most interesting facts of these investigations was the per cent of increase in wages since 1914. The lowest estimate was 20% increase and from that up to 35%. Can any school board in the United States equal that? The reasons given for these increases were invariably, the “high cost of living.” Is there any reason why cost of living has not increased for teachers? I fail to see it.

Let us just compare these facts with percentages of increases in other lines of business than those already quoted from the bulletin published by Michigan Federation of Teachers’ Clubs for February, 1917.

“In a typical city of 17,000 in southern Michigan the per cent of increase in other occupations than teaching for the past five years are as follows:—

Clerks, 33% - 60%; day laborers, 25%; plumbers, 63%; 2-3%; maids, 75%; farm hands, 60%; managers of stores, 60%; carpenters, 62% 2-3%.
painters, 62 2-3% ; masons, 40%.

Thereby showing that the increase for most favored teachers is much less than that for the least favored in other occupations.

Hon. P. P. Claxton, U. S. Commissioner of Education says, "I think we may not expect to get and retain for our schools the services of men and women of high type for less than the wages of a washerwoman, less by half than the wages of a mail carrier, and less by two-thirds than the wages of a carpenter, a bricklayer, or a plumber."

Again, comparing the increase in prices of foodstuffs with increase in teachers' salaries, we find that instead of sharing in the economic wave of prosperity which is passing over the country, teachers are being injured by it, financially. In a typical city of 50,000 inhabitants the salaries of grade and high school teachers have increased 10% and 15% respectively, whereas the prices of food and clothing have increased 33 1-3% to 75%.

Taking into consideration that the average salary for grade teachers in Kalamazoo two years ago was $640.60 and that the average now for all departments is $758.00 I do not feel that it is fair to say we have had any increase at all. In comparison with living expenses then and now we have most assuredly had a decrease.

In addition to the factory increases already quoted, nearly every factory gave a bonus of some sort to their employees at Christmas time. Some gave a certain per cent of their yearly wage to each employee who had been with them a year or more.

Quite the most beneficent plan worked out was one factory that gave to each of its employees who had been with them one year or more a thousand dollar life insurance policy, the premium to be paid by the company and to be in no way a compensation to the employee. It is an act of welfare, purely. These policies have been renewed once and the plan is to continue to renew each policy each year at Christmas time.

In practically every factory or store the employees were given two weeks or more vacation with full pay. The school board may divide our salaries into twelve payments but that does not alter the fact that we have earned it in ten months and it is in no way a compensation for the two months of vacation.

Comparing Kalamazoo with other cities of approximately equal size, we found that two years ago board and room, laundry, and miscellaneous expenses were higher here than in the other nine cities; more money was spent by Kalamazoo teachers for improvement than any of the other cities' teachers; while the average salary was third and the number of working hours in a day were longer than in any of the other cities. We have no evidence of any change since.

Then the state offers a happy solution of it all! A retirement fund! It appeals to me about as much as an "Old Ladies' Home" which you may enter by paying so much of your income. In other words, as long as the tax payers and state refuse to elevate the teachers' salaries, let the already overburdened teachers take enough out of their insufficient salaries to make up a pension for those who have given their lives to the service, in hopes that they may, in turn, profit or benefit by the act some day, themselves. But I suppose "it is altogether fitting and proper that we should do this" as long as we are expected to be contributors to charity and are but objects of charity ourselves, at best, for we are certainly dependent upon the benevolences of our superintendents and school boards for what we have (or have not!)

The whole trouble with our educational system seems to be that the people can not see the profit made by our schools. To them schools and teachers simply mean taxes. They cannot see that Education is simply a process, a means toward an end which will mean actual money profit to them in the future. So it is our duty to arouse public opinion and show the general public that professions do mean profit and that to belittle professions by underpaying them strikes at the heart of the prosperity of the country, for no nation can be prosperous as a whole while some of its people are being deprived of their just rights.

In conclusion, it seems to me that altogether too much is required to qualify
for professional work, considering returns from an economic viewpoint in comparison with returns in other lines of business from the same viewpoint. In other words, is the opportunity worth the cost?

**GRAPH I.**

A graph of totals for 120 teachers, showing total yearly wage, and total yearly expense with a comparison of yearly expense for board, and room clothes and laundry, and educational improvement with the grand total expense.

**GRAPH II.**

A graph of yearly maximum, average, and minimum salaries, (and same monthly) with comparison of total monthly expense for board and room, clothes and laundry, and educational improvement.

**GRAPH III.**

A graph of percentage for 138 teachers, each line in graph representing a percentage of the whole.

**LIST OF READINGS**


Margie Russell.
LONGING

When evening shades are falling soft,
   And o'er the world's great heart,
There creeps a peace that's not of earth
   While trifling cares depart,
There comes a longing for you, dear,
   And for the days of yore,
The golden, golden happy days
   That will return no more
And just to see your face again,
   The soft light in your eyes,
To feel the glamour of your smile,
   To know you realize.

But, dear heart, as the shadows fall,
   While stars their watch renew,
This comfort steals with their soft light—
   They're shining down on you!

Sister M. Edwina O'Connor,
   (Mercy Convoy)

ROMANCE

As some faint traveler at close of day
   With dusty mantle seeks the grassy springs,
To cool his thirst and free the dust that clings
   To his worn limbs, and silent bends to pray;
So, weary do I come, long, long way
   To kneel and purge me of the daily dust;
On wings of boundless Fancy backward thrust
   To dream till in the east bursts golden day,

Where sad with love the Lily Maid lies pale,
   And Roland's deeds are sung in matchless lays;
To wander thru enchanted woods where lays
   In moonlight dance; and mourns the nightingale—
With H eloise to weep—to feel the ages
   Roll like the waves when high the ocean rages.

C. Edwin Burkland.

QUATRAINS (After Omar)

I.
I thought once to be wise, and live to show
   The Why, and Whence, and Whither—all I know—
We come like winds that blow from unknown deeps;
The hour is brief—we vanish like the snow.

II.
Then fill the cup and let all sorrow pass
   Like fleeting wind along the meadow grass;
Short is the day, and darkness fills the night,
And in the west I see the night, alas!

III.
Come, seize the Present, that alone has worth.
The Past is dead—no Future knows the earth
Except too soon Time's palsied hand will come
And hiding dark—drink while ye may of mirth.

IV.
Here where the roses bloom, here let me rest;
   And with the grape be hIngrediently blest.
Then let the sages talk, the wise dispute,
   They cannot cheat me of this pleasure quest.

V.
In springtime when the soft winds blow again,
   And earth rewards the kisses of the rain
With wealth of bloom, and rose-scent fills the air,
   Then let me slip away, and without pain.

C. Edwin Burkland.

A LYRIC

O amethyst, dark tinted as the grape
   That purple-cloistered hung in vineyard cool
Of some old Tuscan cloister, mountain built.
Thou soul of Iris fringing crystal pool
In cypress-shaded vale of ancient Greece,
Where wood nymphs danced to murmur of the reeds,
And Pan piped songs of love that ne'er should cease.

But more than this, the soul of setting sun
   Lies fast imprisoned in the liquid depths.
So now that I do wear thee set in gold
   Upon my hand, I swear to keep the tryst
And let thy spirit's flame burn as of old.

Flora Skirt.

PATIENCE

O, city maple trees that all the winter through
   Stretch up your gray black boles as if it were
   nought to you
That rain and sleet and soot must drip from off your limbs—
Burned by electric wires, to suit somebody's whims;

As if 'twere nought to you, O city maple trees,
   That you are lopped and pruned—tossed by each passing breeze—
That you are starved for food, that water is withheld.
And at the very last, to make room, you are felled.

You make my soul ashamed! Within my
cushed nest
I'll ne'er again complain, whatever comes is best,
And though Life's heat may scorch and though its cold may freeze
I'll hold my head like you, O, city maple trees.

Jessie Richmond Denney,
LULLABY

Peace, little heart, peace, little heart,
Child of my hungering love.
Over thee creep nature's sweet sleep,
Child of my hungering love.
Clutching my breast with thy soft dimpled hand,
Whispering words I would fain understand,
Language you learned in the Soul's babyland.
Peace, little heart, peace.

Rest, little heart, rest, little heart,
Death have I dared for your sake.
Safe in my arms, heed no alarms,
Death have I dared for your sake.
Happily holding thee, babe, on my breast,
Wealth could not give me so rich a bequest,
Even a queen is not more richly blest.
Rest, little heart, rest.

JESSIE RICHMOND DENNEY.

STATE STREET

I felt the awful pain of solitude,
Not cast adrift upon the sea,
By night the stars would bear me company.
By day the sun and my own hardship;
Not wandering in the vastness of the wood,
There's a society in bird and tree
That grips with love the very heart of me
And sings me Nature's own beatitude.

But in the heart of a metropolis,
Among a rushing throng, I walked alone;
They knew me not and did not care to know.
There is no pain so cankering as this,
To walk with men unknowing and unknown;
'Tis death and oh, the feet of death are slow.

BERT LEACH.

THE CAT-BIRD

The cat-bird carre this morning
And wove a web of song:
O honey-sweet and silver bright
It flowed across the golden light
As rivers laugh along.
It bridged the hours of dawning
Sweeter than winds from lilies white.
As bright stars bridge the sky:
More golden than the dreams of night
That wild song drifted by.
A spirit of pure pleasure
Of joy without a tear;
The free expression of delight;
A music mad with love's far flight
A song for you, my dear.

LETTA THOMAS.

GRAY DAY ON THE SHORE

Pearly mist
At moonset,
And amethyst
At dawn;
A veil of clouds the sun enshrouds,
And misty spirits ride in crowds

From off the sea, across the lea,
They ride the winds that gallop free,
On—on—on.

Grayer grows
The mid-day
And faster flows
The cloud;
The breakers roar upon the shore
Like giants chained forever more,
And sea birds cry in voices high,
Like blind wraiths wailing thro' the sky.
Loud—loud—loud.

Over all
A silence,
At even-fall
And dread;
The peaceful waves are as the graves,
Where but a voiceless spirit raves,
No moon, no star to glimmer far,
Black, bleak, earth, sea and heaven are—
Dead—dead—dead.

BERT LEACH.

THE WAYFARERS

I.

Morning, wide-eyed we front a rim of sun,
The sandal lightly prints the sleeping dust.
This blue rock shows a laborer's day begun:
With leathern hand he breaks his wheaten crust,
His strong teeth sink in his uncarved meat,
His brimming cup he drains, his meal complete.

Would you the repast share
And tarry? Nay, not there.
The walls are narrow and the window low,
Let us fare farther toward the dawning glow.

II.

Neon and the foot upon the highway drags,
The inn is full with many a motley train,
The hurrying feet of service fret the flags,
This ceaseless babel beats into my brain.
All these are strangers and they greet us not,
This clack and clutter make a vexing spot.
Is there no quiet place
Where we may rest a space
And loose our girdles while we eat our share?
Not so? Then up, and let us farther fare.

III.

Evening, the grateful shadows, slender, tall,
Point to the east whence comes another day.
Here is our home, the verdure covered wall
Is high and broad, cool winds the casements sway.
The board in waxen glow its whiteness spreads
With silver gleam and scents from garden beds.

Now here is joy at last
And we may rest and cast
The dusty garments by; I fain would eat,—
But, God our Father, where are our bread and meat?

GEORGIE SHEAR.
A Million Trees

"We live in a going world." All nature is dynamic; nothing is static. The universe and all its constituent parts are moving after a definite plan, a plan constructed to the minutest detail, for the sole purpose of enabling man to live the fullest possible life. The Great Architect provided for every need, from the smallest to the greatest. From the time "when first the flight of years began," until the long train of ages shall have glided away, all has been provided for, if not in actuality, at least in possibility. And it is as much a work of creation to provide possibilities for future realizations as to actually culminate a plan.

Every possibility in man and all the natural resources in nature were supplied, but to man alone was given the ability to make choices as to how these resources were to be used. As man lawfully made use of them, nature, through her agents, the birds, the winds, and otherwise, provided means for replenishing them. But man, as we well know, has not always acted wisely, instead, with selfish motives, he has caused her to bleed in many places. Most noticeable of all perhaps is the terrible slaughter that has been made on our trees. If man has seen fit to misuse one of nature's greatest assets, he should, in the light of the times, feel responsible for aiding in the replenishment. It is the arousing of appreciation for this responsibility that brings out the true spirit of Arbor Day. It is this spirit, that is born out of a power misused, that bids us as a nation to think and act in ways that shall result in the preparation of a rightful home for future generations.

Our short term of existence here is but one of the numberless links that goes to form the lifetime of a nation. Each link is a generation dependent upon the preparation that it receives from previous generations for a foundation upon which to build either its success or failure. If we, with selfish motives, undermine this foundation a weak link will be result, and as God in His rightful way applies His test, that link will break and the life of the nation be imperiled. But if each generation with a "far cast thought of civic good" makes the proper preparations, a chain will be formed with links as firm as the rock of Gibraltar, that shall assure the safety and welfare of this nation.

And, so, realizing the responsibility that we owe to future generations, we gather together here this twenty-sixth day of April, nineteen hundred and seventeen, in the spirit of Arbor Day, and setting aside all other worthy undertakings, we turn our thoughts to considerations of nature and its relations to mankind. We recognize that men in the past have shamefully misused our resources; they have willfully sold out the future right of others for no other reason than a mercenary one. They have lived in mansions that towered to the skies, but their ideals never rose above the ground.

God bless the men who will not succeed in this way, who disdain to succeed by selling out the future, who would rather fail as men than wear the cheap diadems and hear the shallow praise that comes to cowards. Every true man faces this question at some time in life, and asks himself in some sublime moment of success, "Can I afford to succeed by selling that which rightfully belongs to others?" "When he feels the drain that it has made upon his moral nature, the tax his honesty has to pay, the heavy toll exacted from his conscience," the manhood within him arises and announces that he would rather fail honorably than to succeed dishonorably. He recognizes that the care for future generations is one of the most solemn duties imposed upon us by the laws of humanity and morality. He sees that if we wish to become great as a nation our duty is to prepare for a great nation—remembering at the same time that the greatness of our country is not in the greatness of its achievements, but rather in the loftiness of its ideals.

We, today, plant a tree that shall aid in the establishment of ideals that we would have realized. We plant this tree as a symbol for a million trees, that will give
shade and comfort to our people, beauty
to spots that were once ugly and barren,
a home to birds that are now swiftly
leaving us, a beauty and color to our
streams, a richness of moisture and food
to our soil, and a foundation for natural
beauty and safety to future generations.

“For what does he who plants a tree?
He plants cool shade and tender rain,
And seed and bud of days to be,
And years that fade and flush again.
He plants the glory of the plain,
He plants the forest heritage;
The harvest of a coming age;
The joy that unborn eyes shall see—
These things does he who plants a tree.

What does he who plants a tree?
He plants, in sap and leaf and wood,
In love of home and loyalty
And far-cast thought of civic good—
His blessings on the neighborhood,
Who in the hollow of his hand
Holds all the growth of all the land—
A nation’s growth from sea to sea,
Stirs in his heart that plants a tree.”

Then as we gaze on this, our tree,
three considerations should be made:
(1) the planting of trees, (2) the love
of trees, (3) the knowledge of trees.
And I venture to say knowledge of trees
is the greatest of them all. For to know
trees, is to love them, and to love them,
is to plant them.

I know of no class of individuals so
blessed with the opportunity of instilling
this fact into the lives of our people as
are we who go out to others. A
grateful and worthy responsibility falls
upon us. We can create in the mind of
the child a lasting sympathy and appreci-
cation for nature, and we in so doing,
shall develop a race of people who will
be as a beacon light to other nations and
worthy to be called citizens of this great
republic. We, as teachers, then, have
perhaps a greater responsibility than any
other class of people,—and may we nev-
er forget that the planting of a tree
counts more on infinite time, than many
of the petty activities of the school room.

How many of us realize that our sea-
sons would undergo a radical change
were there no trees,—that with the ab-
sence of trees we would hardly recognize
either our spring or our fall. In our
great cities, nature is seldom seen in its
true form. There the seasons are but
two, and these are no longer seasons but
periods—a hot and a cold period. There
is not the budding of trees to tell them
of the approach of spring, nor the flock-
ing of birds of the coming of fall. All
seems mechanical; nothing seems nat-
ural.

How different it is with him who has
lived out of doors and among trees.
How his being is thrilled with the first
signs of spring. New hopes, new joys,
new expectations, new life are his. How
he watches for the return of the birds,
the green in the grass, the flow of the
sap. His heart goes out to all that is no-
ble and good; he feels inspired, trans-
formed, and that indefinable Something
which does all things well creeps into
his soul. His foot becomes firm, his
heart open, his mind clear. He feels in
measure the greatness of God and the
smallness of man. He feels justified
in his convictions and bravely answers his
call. He sees the present conditions and
knows they are wrong, and his words are
Lincoln’s, who at one time saw a pitiful
sight and said, “If I ever get a chance to
hit that thing, I’ll hit it hard.” It was
nature in the great out-of-doors as the
school and source of inspiration that
made our Lincoln. It is this same condi-
tion that makes all true men,—a condi-
tion that cannot exist without trees.

Long ago France recognized this fact.
She saw that where she lost her trees,
her wealth disappeared; her climate
changed; her water supply diminished;
her soil deteriorated. Acres upon acres
of her once fertile land, during the hot
summer months, became parched deserts,
where the winds piled the sand hundreds
of feet high. The cost of living was in-
creased, and even the safety of her politi-
cal as well as her economical future was
involved. It only too clearly reminds us
of the words of David Hill, former Unit-
ed States senator, who said, “A nation
finds its hour of peril when the land will
no longer support the people.” But let
us look at France today. Her sand dunes
have disappeared and she has trans-
formed her deserts into beautiful forests
whose worth to the nation cannot be
measured. Did time permit, I would
speak of similar work done in other countries. 
But it is enough. Our duty is plain. America's pride need no longer bear the humiliating prospect of having one of nature's greatest assets forever crushed. She need no longer see the mighty gifts of nature ruined as the unavoidable consequence of greedy mismanagement of the natural resources of our country. She has men within her borders who, with a keenness of foresight, recognize that this country must needs prepare, that it may forever remain the happy and comfortable home of the free. Let, then, the nation, as well as the individual, participate in such a worthy undertaking as the reforestation of her treeless sections.

Let the cry for trees in this country be as ardent as the desire for the vindication of America's honor, and no man can estimate the heights that we may attain. Let the cry go out for trees—trees—a million trees. Let us give back to nature that which belongs to nature, and to future generations their rightful heritage. And bending down, as Elisha did, and praying that our eyes may be made to see, we shall catch a vision of this republic, "its mighty forces in balance, and its unspeakable glory falling on all its children—chief among the federation of English-speaking people—plenty streaming from its borders, and light from its mountain tops—working out its mission under God's approving eye, until the dark continents are open, and the highways of the earth are established, and the shadows lifted—and the jargons of the nations stilled, and the perplexities of Babel straightened—and under one language, one liberty, and one God, all nations of the world, harkening to the American drumbeats and girding up their loins, shall march amid the breaking of the millennium dawn into the paths of righteousness and peace."

Anthony Van Koeving, '17.
( Arbor Day Oration.)

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THIRTEENTH ANNUAL COMMENCEMENT

June 14, 8:00 P. M.—High School Graduation Exercises
June 15, 2:00 P. M.—Eighth Grade Graduation Exercises
8:00 P. M.—Senior Play, Academy of Music
June 16, 1:00 P. M.—Kindergarten Alumnae Reunion
June 17, 3:00 P. M.—Baccalaureate Address, Gymnasium
Dr. Thomas Nadal, Olivet College
June 18, 4:00 P. M.—Reunion Department of Rural Education
8:00 P. M.—Annual Alumni Party
June 19, 10:00 A.M.—Commencement Exercises
12:00 Noon—Commencement Luncheon

A business meeting of the Alumni Association will be held following the morning exercises, Commencement Day.
EDITORIAL

THE KALAMAZOO NORMAL RECORD
WESTERN STATE NORMAL SCHOOL, KALAMAZOO, MICH.

ERNEST BURNHAM............ Editor-in-Chief
BLANCHE M. GLASS ....... Student Associate
KATHERINE MULRY Training School Editor
KATHERINE NEWTON....... Alumni Editor
ARTHUR BOWEN............ Managing Editor

Changes of Address. Notification of change of address should contain both old and new addresses. Until such notification is given the publishers will not be responsible for failure to receive the magazine.

Communications. All communications intended for publication should be addressed to the editor. Correspondence relative to advertising, subscriptions, etc., should be sent to the manager.

The Record, This issue concludes the Volume VII current volumes of the Record. The editors most heartily thank all who have by their cooperation made the present volume what it is. The utility of the quarterly Record as a reference, when supplemented by the weekly Herald for news details and particulars, is greatly enhanced over that of the monthly Record, without the Herald. This improvement of the publicity facilities of the institution is one of the great advance steps taken here this year. The compensation of the editors is ample. They are paid in closer acquaintance with faculty members and students, and those firm friendships which grow out of companionship in a worth-while task.

Personality Several members of the faculty are to be on leave of absence next year for travel and study. Some of us, who are going, do not care to admit just how desperately felt is our need of the prospective revitalization. Nor could we tell, if we tried, just where personal ambition for the future and ambition for the future of our second self—the Western State Normal School—join, but that the two ambitions approach unity, we know.

Several teachers are leaving the institution permanently. We do not know how many, but since the departure of two is publicly announced, it will not be inopportune for the Record to speak appreciation.

Miss Elva Forncrook, head of the department of expression, is concluding her work here at the end of her sixth year of service. Miss Forncrook has splendidly exemplified the attitude of a student in all of her work. Her constant and energetic up-to-dateness in the fields of her interests and work; her dominantly confident compulsion of success in the plays which her students have given; her personal congeniality—these services, among others, must have resulted in enlarging the prospects for usefulness and success for all of her students.

Dr. B. L. Jones, who has enriched the life of this institution for nine years by his excellent work in the Department of English; by his unselfishly cooperative citizenship proven over and over in the various faculty and student organized activities; by his intimate deeds of personal helpfulness—recorded only in the love of his colleagues and students; and by a standard of scholarship most rigorously enforced upon himself first,—has decided to return to the practice of medicine. We would like him to feel now and as the busy years ahead come and go, that recurrent impulse for the best in life, second nature to him by his own habits, made doubly potent and infectious in him by the brooding expectancy and love of permanent friends in this place of his nine years' sojourn and service.
The New Occasion

War presents a new occasion to students. Questions as fundamental as right, duty, justice, and sacrificial patriotism are immediately at hand. All must answer. Two types of answers are being given—decision with new action and decision without new action. Millions will have the exhilaration of new action and novel, stirring experiences to preoccupy them and save them from doubt and halting, but more numerous millions, participating directly and indirectly in the vital decisions of the great occasion, will of necessity be confined to routine and familiar, homely and apparently commonplace tasks.

To deepen and steady patriotic action there is no better method than to find participative relationship to some obviously needed service. The committees appointed by the president acted promptly and wisely in organizing opportunities for real service by both men and women students. The response to opportunity as expressed in actual participation by students appear in the detailed reports, but the Record must here speak the appreciation of faculty and students alike for the splendid work of organization pushed to the stage of use in such a short time by the committees.

For the many, who can help in the new occasion only by contributions of money and other indirect services, there is still the inspiration of deepened vitality in every day tasks, and presently perhaps—though God forbid—there will be dreadful sacrifices to be borne, and many more losses to help others to bear, which will try the stamina and character in a very full measure.

Reveries of a Senior

Many people around this institution are very anxious to have the last day of this term arrive, so that they will feel free to go home. There are others, loving their home just as much, but who with much reluctance are seeing the wheels of time revolving very swiftly which hasten the time of commencement, the time for breaking many school ties and the time for farewells. Our school work, our faculty friends, student friends in general and a few very much in particular, and all the other associations connected with Normal Hill, Indian Trail and other points of the vicinity—these all combined have made the past two years a very happy remembrance in the minds of many seniors.

If the writer was to choose from this list one thing which should head the list in importance, one no doubt would be expected to name school work and studies, but for me that would take second place. School means far more, I think, than simply books,—books are only a small part. Oh, I am perfectly willing to concede that books and lessons are very important and that they should not be slighted and neglected, but are they all? No! Friendships are often made which last for life and I have found from personal experience that these friendships and the atmosphere of a great school like ours are something far above books. Also one has ample opportunity to join some organization of nearly any nature he wishes—thus affording him a chance to develop along any social line for which he has a talent or liking.

If I were to name the most important thing to me it would be my acquaintance and friendship with several members of the faculty. I have had the opportunity to become pretty well acquainted with a dozen or more teachers,—this acquaintance I value more than words can express. Their influence and ideas will surely go with me in all my future life. The personal touch of a great teacher is carved on the life of the pupil as names are cut in marble; it is something which is everlasting in its influence; it is the touch of a Master-hand.

Personally realizing the far-reaching influence and value of the example of a teacher, I think I am duty-bound to see that as I go out in the profession next year that I set the right example and thus help some of my pupils as some of the faculty of this Normal have helped me.

Home Economics

The current increase in amount of home economics teaching is well set forth in the following statement and summary by Mary A. Moore. Reports received by the Bureau of Education indicate that the
amount of home economics teaching in this country has materially increased within the last three years.

Courses have been introduced in more than one thousand high schools since the publication in 1914 of the bulletins entitled “Education for the Home.” Of these new courses there is a record that 174 were introduced in 1914; 336 in 1915; 487 in 1916. A few high schools have installed courses since the beginning of the year 1917 while more than 50 high schools have expressed their intention of introducing courses during the year. This gives a total of 3,430 high schools from which reports have been received of the teaching of home economics.

The report indicates that the greatest number of high schools teaching home economics are in the following states: Indiana, Iowa, Minnesota, Kansas, California, Illinois, Washington and Ohio.

The Bureau has record of one hundred and one city supervisors of home economics. Of this number thirty-three are employed in cities where the population exceeds 100,000. The remaining sixty-eight are in cities with a population of between 25,000 and 100,000. No attempt has been made to collect statistics of the number of elementary schools under their supervision.

The report of the commissioner of education for 1916 gives a total of 17,289 students of home economics in the universities, colleges and normal schools of the country. In the 151 normal schools offering home economics courses, 354 special teachers are employed. In the 326 colleges and other institutions of higher learning there are 980 special teachers employed.

There are no statistics available to designate how many rural school teachers are giving elementary lessons in various phases of home making, but state reports indicate a marked increase in the number who are introducing such courses.

Meaning of Art?
The answers to this question would be as varied as the number answering it. Perhaps you have the notion that art is a dispensable luxury to be cultivated as an adornment of life after your serious business is accomplished. Students of this type will say, “I will choose the necessary subjects for my life’s career, and as I have not had art in my school work why should I teach it to others. Or possibly I will choose to teach the sciences, history or literature and what need have I to study art?”

Prevalence of this misconception of the purpose of art is in the mind of the general public. A study of art should bring an added joy in every-day living and an illumination to every other study in life’s school. Do you enjoy every day and every night the wonders of the sky? You cannot see half the play of colors and majesty of form if you have never tried to express their beauty with brush and color.

You can look into a muddy pool and see mere mud or the reflection of the heavens high above it. As the poet says: “Even in the mud and scum of things, there something always, always sings.”

Do you love the trees in winter as well as summer time? Have you not seen new beauties after trying to express the sturdiness of the oak, the graceful elm, and the friendly apple tree?

Your special training may prompt you to examine, analyze and classify the world of nature, but if you fail to see the soul of beauty in the flower or weed you have missed the greatest lesson that nature teaches. Tennyson prompts us to look through nature up to nature’s God, when he speaks of the flower in the crummed wall: “If I but knew what you are, little flower, root and all, and all in all, I would know what God and man is.”

A love of nature is indispensable to the student of art. This appreciation as you know must be developed early in our consciousness or it is irrevocably too late. This is why a study of art should be commenced in the impressionable years of childhood.

“The power of appreciation is worth infinitely more than the power of criticizing.” Any one can criticize. Some lines of thought prompt us to analyze and criticize, while others are synthetic and constructive in thought power.

It is not the expectation or desire of the teacher of art to make artists of the large group under her direction, but to develop a taste and judgment to choose
wisely the world of objects with which we are surrounded. Certain principles of art are as fundamental in the first grade as in our mature years. We begin the study of composition, (the art of arrangement) with the smallest children who learn to choose what is suitable in shape and simple and orderly in arrangement. We strive to give our pupils intelligent, discriminating eyes. We are developing good taste, which is practical art. Many students show remarkable ability along creative lines and prove another public misconception that one must be a “born artist.”

Everyone is endowed with more or less power as a creator and always exceeds beyond his greatest hope, if willing to apply himself. The power to create is God-given and expresses the greatest likeness to the Creator Himself.

But the true artist has no pride, he realizes that art has no limitations, he feels how far he is from the goal, and while perhaps he is admired by others he sees always the better genius shining above him like a distant sun.

Some people erroneously think the great purpose of art is a show of technical skill and the greatest pleasure an artist obtains from his work is to place it on exhibition to awe an admiring public. Nothing could be farther from the truth. The artist, it is true, loves to give pleasure to the appreciating public, but the greatest pleasure comes in the joy of doing, not the mere showing.

We believe that art appeals to the whole man, intellect, emotion and imagination. It serves in an all around development. The practical minds are most in need of developing a taste for art. We all know we cannot live by bread alone. Victor Hugo well says: “It is by the real that we exist; it is by the ideal that we live. Would you realize the difference? Animals exist, man lives.”

We will learn that art is a serious business, that beauty is the most useful thing we know, and that art is not for adornment’s sake or preaching’s sake or art’s sake but that it is for life’s sake. It is vital to the child. It is an integral part of the life of every woman in the home or school. It is proving the greatest asset to the man in business, in the shop or in commercial life.

Art should be ever present in education and life, wherever a process calls forth in a single expression the whole nature of the individual in an attempt to interpret and to satisfy a social need.

E. M. Goldsworthy.

Interesting

In attempting to justify the existence of “Christian (Parochial?) Schools” a lecturer of the Christian Reformed denomination recently made the statement that follows: “The public school welcomes all, accepts all, trains all, and educates all. Nothing is asked as to race or nationality, as to creed or morals. Can an agency of education which is as changeable as a chameleon and as flexible as a rubber band be the ideal for the education of the children of the covenant? We think not.

“Furthermore, the public school tries to cater to the public demand. This materially influences the course of study and breaks the unity of the education given. All kinds of new fads are brought to the attention of the pupils,—such as sex hygiene, eugenics, dances, the Montessori method, etc.”

Because criticism with respect to sex hygiene and sex education is very ubiquitous, either openly above board or sub rosa, it seemed pertinent to secure data with respect to information regarding sex, to ascertain, if possible, whether the position of those who advocate school instruction in sex hygiene is on ground that is tenable.

Two hundred students now in residence at Western State Normal School were invited to give confidential replies to a previously duplicated questionnaire. That the personal element might not vitiate results, replies were asked to be anonymous. Tabulations of replies to the several questions submitted follow. There were 59 replies received from men and 141 from women, a total of 200 replies.

Question 1: How did you receive your first information regarding sex and reproduction?
When more than 56% of boys and girls receive their first information regarding sex from companions and playmates (in a greater or lesser degree of accuracy and impurity; when only 12.5% of boys and girls receive instruction relative to the anatomical structure of the organs of sex from their parents (the data show that more than 17% of Normal School students never have learned these facts and that approximately 50% of them have no such knowledge before they come to the Normal School); when approximately 25% of Normal School students never have heard a lecture on sex matters, either at the Normal School or before coming; when more than 35% of Normal School students admit that they worry about matters of sex (largely because of lack of information); when 55% of parents of Normal School students allow their sons and daughters to leave home without having given them one word of advice or of warning relative to matters involving sex; when less than 10% of elementary and secondary school teachers mention these matters to pupils in schools (at times when the need is greatest); when approximately 90% of courses in physiology studiously avoid mentioning sex matters; when about 88% of boys and girls receive first information well before the onset of puberty—isn't it about time that something radical should be done to make for "social preparedness?"

Because the home is growing more decadent, because the church is becoming more impotent, isn't another duty and responsibility (and privilege) being thrust upon the public schools? Have Normal schools any responsibility for teaching teachers how to teach sex hygiene?

In the light of existing facts as revealed by the data of the questionnaire, is the afore-mentioned lecturer's condemnation of the public school for "bringing the fad of sex hygiene to the attention of the children" well founded? We hold that his criticism is "not a knock, but a boast,"—for those schools which happily are daring to be "unorthodox.

JOHN C. HOEKJE.
Dean of Women  It is rather difficult to define in a very definite way, the specified duties of a dean of women. With truth it has been said that this official is a cross between a junior and an evangelist, and to know just where to base was the first and foremost problem in the mind of the writer when starting in this new field of work. To give to the reader some idea what has been accomplished, and some of the hopes for the future, is the object of this article.

There must be co-operation in all the divisions of the life of the school, and upon the dean rests the duty of co-ordinating these various phases—the social, the academic, and the administrative in so far as they affect the life of the young women. The attainment of ideal womanhood for every girl is the goal of a dean of women,—the approximation of that ideal is the every day routine of a dean. Furthermore it is her aim to strengthen in every way the girl’s loyalty to the school, her pride in it, and her sense of obligation through it to the state.

The opportunities for service in this position then, very naturally fall under the following heads,—administration, academic and social. Under the administrative duties, the first and most vital problem to be considered was that of properly housing the women students.

The first months were given over to daily visitations to homes which housed the young women of the institution. It was first essential to segregate the young women and the young men, and have it understood by all householders that they were expected to rent their rooms either to one sex or the other exclusively, and that it was likewise necessary to afford parlor privileges to the young women,—a downstairs room in which their callers might be entertained. That only two students, instead of three or four, occupy one room and that these rooms be well heated, well ventilated, well lighted and with adequate bathing facilities. That renting rooms to a student body was a business proposition and should be treated as such both by householder and student.

In order to bring about the above conditions, which by the way, although bettered, are not as yet satisfactory, there were meetings held at stated intervals by the Dean of Women, both for the householders and students. At these meetings mutual problems were discussed and some mutual understandings reached.

Another problem which had to be considered was that of boarding. Many of the young women went without their breakfasts, cooked their other two meals in the rooms in which they both studied and slept, or went down town for their third meal. A concentrated effort has been made to discourage these “hit and miss” methods of securing meals. Light housekeeping is likewise discouraged unless it is possible for it to be done under sanitary and well equipped conditions.

There is now on file in the office of the Dean of Women a list of boarding houses plus a list of rooming houses containing the following information: name of householder, address, number of rooms, price for single or double rooms, mode of heating, of lighting, meals given, price per meal, housekeeping privileges and laundry privileges. On the back of this form card is a list of students rooming at each house the past year.

In collecting this data relative to the women student body, it was found that out of 686 women 110 lived at home, and the remaining were housed in 206 homes. Seventy-six of the entire number worked for their board and room. On the wall in the office of the dean of women is a map of the city. Every home in which girls from out of the city are rooming is represented by a red tack, and a blue tack represents the home girls. It is very noticeable that 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.

At the beginning of each term, the women students register in the Dean’s office. On one side of these registration cards appear the student’s name, Kalamazoo address, telephone number, whether senior or junior, course and the term’s schedule. On the reverse side, the parent’s name and address, the student’s church affiliations, boarding-house, whether working for board and room and where. These registration
cards are not only used by the dean of women, but are open to the student body as well, and many have availed themselves of this privilege to locate fellow-students.

Under the academic duties, come the actual teaching work done. Two classes a day are taught by the writer, and these classes, although heavy at times, have proven a potent remedy indeed, for they have enabled her "to regain her idealism, her sense of proportion, and emerge again, with her realization of the humor of the situation unimpaired and her soul refreshed."

Working with the chairman of the social committee, the social calendar for the coming year has been completed. It has been the aim and purpose of this committee to limit the social activities to fewer formal functions, eliminate extravagant and elaborate decorations at the student parties, and to encourage a more simple dressing of the young women. Talks along these lines have been given to the student body; however, relative to dress, together with other fundamental habits of right living and doing, it is the thought of the writer, that these habits be installed in the student body by example and precept rather than by command, so that these young women will leave our institution with standards and ideals set for them, rather than imposed upon them. At one of the meetings of women students, the rules for correct demonstrations of both correct and dancing positions were read, followed by correct positions by the instructors in the physical training department.

Visions for the future, what are they? There are many, but one shall receive special emphasis in this article, that which bears directly upon the health of the young women.

At the conference of the deans of women of Michigan, which convened at Ypsilanti this year, "The health of college women as a background for their efficiency" was the topic discussed. It was cited there, that the cause for lowered vitality and lessened energy of the young women at the end of the first year of college life, was due to the general living conditions. Coming from homes where they have been accustomed to few people around them, accustomed to studying under conditions of quiet, the girls at once face an entirely different situation. They begin to live in groups, they must needs adjust themselves to noise instead of the usual quiet, both in times of rest and times of study,—all of under high tension, thus enervating live under high tension, thus enervating their powers for real effective work. The "roommate" was called the "college abomination."

The girl's social activities also play a very vital part as well, in subtracting from her energy and strength. The less formal the social activities are, the better for the young women; the social activity, likewise the mental activity, which takes away from the young woman her ability to secure nine hours sleep and two hours open air should be eliminated from the usual college life program.

The self-supporting girl was also discussed. This type of young woman is usually a good student, but in order that her work be kept up to grade, it is a constant rush and push, which causes in some instances a nervous breakdown. This should be discouraged rather than encouraged. The girl who finds it necessary in order to acquire an education to work her way through college, better earn the money before she enters, or pursue a lighter schedule. Young women of this type are so anxious to arrive, that they forget the process which they use to attain their goal, and they must be helped to secure a proper balance between the mental, physical and social activities.

Since a dormitory is still in the distant future, more single rooms at reasonable prices in the homes housing young women must be considered. Likewise boarding clubs, with a student manager and a student purchasing agent must obtain, thus enabling students to secure good, nourishing food at minimum prices.

A serious problem, also, of the normal schools, is to determine the best methods for teaching the girls habits of cleanliness and hygiene, the need for daily exercise and regard for personal appearance. This should be reinforced by definite instruction other than that given by the director of physical education in class room work. Likewise definite classroom instruction in social customs and usage
be given the students. Since the personnel of a normal school changes often, and since the students come from a variety of homes, there needs must be frequent opportunity given for work along this line. Students going into the teaching field are expected not only to instruct, but likewise to participate in the social life of the community. Therefore, it is very necessary, instead of allowing our young women to stumble, as it were, upon right social usage, to give them definite help before they leave the institution.

Thus it is ever the task of the dean of women to guide wisely, unassumingly, and in such a way as to enable the girls to grow through constructive enterprise on their part. In all humbleness and with the gleam ever before her must she do her work, for, “Without a vision, the people perish.”

LAVINA SPINDLER.

ALUMNI
EXCERPTS FROM LETTERS

Vernon Culp writes from Gilbert, in the iron district of Minnesota:

“Last fall I resigned my position at Bay City to accept $1500 at this place. Gilbert is in the iron district of Minnesota. Our district is composed of eleven schools, which are located in mining towns in this vicinity. The schools are up to date even to the extent of adopting the Gary system. The Gary plan was wished upon us by the steel corporation, and the town is waiting for an opportunity to wish it off again. The following series of words will suggest the nature of our schools: printing, shop, gas engine, electricity, moving pictures, swimming tank, three ‘gyms,’ cafeteria, night school, social center, school bank, school nurse, everything furnished for the children, and school ‘autos’ for the transportation of pupils. I have been re-elected at an increase of two hundred dollars.”

Howard A. Cramer, who is teaching in Michigan City, sends an interesting account of that City’s institute plan:

“The third Saturday of each school month is set apart for institute day. All of the teachers of the city meet in assembly at nine o’clock a. m. and hold short opening exercises, after which each section goes to a separate room. The sections are: the grades, the departmental, the supervisors, and the high school. A part of the time is taken up by the study of reading circle books while the remainder is taken up by reports on special topics and general discussion. The teachers get an additional salary of five per cent of their regular salary for attending these institutes. This is retained until the end of the year. This plan seems to be very satisfactory with the teachers as it gives them an opportunity to learn what the other teacher is doing and so work in harmony.”

TEACHING IN PITTSBURGH

The photograph (see next page) shows the Western State Normal School graduates who are now employed by the board of education of Pittsburgh, Pa., in their Manual Training department.

The first one of this group to carry the colors to “The Workshop of the World” was G. D. Whitney (1909). Three years later four more were added to the list. These were: H. H. Whitney, Orley E. Hill, Hugh McCall, and Merle Herrington, all Alleghen county men, and subsequently seven more were given positions. Of these latter, five remain. They are R. E. Fisher, Talmadge King, Lee Barnett, Triestram and Thorsburg.

The progressive spirit of the Kalamazoo Normal is in no way better shown than in the fact that all these men are striving for degrees through the medium of evening courses at Carnegie Institute of Technology. Owing to the splendid preparation in Mr. Waite’s department, especially satisfactory advance standing has been allowed and two will receive degrees this June. They are G. D. Whitney and H. H. Whitney.

U. OF M. CLUB

At the time of the Schoolmasters’ Club meet in Ann Arbor, the last week in March, the alumni and former students
GRADUATES TEACHING IN PITTSBURGH

Standing—LEE BARNETT, ORLEY HILL, RALPH FISCHER, TALLMADGE KING, MERL HERRINGTON, ALPHONSO THORSBERG

Seated—RAY TRIESTRAM, GERALD WHITNEY, HARRY WHITNEY, HUGH McCALL.
of the Western Normal School, who are now students in the State University, had dinner together and President D. B. Waldo, Professors L. H. Harvey and William McCracken, Paul Rood and Arthur E. Bowen, were guests. Organization was made by the election of Harry Day, '13, president; Myrle White, '12, vice president, and Cecil A. Ross, '15, secretary. The organization voted to meet twice this year. Alumni present were: Marie Rasey, 1907; Howard Doolittle, 1908; Carleton E. Ehle, 1908; Dan N. Simons, 1909; Mrs. Dan N. Simons; Nita L. Butler, 1910; Mrs. Carleton Ehle, 1910; Anna Van Buskirk, 1912; Bert Ford, 1912; Myrle White, 1912; Harry Day, 1913; Mrs. Harry Day; Howard C. Hoyt, 1913; Nina V. Salisbury, 1913; Helen Grable, 1914; Mary E. Howe, 1914; G. Max Brown, 1915; G. Roscoe Correll, 1915; May L. Hewitt, 1915; Willard Peach, 1915, (not a graduate); Donald C. Richardson, 1915; Cecil A. Ross, 1915; Walter E. Thorsburg, 1915; Helen Gillespie, 1916; Carleton Wells, H. S. 1915, and the following who are in the University but were not at the dinner: Dale Malthy, 1911; Blanche Pepple, 1908; Carl Rolfe, 1911; Mrs. Carl Rolfe, (Alma Camburn, 1911) Adah Taselaar, 1912; Helen Edmondson, 1915; Vern Paddock, 1915; David Hershfield, H. S.

WARM LUNCHES

Eva Smith, '16, has written for the Record some facts about her experiences in starting warm lunches in her rural school. A part of her letter follows:

The equipment I am using at school is very simple. First of all we borrowed an oil stove. This was a very generous loan on the part of one of the mothers, who is my landlady. We had expected to give a social and buy a small stove with the proceeds, but not having to get a stove, we invested in two dishpans, a large kettle (to take the place of a more expensive teakettle), a quart dipper, two large stirring spoons, six bars of soap, and a half a dozen pint cups. All these things are of good quality gray granite ware. Out of the social money we bought kerosene oil enough to last for three or four months. It is now nearly gone but we have enough contributed to buy five gallons more. To complete our kitchenette assortment each child brought his own cup, spoon, fork and plate. We asked at the stores for some dry goods boxes and the older boys built a rude but neat cupboard and the girls made and put up curtains for it. The reader will wonder where we had our kitchen. Although our "hall" is not large, we curtailed off half of it, so that the cloak department is not continuous with the kitchen. This is kept as the kitchen of "our school."

Among some of the good things we have to eat is potato soup. We manage the preparation in this manner. Each child brings his own potato. Someone donates a small piece of meat or butter, others bring an onion, rice, etc. At recess, and in the morning before nine o'clock, I help the girls and boys (I usually choose four or five to help me) pare the potatoes and onions. When the bell rings at fifteen minutes to eleven one of the cooks lights the stove, puts the kettle over the fire (turned quite low), puts in the meat, rice and onions and sufficient salt and pepper, and we go on with the classes. At half past eleven one of the "cooks" steps out and puts in the potatoes. At noon dinner is ready.

At the beginning of the week, I appoint two cooks, a housekeeper, two dish washers, four "caterers," and all these I work with. Two small girls pass out the cups and white paper napkins, and two small boys pass out the spoons. The rows are numbered 1, 2, 3, and 4. Row 1 rises on signal and passes out through the one door in single file, holding out their cups to be filled by the cooks, who "dish up." When Row 1 is served it passes through the other door and Row 2 comes out and so on till everyone is served. Then the cooks help themselves. Thus in ten minutes fifty papils are served. As soon as they are through eating, they leave the cups and spoons on their desks and the cooks gather up the dishes and carry them to the dish washers who stand waiting to receive them. The housekeeper sees that crumbs are brushed up, desks neat, and everything put correctly and clean in the cupboard. At fifteen minutes to one
everything is "spic and span" and there is still a quarter of an hour to play. At four o'clock I tell the children what we expect to have next day so that they may plan their lunch accordingly.

The reader must not think that an entire meal is served every day. Only one warm dish each day. We always try to find something for lunch that is wholesome, quite easy to digest and still tempting to children. We have had bean soup, hot apple sauce, potato soup, noodles, beef soup with dumplings, cream of wheat with raisins, rice with raisins, cocoa several times and macaroni and spaghetti, sometimes fixed with tomato soup.

Readers, we hope to interest you by a few words of our experiments. We enjoy our work and if there is any one who thinks he would care to peep in upon us at noon, we heartily welcome our friends and their friends. We are located in District No. 4 of Casco township, Allegan county.

A VISIT TO THE OPPORTUNITY ROOM, ADAMS SCHOOL, DULUTH, MINN.

Since so many of my Kalamazoo me at school here in Duluth, I will entertain you. Just imagine you are here. The school is situated on a high bluff overlooking the lake. We are in the basement all by ourselves so we can make all the noise needful without disturbing any one.

It is eight-forty in the morning. The children come in and busy themselves at some kind of work that interests them most. Some take up partly finished baskets, netting, crochet, sew on carpet rags or weave with the big loom. The nine o'clock bell rings and each goes quietly to his seat and gets his reading book. There are seven classes in reading and fifteen children. There are twelve and thirteen year old children trying to read in the first reader. There isn't much use but the parents demand it and so we struggle on. Arithmetic is taught in connection with manual training, domestic science, domestic art and construction. After a talk on hygiene comes the play period. At first there was almost no play spirit. If I had given them a ball it would have gone through the window very likely; but now there are a few symptoms of co-operation and the windows are safe and the play period is enjoyed by both teacher and pupils. The story period is eagerly looked forward to, their favorites being fairy tales.

As they come in in the afternoon most of them go quietly to their seats and study spelling, in which they are very much interested. There are two classes which recite in the old fashioned way of leaving off head and are working hard to leave off the most times. They are wide awake and alert for their turn, for if one doesn't know his turn the next one may spell the word and go above him. It is surprising how much they have gained in control and attention in this way. In studying they sound like Chinese children only they study in stage whispers instead of aloud. They are so interested that they do not realize how much noise they make. At recess they play hot potato, and it is a circus to watch them. After fifteen minutes of play or gymnastics they go to the best part of the day's work, the manual training and vocational work.

Little by little I am gaining the confidence of the parents and am adding more and more industrial work and doing less academic. There are scarcely two days alike in the week. Tuesday the girls go to the Lincoln Junior High School for cooking, so I have the boys, seven of them, and the two little girls, alone. We make baskets, run the loom, build racks for our stock and make things for the other teachers. Today the boys made a counter with a shelf under it, for the first grade. They also have a play house in connection for the same grade. The teachers and principal are co-operating splendidly with us. We have a regular shop and take orders for baskets, rugs, boxes, lamps and stools. We have orders enough now to keep us busy the rest of the term. On Fridays the boys make anything they wish and I have had some surprisingly original work. One boy made a pair of bobs, an auto body and seat for his cart and an ironing board and book rack for his sister. Another boy made an original design for a book rack and bird house. John made a small rocking chair which is a little crude but speaks volumes for John.
We are planning an exhibit for all industrial work in the city to be given the last of April at the Armory so we are busy getting ready for that. We have a splendid electric lamp and shade (made by the girls out of reed), coat hangers, key racks, tooth brush holders, toys, a fern stand, lunch box, traveler's writing desk and many other little useful things.

The girls have each an apron, suit of undergarments doll hammocks, laundry bags, crochet yokes, edging and have furnished a doll house.

We have a stereopticon picture outfit in our building and we enjoy that occasionally, as also the Victrola.

We hope you have enjoyed this visit and will be able to visit us in person some time.

Alice Springstead.

Jackson, Mich., 4-12-17.

Dear Editors:—One sign that a man is getting old, is when he sits back in his chair with his eyes half closed and says, "Yes, it was back in—" and then hesitates, giving several dates before he finally hits the right one. Well that is what I am doing this very minute and it was back in 1904. I believe, yes, 1904, that I first entered the Normal, and also it was the birth year of the school. Those were the good old days when we didn't have to climb a hill but used the old red brick college building with a big wood stove in one corner of the recitation rooms. I remember one room in particular where we had the equator on one side of us and the north pole on the other and we were expected to absorb psychology in a half-thawed, half-frozen condition. The floor was so rotten that we could dig holes through to the joist with our heels. Rotten beginning means good ending and it is proving true all right with W. S. N. S., although I am glad to say there never will be any ending to the old school. All that is history now; where the old building stood, houses now stand, and the thought comes to me now, what did they ever do with that big boulder that was near the northwest door? I went out with the class of 1906 and as I now think of it, I certainly feel like a pioneer. I was the first boy to graduate as a manual training student and have always thought of Prof. Waite as Uncle George, a small man in stature only, with a heart so big that no opportunity of showing kindness ever escaped him.

My life in Jackson has been a busy one, with the days altogether too short to do all that I would like to do. I very fortunately am connected with a school system that has a live superintendent and we are doing things in Jackson. Just now we are building two intermediate schools and we intend to make them models of the prevocational type, for I believe from my own experience that a person is only happy when he has found his or her work. My good old Kazoo Gazette tells me that you are advertising for bids on the new manual training building. How the school has grown, hasn't it? I suppose the environment has something to do with it. Kalamazoo is the ideal city of Michigan for such an institution and then I am sure the faculty is more than all else responsible for its rapid, healthy growth. Why, fifteen years ago I was hooking pears out of the old orchard on Prospect hill, as they used to call it. They had a high picket fence along Davis street but there was one picket that was fastened in the middle only and I happened to know where that picket was. I wish they would call that grove west of the Normal, Prospect Grove. It was the old name and seems to me it is even more appropriate now. Well, Editor, you know I have enjoyed these reminiscences immensely. It is the first time in months that I have drifted back to the old days, those good old school days. O, how little we appreciate their full meaning to us when we are passing through them. One of the saddest things to see is a boy or girl leaving the school forever before they have finished, with their school books under their arms. Turning their backs on the opportunity of development and aid in meeting the ways of the world. For this world is full of sudden changes, ups and downs, and the trick of learning to live serenely through it all is not an easy one.

Yours truly,
A. R. Mason, '06.

Dear Editor:—Since my graduation in 1907 I have taught continually. Three years in the Godfrey school, just out-
side the city limits of Grand Rapids, and the last seven years here in Rockford. Five summers I have attended the University of Michigan, one in electing Senator Charles E. Townsend, and one attending to the law business of my father-in-law. My life has been very ordinary indeed. In fact, the most eventful part of it was that two years in the Western State Normal. Some things I got there will last me through life, that young lady who became my wife, several acquaintances who have remained true friends, and with devotion I think of those instructors who assisted in my development and who have been equal to any I have ever met.

Here in Rockford my superintendent has been very satisfactory to me, to part of the people, and to the members of the board of education. For five years this high school has won the Kent County track and field meet, girls' basket-ball, and girls' tennis. Our football team has defeated schools of much larger enrollment than our own, Big Rapids, Grand Haven, Ionia, Charlotte, and South High, Grand Rapids. In 1915 my boys won the class B track meet in Ann Arbor and made a good showing in M. A. C. Seven of my boys are now attending the University. Two of them will graduate this year. In my opinion my boys are the best in the state.

Just to let you know that your ideas have worked, that I learned down there at the Normal, I want to tell you of our biggest, most successful, most worthy undertaking. The senior class for the past few years, has put on outdoor plays for class day. Assisted by Mrs. Mac we have given "Taming of the Shrew," "As You Like It," "Much Ado About Nothing." The costumes we have been able to get here from Grand Rapids at about $40.00. This program given free of charge to the community has been one of the things I am proud of. This year we will give "Twelfth Night."

You can readily see in my hope of turning out students with some ideals of life I have forgotten to do anything for myself that will write up. So if you will wait a while perhaps there will come a time.

Yours very truly,

H. D. MACNAUGHTON, '07.
IN MEMORIAM

Fern Wilcox, 1914, was born in Bellaire, Feb. 9, 1891, and was drowned at Hot Springs, North Carolina, May 4, 1917. She attended the Bellaire schools until junior year and graduated from the Lansing high school in 1908. She was graduated from the Ingham County Normal in 1909 and taught three years in Ingham and Eaton counties. In 1912 she entered the Western State Normal and she graduated here in 1914. She taught two years in Hastings and the past year in Harlan, Ky., and Hot Springs, North Carolina. The Record, for her many friends here, extends sympathy to her parents, Mr. and Mrs. C. S. Wilcox of East Lansing. We quote the following sentence from Dr. H. C. Wilson of the First Presbyterian church of Lansing: "Fern Wilcox was a wonderful character and a credit to your school and to any organization that she represented."

Lillian J. Bolster, 1913, died at her home in Mason on April 25, 1917. Miss Bolster bravely and cheerfully carried most unusual responsibility both before and after her graduation in spite of her own ill health. That she finally gave way under the strain was only the climax of the tragedy. The struggle that she made is an inspiration.

THE LIBRARY

Books Received in the Library Since February 28, 1917.

Library Economy
Severence, Library primer for high schools.

Philosophy & Psychology

Religion

Sociology


Education

Folklore & Fairy Tales
Arabian nights' entertainments; More tales from the Arabian nights, by Francis J. O'colt. Caballero, Spanish fairy tales, trans. by Ingram.
Cassel's French dictionary.

Grundtvig, Danish fairy tales.

Im Bang, Korean folk tales.

Natural Science

Castle, Genetics & Eugenics.

Clodd, Pioneers of evolution.

Doncaster, Heredity.

Herbert, First principles of evolution.

Herbert, First principles of heredity.


Pope, Physics & chemistry for nurses.

Scott, Theory of evolution.

Useful Arts

Average man's house.

Brady, Personal Health.

Davenport, Principles of breeding.

Hatfield, Modern accounting.

Sprague, Philosophy of accounts.

Williams, How it is made.

Fine Arts

Beegle & Crawford, Community drama and pageantry.

Huneke, Chopin.


Surette, Music and life.

Language & Literature

Bellamy, The balance.

Bierstadt, Dunsany the dramatist.

Black, Goldsmith.

Bunner, Short sixes.

Bunner, More short sixes.

Church, Bacon.

Cooper, Concordance to the poems of William Wadsworth.

Dowden, Southey.

Dunsany, Five plays.

Galsworthy, Country house.

Galsworthy, A sheaf.

Gregory, The golden apple.

Hardy, Under the greenwood tree.

Hudson, A crystal age.

James, Nathaniel Hawthorne.

Kelsey, The physical basis of society.

McFee, Casuals of the sea.

Masefield, Everlasting mercy.

Minto, Daniel DeFoe.

Mitchell, Constance Trescot.

O'Brien, Best short stories of 1916.

Oliphant, Sheridan.

Parker, World for sale.

Phelps, Robert Browning; how to know him.

Rice, Stevenson; how to know him.

Seeger, Poems.

Sharp, Robert Burns.

Ward, Charles Dickens.

Lewison, Spirit of modern German literature.

Robertson, Goethe & the 20th century.

Barry, Ernest Renan.

Cassell's French dictionary.

Gras, The terror.

Petit Larousse Illustre.

Bennett, Latin language.

Bennett, Quantitative reading of Latin poetry.

Gibdersleeve, Latin grammar.

Lane, Latin grammar.

Lindsay, Latin language.

Kelsey, Topical outline of Latin literature.

Barnes, How to teach business correspondence.

Bronson, American poems.

Douglas, Scottish poetry.

Faguet, Initiation into literature.

Leonard, English composition as a social problem.

Palgrave, Golden treasury.

Quinn, Representative American plays.


Geography

Burton, First footsteps in East Africa.

Haskin, The Panama canal.

Hitchens, The Near East.

History

Jones, Classical Rome.

Rider, Greek house.

Jane, From Metternich to Bismarck.

Malleson, Refounding of the German Empire.

Morfill, Poland.

Beesly, Life of Danton.

Belloc, Paris.

Belloc, Robespierre.

Charlotte Amélie, Autobiography.

Cheetham, Louis Napoleon.

Guerber, Empresses of France.

Hazen, French revolution.

von Holst, French revolution.

Low, With Napoleon at Waterloo.

Tallentyre Life of Mirabeau.

Young, Travels in France.

Garlanda, New Italy.

Gifford, Italy.

Latimer, Italy in the 19th century.

Orsi, Modern Italy.

Thayer, Dawn of Italian Independence.

Trevelyan, Garibaldi's defense of the Roman Republic.

White, Century of Spain & Portugal.

Latimer, Russia and Turkey in the 19th century.

Latimer, Under three tears.

Kornilov, Modern Russian history.

Noble, Russia and the Russians.

Urussov, Memoirs of a Russian Governor.

Singleton, ed., Turkey and the Balkan states.

Bashford, China, An Interpretation.

Clement, Short history of Japan.

Giles, China and the Manchus.

Remisch, World politics at the end of the 19th century.

Nicolay & Hay, Abraham Lincoln. 10 v.

Rankin, Personal reminiscences of Abraham Lincoln.

Tarbell, Life of Abraham Lincoln.

Whipple, Story life of Washington.
OUR FLAG

If you wish to give a really successful lesson—successful in the sense that it will have immediate application in effective action, try the "Etiquette of Old Glory" as subject-matter. Our city is showing its patriotism with a display of stars and stripes, but how often have we seen the flag hung backward, or even upside down! Our boys and girls should be taught what is good taste in regard to its display, as well as what is respectful and patriotic conduct concerning it.

The following items have been gathered from various sources.

"Etiquette of Old Glory."

The American flag should not be hoisted before sunrise, nor remain up after sunset. At "retreat" sunset, civilian spectators should stand at "attention" and uncover during the playing of the "Star Spangled Banner." Military spectators are required by regulations to stand at "attention," and give the military salute. During the playing of the national hymn at "retreat" the flag should be lowered, but not allowed to touch the ground. "The Star Spangled Banner" is the national anthem, not by act of congress but by the recognition given it by the army and navy. Whenever it is played listeners should stand.

When the national colors are passing on parade or in review the spectator should, if walking, halt, and if sitting, arise and stand at "attention" and uncover.

When the national and state, or other flags fly together, the national flag should be placed at the right. If they fly from a single staff, the national flag should be hung above the other.

Flags hung against a wall should be straight or flat, not draped, and the union, or star field, should be in the upper left-hand corner to the observers if the stripes are horizontal, or in the upper right-hand corner if the stripes are perpendicular. Our flag, being reversible, has probably caused some confusion because both sides are in one sense alike, but nevertheless there is a right and wrong side to it.

When the flag is flown at half-staff as a sign of mourning, it should be hoisted to full mast at the conclusion of the funeral.

Whenever possible the flag should be flown from a staff or mast, but should not be fastened to the side of a building, platform, or scaffolding.

When the flag is used as a banner, the union should fly to the north on streets running east and west, and to the east on streets running north and south.

When flags are used in unveiling a statue or monument, they should not be allowed to fall to the ground but should be carried aloft to wave out, forming a distinctive feature during the remainder of the ceremony.

A good way to conduct such a lesson is to first ask the children what they know concerning the subject. You may be surprised at the amount of their knowledge, and the degree of their enthusiasm. The way will be paved for a sympathetic acceptance of the rules you have to add.

Will the question arise, "How was it that:—"

"The rockets' red glare, The bombs bursting in air Gave proof through the night That our flag was still there."

The flag always flies during a military engagement whether during the day or night. The practice of displaying especially illuminated flags at night has also been generally accepted.

Let us see that the school, and the homes connected with the school set an example of respect and reverence for the flag that the rest of the community may well follow.

Irene M. Steele.

SIXTH GRADE COMPOSITIONS

The pupils of the sixth grade have been very much interested in the history of the flag and they were asked to write
short compositions during a thirty-minute class period. Three of these compositions follow.

THE AMERICAN FLAG

The American flag is older than the British Union Jack, older than the French Tricolor, and many years older than the flags of Germany and Italy. It has now forty-eight stars on a blue field with seven red stripes alternating with six white stripes. Before General Washington called on Betsy Ross to make the Star Spangled Banner there had been at different times almost seventy different flags flying over the colonies of America. After consulting with Betsy Ross, an expert needlewoman of Philadelphia, congress resolved that the flag of the thirteen United States be thirteen stripes, alternate red and white; that the Union be thirteen stars, white in a blue field. General Washington said, "We take the star from heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down in history representing Liberty." The new flag was first raised over a vessel by Paul Jones in November, 1777.

During the War of 1812 the flag that floated over our armies had fifteen stripes, alternate red and white, and the union fifteen stars, white in a blue field, because a few years previously, Vermont and Kentucky had been admitted as states.

As the country grew it looked as if in time the flag would be too large if a stripe were added each time and so in 1818 congress passed a resolution that from and after the following fourth of July the flag of the United States be thirteen horizontal stripes, alternate red and white, that the Union be represented by white stars on a blue field and whenever a new state was admitted to the Union, a star be added on the fourth of July following its admission.

OLD GLORY

Old Glory is my name. I am old and I am the glory of all the Americans. I was made by Betsy Ross. On every flag day I wave over every American citizen's house. I was floating over the Capitol when many boys passed by and saluted me. I felt very proud. I have been in many battles although they have never pulled me down so far. I have thirteen stripes alternating red and white, and a blue field containing forty-eight stars. I am very old, older than the English Union Jack, older than the flags of Spain and France, and many years older than the flags of Germany and Italy—and I am still flying.

MY HISTORY

I am sometimes called "Old Glory," sometimes, "The Star-Spangled Banner," "The Flag of the Free," "The Banner of Liberty," "The Starry Flag," and "The Stars and Stripes." I celebrate my birthday June 14th because on that day in the year 1777 I became the official flag of the United States. I have floated over many battle-fields and led many troops to victory. But I also wave on high in times of peace. I float today over 3,700,000 square miles of American territory and the people who claim me as their flag now number 100,000,000.

I have not always looked as I do now. During the War of the Revolution there were thirteen stars in my field of blue, in the War of 1812 there were fifteen, in the Mexican War just twenty-nine, in the Civil War there were thirty-five, in the Spanish-American War, forty-five, and today my blue field contains forty-eight stars. It is for that reason I am called the "Star-Spangled Banner."

MARTINA RIEMENS,
STUDENTS AND THE WAR

With the declaration of war there came the opportunity for immediate preparatory activities. Some 70 men students enrolled for military drill twice each week, and 132 enlisted for work in food production.

FARM LABOR BY STUDENTS

Considering the seriousness of the very probable world food shortage for this and other years Mr. Waldo appointed a faculty committee to investigate conditions in the immediate vicinity of Kalamazoo. The committee interviewed several farmers, millers and implement dealers on April 14, 15, and 16, and found that there was a very serious shortage of available farm labor.

The findings of the committee crystallized in the following general plan:
1. Mobilizing a company of young men who shall be available for farm service whenever they are needed in this vicinity.
2. Charging farmers for this service the regular going price for labor.
3. Paying the members of the company what they earn.
4. Giving to enrolled members of the Western Normal credit toward their life certificate equivalent to that which they might have earned during school time if not employed at farm labor.

The machinery of operation: 1. A central office to which requests for labor might be sent. 2. A general manager. 3. A few automobiles for transportation of members of the company when necessary.

The following suggestions together with the general plan outlined above were placed before the faculty at a meeting held April 16th, 1917 and received unanimous approval in the form of a formal vote: 1. The appointment of a commission whose decision shall be final with respect to the adjustment of all questions which may arise regarding credits. (Note that this would imply placing the granting of credit, in some cases, beyond the jurisdiction of the instructors. 2. Regulations: a. So far as possible the ordinary administration of the work of the school shall not be changed. b. Credit shall be allowed in any subject under less rigid standards than ordinarily obtain, except that students may be required to attend classes a certain minimum proportion of time—say, one week in every three. c. In no case shall an adjustment be considered unless advance permission is secured, and permission in writing given, to engage in any given work. d. In general, work shall be confined to farm labor.

The commission also agreed not to send out any student whose scholastic record was not satisfactory; and assurance was given that the manager would keep in touch with each member of the brigade and that detailed records would be kept of all items of importance.

At the regular chapel exercises on Tuesday morning the whole plan was presented to the general student body. During the day 132 signed the following pledge: "Realizing the gravity of the world-wide shortage of food and being desirous of doing our part toward winning the war for freedom and humanity in which our country is now engaged, we deem it our patriotic duty to enlist in the Western Normal Food Brigade, and we hereby pledge our sacred word of honor to devote our time and energy as far as possible to the planting, caring for and harvesting of the food crops of the season of 1917. We further agree that as long as we remain students of the Western Normal School during the Spring, Summer and Fall terms, 1917, the time and place where we shall work shall be under the general supervision of the Commission on Food Production of the Western Normal appointed for the purpose of such direction."

The following letter was sent to all parents of those who had enlisted in the Food Brigade:

"April 19, 1917.

"The Western State Normal School believes that the world is confronted with a serious shortage of food, unless the farms of our country can be made to produce as much as possible, and in order to relieve this situation the Normal has put into operation an arrangement whereby its men students may spend one
or two weeks out of every three working at farm labor and still receive credit toward graduation equivalent to that which they would receive if all of their time were spent in school.

"The Faculty of the Normal believes that in this time of national crisis it is a patriotic duty for everyone to change, if necessary, the ordinary routine of peaceful times so as to contribute most effectively to the welfare of humanity. Every member of our Faculty has pledged his willingness to help the young men who leave school temporarily to work on farms (1) by modifying requirements and (2) by giving extra time and attention to the interests of those who have work to make up.

"This letter is to inform you that ___________________________ has indicated his willingness and desire to co-operate with our "Food Brigade" by spending a part of his time on the farms of this vicinity. We shall be very glad to know whether or not you approve of our project, and whether you are willing to have ___________________________ undertake to help carry out our plans. We shall also be very glad to receive any suggestions for the betterment or extension of the service that we are trying to render."

A letter also was sent to the farmer employing the student:

"In order to co-operate with the United States government in the great war for humanity, the Western State Normal School has organized the Western Normal Food Brigade to assist in planting, caring for, and harvesting crops during the period of the war.

"The arrangement under which the Food Brigade operates permits men students of the Western Normal School to spend a considerable proportion of their time on the farms of this vicinity and at the same time allows them credit toward graduation. It is expected that for their services our boys will be paid what they earn. We hope that they will render good service and that the farmer will be reasonable in his demands.

"We are sending Mr._________________________ to your farm. He will be able to help you for any number of days up to___________. If, at the expiration of that time you are still in need of help, we shall be glad, if possible, to send another young man while the first one returns to attend classes here. We shall be glad to hear from you at any time regarding the progress being made at your farm, and especially regarding the services of Mr._________________________."

"Our telephone number is 2798. Call us during school days. Our department of agriculture is also at your service.

"Thanking you for your co-operation, and hoping that our arrangement may be of service to you and our country, we are,——

The results have been very satisfactory indeed. The parents have been practically unanimous in approval and support of the plan. The farmers have been very profuse in their expressions of gratification. And the spirit manifested on the part of the enlisted members of the Brigade has been very gratifying to the members of the commission.

The farmers needed man-power; we had man-power to offer. The bringing together of these two has resulted very satisfactorily.

GIRLS' PATRIOTIC SERVICE

Our Pledge: Realizing that the burden of war falls on one sex as well as the other, it is fitting that we, the women of the Western Normal School, think seriously of doing our part toward winning this war for freedom and humanity in which our country is now engaged. We therefore deem it our patriotic duty to pledge ourselves to the conservation of waste and to the Western Normal Service Section, doing service in one of the following divisions: 1. Red Cross Membership; 2. Sewing Hospital Supplies; 3. Home Nursing; 4. First Aid; 5. Canning; 6. Seed Testing and Gardening.

The response to the above shows that nearly four hundred girls of the Western Normal had already heard our president's call for the country's defense, and the compelling request for everyone to do his or her duty. Our readers will doubtless be interested and encouraged to hear something of how the work is being organized.

RED CROSS WORK

The Red Cross Membership now numbers over one hundred and fifty. The women of the Faculty are active in ev-
very undertaking. Miss Gage has directed this phase of the campaign. Five girls were chosen captains and they were then given two assistants. In this way all the girls of the school will be given an opportunity to join. One dollar purchases a membership into the greatest international organization of mercy in the world.

Under the Red Cross direction the girls have direct touch in the defense of our country. This service has called a large number of our women. The work has divided itself into Sewing Hospital Supplies, Home Nursing and First Aid.

One hundred six girls are enrolled for the hospital sewing classes. Miss Alice Blair of the Faculty has returned from Chicago headquarters of the Red Cross where she received instruction in Red Cross bandage making. She will conduct four classes for these young women. This is one of the most necessary and also one of the most difficult services to be rendered. Dr. Ballou, Miss Zimmerman, and Mrs. Wm. McCracken are receiving instruction from Miss Blair, so that they may also become instructors in hospital sewing.

The enthusiastic enrollment for First Aid is indicative of the keen desire of each girl to be fully prepared to serve whenever she may be called. Four classes of twenty-five each have already begun study. Doctors Balsch, Upjohn, Stewart and denBlyker are the instructors. Students completing the course satisfactorily under strict regulations, will be authorized to act as First Aid Red Cross Nurses.

CANNING

Over one hundred girls are enrolled in classes to learn how to can fruits and vegetables. Miss Moore directs the work. The purpose of this course is to encourage the saving of surplus products of the gardens and orchards. Different methods of canning which may be used in their homes will be shown. Lectures on the principles of good canning will be given, also various simple equipments will be demonstrated. It is believed this work will reduce the cost of living as well as insure vegetable and fruit diet during the winter months. It is also expected that these students will become teachers for home canning clubs in their own communities.

SEED TESTING AND GARDENING

The department of agriculture under Miss Ellett is offering a variety of work which is of greatest practical value to all those who desire to serve our country in her hour of need. Among the subjects discussed with laboratory demonstrations are the following: The nature of soils and fertilizers; the principles of seed testing with various methods shown; the treatment of certain diseases as scab on potatoes. There will also be general discussions on planting of gardens. This work is vital and there cannot be too much stress put on the value of this form of Patriotic Service which women and girls all over Michigan should learn to render.

AID FOR FRENCH AND BELGIAN CHILDREN

One cannot close an account of the undertakings in the Western Normal without including the story that we have not forgotten those needy ones in the lands so cruelly smitten across the sea. Hearts and dollars have gone out to these babies. The Normal Kindergarten Club has adopted a little French child for one year, and now thirty-six dollars are on their way to provide it with good food. Our space is too short to tell just how each Kindergartner earned her dollar, but their reports on May 7 were most novel and amusing. Some earned it by sewing, others by pressing, one girl said she did it “by the hair of her head.” One young lady made cottage cheese on Saturday, which brought a good price. But every gift showed it carried with it the earnest thought and deep love of the giver.

And as each girl at the Western Normal pledges again “I will do my bit,” we seem to hear the voices of all those sisters who have enjoyed the blessings of the same Alma Mater, saying with us, “We will do our bit.” At the Western State Normal one learns to love loyalty, enthusiasm, co-operation and liberty for all.
ARBOR AND BIRD DAY

The sixth annual celebration of Arbor and Bird Day was held April 26. It was thought best because of our various patriotic organizations and duties to spend only the afternoon for the exercises instead of the whole day as has been customary. The general theme was "Preparedness, Our Moral Obligation to Posterity." The program was as follows:

Song, "Michigan, My Michigan," School Address,

....Mr. James McGillivray, Public Domain Commission.

Arbor and Bird Day Oration

Anthony VanKoevering (Grandville)

Song, "My Own United States," School Processional

School and Guests

Marshall, Lawrence S. Gray (Camen)

March by Normal Band

Planting the Rose Hedge

-------------------------------Senior Class Officers

Speech of Presentation

...........William Williams, (Kalamazoo)

President of Senior Class

Speech of Acceptance

...........Will Modrack (Grand Haven)

President of Junior Class

Song, "America" School

Mr. McGillivray gave a very interesting talk on the subject of the day. It was snappy and direct to the point. Some of his main thoughts were that conservation, moderation, preparedness and economy were all synonyms for the same idea; that economy in its true meaning meant the use without abuse of all the faculties and possibilities of nature and man; that "a person of some class" meant a person living in adjustment, order, moderation, temperance—in harmony with his environment; that society was out of order to allow such waste of trees as has hitherto been permitted, to allow our resources of wood and coal to be used when our unlimited supply of water power was going to waste, to allow the catching of immature fish, and to allow the shooting of our migratory birds, which has recently been forbidden by a national statute; that plant life is the basic food for all animals and humanity and therefore we must conserve all things that go to make up that life.

He mentioned many useful birds and stated that twenty thousand tons of weed seeds were eaten per season by our birds, this meaning a saving of the labor required to destroy forty billion tons of weeds. And what do the birds require as a salary for all their work? Simply to be permitted to live, work and sing. Are they not worthy of conservation? Mr. McGillivray closed his address by saying that there should always be some places that were still primeval, wild and where one could see the deer and the rose.

The Arbor and Bird Day Oration will be found in full elsewhere in this issue, so no need to say more—only that it was much enjoyed by all.

Due to dark, lowery clouds overhead, cold moist winds around us and dampness beneath our feet, all the exercises were held indoors and the annual procession omitted. This was given up with deep regret, especially by the seniors although they felt the wisdom of the decision.

The Senior Class this year, as a memorial, planted four hundred feet of Japanese Rose hedge along Davis street. Mr. Williams in behalf of the seniors, with appropriate words bequeathed the "Spade" and hedge to the succeeding class. Mr. Modrack accepted the charge for the Junior Class.

The exercises were concluded by the singing of "America" accompanied by the Band Quartette, the other members having joined the Chautauqua or the Food Brigade.

Much of the success of the celebration may be accredited to Dr. Harvey, the chairman of the day.

THE ORATORICAL CONTEST

The ninth annual oratorical contest between the Normal Literary and Amphictyon Societies took place April 19 in the assembly room. Due to the forced absence of Dr. Jones, Dr. Harvey was chairman for the evening.

The following program was given:

1.—“May Morning”..................Denza Dorothea Sage

2.—“The Few”

W. J. Williams (Amphictyon)
3—"The Conservation of the American Youth"
   Emil Howe (Normal Literary)
4— "The Civic Theatre"
   Marion L. Pierce (Amphictyon)
5— "Air de Ballet"..................Conrath
   Mr. H. Blair
6— "Americanism and the Immigrant"
   Cora DeWitt (Normal Literary)
7— "Practical Patriotism"
   Clarence McDonald, (Normal Lit.)
8— "Over the Border"
   Marguerite Maus (Amphictyon)
9— "By the Beautiful Blue Danube"
   Junior Girls' Glee Club
   A great deal of enthusiasm prevailed and many yells filled the air.
   The judges for the event were Rev.
   John Wirt Dunning, chairman; Mr.
   Willis J. Burdick and Mr. Carl H. Klein-
   stuck.
   As the audience waited for the judges' decision, all was tense excitement. The
   first honors were awarded to Clarence
   MacDonald, second to Marguerite Maus
   and third to Cora DeWitt. The "Normal
   Lits" were overjoyed at the result, as
   they won first and second honors last
   year.
   Although unable to attend, much credit
   for the success of the contest belongs to
   Dr. B. L. Jones, and both societies much
   appreciate his hearty co-operation and
   labor.

ART ROUND TABLE
The formation of the Art Round Ta-
ble was perfected last fall and brought
Together the art interests of the Normal
And the city schools. The officers of
The club are as follows: Emelin Goldsworthy,
Pres.; Margaret Spencer, Vice Pres.;
Betula Wadsworth, Sec.
   The A. R. T. has had monthly meet-
   ings at the city High School. The sub-
   jects under discussion covered Art in
   The School, in the Home, in Dress and
   Landscape Gardening.
   The members who contributed were
   Misses Judson, Spencer, Netzorg, Golds-
   worthy, Blair, Wadsworth, Walters, Bis-
   sell, Exner, Burnett and Boyce. Mrs.
   Tashjian gave an interesting report of
   the Garden Club and Mr. Perry, a pro-
   fessional landscape gardener, gave a very
   valuable talk.

Mr. Sherwood contributed an interesting
review of the bird house making of
The Training School. The club will close
its work of the year with a sketching
party.

ART AND HOMES
I believe that much happiness and joy
Can come to us through an appreciation of
The beautiful,—that many of us are too
Engrossed in hurrying from one duty to
Another to take time to really live. One
Of the things we hope most to accomplish
In our classes is to open people's eyes to
The wonders around them. These may be
Hard for the seeing if we will but look.
The wonderful structure, growth and
Color in nature about us is a constant
Means of inspiration.
A season of great variety in color is
Coming and after the long winter we wel-
Come the change. Henry Turner Bailey
Has said in regard to spring, "It is the
greatest show on earth. Don't miss it."
The bill boards of nature are already
Being placarded with signs announcing
Her approach.
Another way in which pleasure can
Come to us is in appreciation of the fine,
Cultured thought of other peoples and
Ages expressed in sculpture, architecture,
And the world's best paintings. But per-
Haps more directly the appreciation of
The beautiful ought to come to us through
Our homes. Since we all live in rooms
Or homes they become an expression of
Ourselves,—unconsciously at times. The
Part art work hopes to play in this con-
Nection is to make our homes an ex-
Pression of our better, higher selves so
That in such an environment it will react
On us and emphasize our best. It is from
The homes of the present generation that
The coming one will receive its standard
Of taste. More attention is being paid to
Artistic home surroundings all over the
country. Many public school systems
Are making home furnishing a part of
Their course of study. Results are begin-
ning to show, but they need to be more
general.
While we as yet are not offering a
Complete course in home furnishing we
do discuss it and work out many prob-
LeMs which have a direct application to
It. To begin with we try to apply under-
lying laws of art, of color, harmony, structure, suitability to purpose, etc. You all know the effects of certain colors on the nervous system and reasons for selecting quiet, subdued colors for wall and floor coverings. That colors should be at least slightly grayed to be rich and restful. That designs for borders on wall papers, rugs, draperies, or any flat surface are more appropriate if conventional rather than a naturalistic representation. The law of harmony means that pictures should be hung by vertical wires to harmonize with the lines of the room rather than slanting wires. Suitability to purpose has many humorous violations as seen in sofa pillows decorated with Indian heads and bunches of grapes on wall paper.

A knowledge of these laws may come through books but their application is much better understood if the materials themselves are used. For instance when we wished to know what is good in furniture design we went to a furniture store to look at good examples. In discussing wall paper we looked at a sample book.

A more intimate knowledge and deeper appreciation comes, however, from handling the materials. Any one who has shaped the soft clay into a vase and then refined the contour into a graceful curve has a finer feeling for grace and form in general. It is with a good deal of suspense that we wait for our box of pottery to come back from the kiln where it is fired to see the final results of our work in flower bowls, candlesticks, lamp bases, etc.

The enameling of pickle bottles, cans, plant jars for flower holders has been popular. With such inexpensive materials it is possible to have vases painted to match various colors of flowers. Nothing is lovelier in a room than a few well arranged flowers in an harmonious vase. There is a big principle represented here, that of making common objects beautiful. It was interesting to note that the colors used at first were bright and contrasted strongly. Later, as the class experimented, softer, richer color combinations were found more satisfactory.

This working with materials becomes fascinating when people feel that they are making something useful and beautiful that can be put to a specific use. In the reed work this term about twenty people made reading lamps or piano lamps. Not only the joy of working with the hands, but the added pleasure of knowing that these lamps will make a room more attractive and comfortable paid these people for the time and energy spent. The baskets and trays are going to be put to definite uses too.

Other forms of handwork, as weaving and bookbinding give an appreciation of the use of other materials and also a glimpse into two big fields of human industry. Texture and quality of fabrics interests any housekeeper. The reader of books enjoys his book still more if the binding, printing and quality of material used are good.

In the study of design we make a variety of applications which ought to result in a better choice of decoration in our homes and in the costumes we wear. The principles applied to dress in choice of color and material is another field deserving of even more attention when we see what the American people will wear because fashion dictates. These are only some of the ways art is made manifest in our homes. Someone has said, “Art is the expression of life and if you once permit life to become expressive, it will tend to become artistic.” The love for the beautiful is very close to that of the good and the true and it is these three which taken together make a perfect ideal.

MARGARET B. SPENCER.

SOME ART APPRECIATIONS

Dear Miss Goldsworth:—One of the most pleasant memories which I shall have to look back upon, is the one that I shall take with me of the course in perspective. I called it a pleasant memory, but it is more than that. A passing fancy may be enough to create pleasure, but the work that I have done in your art class, and its attendant benefits, are of lasting and permanent value, which nothing—not even the long flight of years—can take away.

In a sense, I feel quite like a thief, for I am taking away so infinitely greater an amount than time has permitted me to put into this work. This very fact, how-
ever, has given me a better idea of the
immensity and scope of art, in its rela-
tion to education.

Perhaps I may never have an oppor-
tunity to directly put into practice the
truths which have been brought home
to me in twelve short weeks, as I am
specializing in an entirely different line
of work, and yet I feel certain that their
influence is stamped indelibly upon me,
for all time. This course has broadened
my vision, sharpened my perceptive fac-
ulties, directed my taste, cultivated a bet-
ter sense of discrimination, aided my
power of appreciation, and above all, has
helped by my art work, in just the com-
things. Even though I were never going
to teach a day, I feel that I have been
helped by my Art work, in just the com-
on, every day, humdrum business of
living, and for that I shall always feel a
deep gratitude and a sense of obligation
which cannot be discharged, until I have
passed on to someone else what you have
so graciously given me.

HELEN PLATT.

My dear friend:—I wish I could tell
you all that art means to me, but I can
only speak of it, for just what it means to
me is more than I can put into words.
Frances M. Chapman has said, "A suc-
cessful man is one who has built for
himself noble ideals and purposes, and a
definite goal of worthy achievement.”

A worthy achievement is one which has
for its object the uplifting of mankind or
bettering of social, physical, or religious
conditions of life among the people; any-
thing which tends to lift humanity to a
higher plane of living and thinking. This
is art to me. It is art that makes it
possible for one to express clearly those
things which cannot be described in
words. By loving and understanding art
we are able to understand the minds of
great painters. Most of all it lifts us
higher and gives us the highest principles
by which to live.

If the lessons that art teaches me can
be given, even only in small parts, to the
children in the grades, I am persuaded
that it is reason enough for teaching art
in the grades. We have discussed in our
class the benefits which the child reaps
directly, all of which weave themselves
into the one big art of living.

The subject of art has been almost sa-
cred to me ever since I knew that there
was such a thing, and now my friends
know that they can give me nothing that
I will appreciate more than a picture.

I know I have come far short of what
I want to say about the subject but per-
haps you can understand something of
what it means to me.

You have been such an inspiration and
help to me that I only wish I might stay
with you as long as I am in school.

EVA M. MAXSON.

Dear Miss Goldsworthy:—I believe
that art should be taught in the grades of
our public schools because it can be ap-
plied to every day problems—to every-
things in life—which our children must
meet with and handle. It enters into the
cleanliness, neatness, simplicity, taste,
and arrangement of everything, thus
carrying over into real life.

Art increases the power of observation
not only in art work but in nature and
everything. It has a great value in na-
ture study, increasing the ability to see
and enjoy the beautiful in nature. Art
also increases the ability to look for and
see the beautiful and best in everything,
thus teaching the “art of living.”

Drawing is the only universal language
used by men of all ages and nationalities,
therefore it should be taught, as drawing
is a part of art. It also teaches children
to clearly see the facts of form, appear-
ance of form, and decoration of form
that they may be more freely and clearly
expressed. It should be taught that dec-
orations of objects may be studied and
appreciated, this isn't only in drawing
but in everything. It should also be
taught that design may be studied and
appreciated as it applies to the home.

Art trains the heart, the head, and the
hand, the heart to be more sympathetic
and to have the right attitude toward
things. The hand to execute correctly,
and through the ability to do with their
hands it teaches the appreciation of all
workers.

Drawing teaches the children to appre-
ciate pictures, because after knowing the
technique of and trying to do them them-
selves they are better able to realize and
appreciate pictures. Art not only teaches
us to appreciate paintings but everything in life.

Art means more to me than just drawing or painting. It is the highest and best expression of all life. It should enter into everything, not merely a few minutes a day spent in a drawing lesson. In school it should enter into every lesson and thing done, and should be shown in our school rooms in a well organized work room. It should be shown in the home and in everything we do, and the highest art is the "art of living."

Lois Crawford.

My short experience, as a drawing supervisor, in Mishawaka, Ind., has been both varied and interesting. Every month brings fresh material to work with and every season new charms. We have taken up the following work. In the fall we work directly from nature in a realistic way, then we design. We work on fall fruits and vegetables, bringing in with this a new and vitaly interesting subject—the advertising of local groceries. December is our construction month and we aim to construct sensible, suitable and usable gifts. Then comes February, the most fascinating and important time of the year, at which time we may carry on home furnishing. The children adore 16 fold furniture, and the older ones like to make real side elevations of different rooms in crayon and water color. We likewise bring in costume designing, while the home interest is high. Then March and April, with a wealth of material to work from, we make bird houses, cat windy and rainy day posters, draw animals, flowers and garden material. May brings our circus material and abundance of flowers, shrubs and trees. We revel in nature—at the same time working hard for technique in all mediums.

Of course just teaching art is not all we have to do. Last January, with the help and direction of my esteemed friend, Miss Goldsworthy, I prepared a paper and an exhibit of public school work to be given at our Woman's Club.

In this paper, I tried to bring out the true value of public school art in the lives of the children, also telling them of this new democratic art movement and how it brings art into daily contact with us. Around the walls of the lovely new club rooms I hung the exhibit of work and illustrated points made in my talk by showing the beginning, developing and completion of each problem mentioned. I felt that in reaching about 200 town women, I had gained a great deal of cooperation and I am still hearing of results gained by interesting the public.

Our town has a big M. Circus every year. This is a very clever school function and the whole town takes an active interest and co-operates in many ways. My high school class is always expected to make all signs and posters and an appropriate circus program cover. We feel that this is a responsibility and a practical training for every boy and girl in the art class.

But of course I have not mentioned the most important event—Mishawaka's Art Week. This year that will include an exhibit of public school work from all over town—besides the Elson picture exhibit. The high school will have their third annual living picture festival. We always try to weave around our living pictures some sort of story. This year it will be a patriotic story and many patriotic pictures. This is accomplished by interpretation dancing, vocal solos, and violin and piano solos. We have five schools and each night, during our Elson picture exhibit, one school will entertain the public. We buy pictures for the schools with the funds obtained.

May this give you an idea of a few of the things we try to accomplish during our school year and ending with much praise for this delightful Indiana town. I am, very sincerely,

Catherine Lockhart.

THIRD ANNUAL MUSICAL FESTIVAL

Program

Monday, May 14, 3 P. M.

CHILDREN'S CONCERT

Minneapolis Symphony Orchestra

Emil Oberhoffer, Conductor

Soloist—Frances Ingram, Contralto.

Monday, May 14th, 8 P. M.

Minneapolis Symphony Orchestra
Emil Oberhoffer, Conductor
Soloists—Marie Kaiser, Soprano
Royal Dadmun, Baritone
Richard Czerwonky, Violinist:

Tuesday, May 15th, 3 P. M.

Part I.
“The Walrus & the Carpenter” Fletcher
Children’s Chorus and Orchestra
Miss Beulah Hootman, Conductor

Part II.
Minneapolis Symphony Orchestra
Soloists—Jean Vincent Cooper, Contralto
Cornelius Van Vliet, Cellist
Emil Oberhoffer, Conductor

Tuesday, May 15, 8 P. M.

Haydn’s “Creation” Parts I and II
Wagner’s “Lohengrin Fantasia”
Kalamazoo Choral Union
Minneapolis Symphony Orchestra
Soloists—Marie Kaiser, Soprano
Chas. Harrison, Tenor
Royal Dadmun, Baritone
Harper C. Maybee, Conductor

The following clipping was taken from
the Kalamazoo Gazette Sunday, May 7:

Father Finn, director of the famous
Paulis Choir of Chicago, said in an ad-
dress before the National conference of
supervisors at Grand Rapids, held re-
cently, that “the old-time chorus is one
of the greatest means of conveying the
vital and virile messages of good music.”

It is with this spirit and enthusiasm that
the Kalamazoo Choral Union has held
semi-weekly rehearsals preparatory to
giving the great master works of Haydn
and Wagner at the May Festival May
14-15 with the Minneapolis Symphony
Orchestra and soloists. In these choral
rehearsals a large student body and
many townspeople, with all of the pro-
fessional musicians in the city, entered
with right good will into the detail work of
mastering the works to be presented at
the Festival. A definite value of the
work of this kind is difficult to estimate,
but with the yearly presentation of such
work as “The Messiah” and the oc-
casional rendition of Mendelssohn’s “Eli-
jah,” the “Hymn of Praise,” “The Cre-
tion” and other works, the musical at-
mosphere is wonderfully stimulated.

This, together with the bringing of
such famous artists as Kriesler and
Galli-Curci, is doing much for the musi-
cal interests of, not alone Kalamazoo, but
for many nearby towns and villages. The

EMIL OBERHOFFER

This truly great musical occasion
fully justified the ambitious antici-
pations. The orchestra, the vocal solo-
ists, the instrumental soloists, the chil-
dren’s chorus of 150 voices, the Choral
Union chorus of 300 voices, and the con-
ductors of orchestra and choruses, re-
ceived unstinted approval from both local
and out-of-town patrons.

INTERSCHOLASTIC, MAY 19

The Western Normal Second Annual
Interscholastic Track and Field meet
was held on Normal Field on Sat-
urday, May 19. The schools are divided
into two classes, A and B, and the meet
was as much of a success as last year’s
Interscholastic. The meet last year was
a “blinger” with over 200 athletes con-
testing in the various events. Thirty-
three schools participated.

Delay in going to press enables the
Record to present a summary of the re-
sults of the Interscholastic as reported by
Howard P. Hall.
Total Points Scored by Schools.

Class A—Kalamazoo 32; Detroit Central, 30; Detroit Eastern, 22 3/4; Grand Rapids Central, 22 3/4; Otsego, 20; Lansing, 15 1/2; Grand Rapids South, 5; Battle Creek, 4 1/2; Detroit Cass, 3.

Class B—Chelsea, 29; Coldwater, 16; South Grand Rapids, 10; Plainwell, 9; Wayland, 8; Galesburg, 7; Paw Paw, 7; Three Oaks, 5; Alma, 3; Cedar Springs, 3; Allegan, 2.

Kalamazoo high won the second Western Normal interscholastic track and field meet, Saturday, scoring 32 points to 30 for Detroit Central high, runners up in the class A division. Among the class B schools, Chelsea high excelled with a total of 29 points, while Coldwater followed with 16.

The events were among the best ever seen in Western Michigan and were featured by thrilling contests and hair-raising finishes. Favorable weather conditions prevailed, the day being as warm and delightful as summer. Western Normal field looked its best for the reception of the athletes and spectators and over all floated the national emblems of the United States, France, Great Britain, Russia, Belgium and Italy, giving just the needed touch to the occasion.

Nine class A schools and 17 class B schools entered nearly 200 athletes for the games. In class A seven new records were set for the Normal meet. Marks were shattered in the 120-yard high hurdles, 220-yard dash, mile run, pole vault, discus, broad jump and hammer throw. Pretty fair work, everything considered. Class A field events and track preliminaries were pulled off in the morning, the afternoon being devoted to the class A finals and class B events.

For Kalamazoo high, Lloyd Kurtz captured the 220 low hurdles in a thrilling finish. He also captured the broad jump, doing 21 feet, 10 1/2 inches, while he and Platt tied for first and second in the high jump. Boerman took the 120 high hurdles and Preston Matthews finished first in the 220 dash, his victory over Houston, Grand Rapids Central and Brown of Detroit Central, being a brilliant one. Will Praeger heaved the discus 103 feet, 4 inches for second place.

Detroit Central showed its class by being able to produce men who could outrun the Grand Rapids Central stars in the runs. Brown took first in the 100-yard and Cooper outfooted Vande Visse in the mile, finishing strong. Detroit was also strong in landing seconds and thirds.

Detroit Eastern furnished a good half-miler in Walbridge and had a well-balanced team. Grand Rapids Central won the relay and Houston finished first in the 440-yard dash.

Little Otsego looked like a university team in the weight events, gathering nine points in the shot-put and six in the hammer throw.

Class B honors went to Chelsea high with a well-balanced team in the dashes and the field events. Chelsea's 29 points were far better than any other school could show. Coldwater garnered 16, and Osborn won a very pretty race in the mile run.

Paw Paw won the relay in this class, while Galesburg showed a promising athlete in Reed.

Summary, Class A.

120 yard high hurdles—Boerman, Kalamazoo, first; Brokaw, Det. Cent., second; Spurrier, Det. East., third; Kurtz, Kalamazoo, failed to finish. Time—17 1-5. (Record for W. S. N. meet).


Half mile run—Walbridge, Det. East., first; Baker, Battle Creek, second; Sor-
Base Ball Team, 1917
### BASEBALL GAMES

**April 13, at Hillsdale.**

Western Normal 6, Hillsdale College 3.

Score by innings:—

<table>
<thead>
<tr>
<th>Western Normal</th>
<th>Hillsdale College</th>
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<tr>
<td>1 2 3 4 5 6 7 8 9</td>
<td>R H E</td>
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**April 14, at Albion.**

Score by innings:—

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<th>Albion</th>
<th>Western</th>
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<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9</td>
<td>R H E</td>
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**April 20, at Kalamazoo.**

Score by innings:—

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<th>Hope College</th>
<th>Normal</th>
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<tbody>
<tr>
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<td>1 2 3 4 5 6 7 8 9</td>
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</tbody>
</table>

**April 23, at Kalamazoo.**

Score by innings:—

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<th>Normal</th>
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<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9</td>
<td>0 0 0 1 0 0 0 0 0 0 0</td>
<td>1 2 3 4 5 6 7 8 9</td>
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**April 27, at East Lansing.**

Score by innings:—

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<td>1 2 3 4 5 6 7 8 9</td>
<td>0 1 2 1 0 0 0 0 0 5 9 5</td>
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### SUMMARY Class B.

100 yard dash—Wolfe, South G. R., first; Rowe, Chelsea, second; Reed, Galesburg, third; Fenn, Chelsea, fourth. Time—10 2-5.

440 yard dash—Palmer, Chelsea, first; Anway, Wayland, second; Drobynek, Coldwater, third; Rowe, Chelsea, fourth. Time—35 6 1-5.

Mile run—Osborn, Coldwater, first; Salter, Three Oaks, second; Hoard, Plainwell, third; Baker, Allegan, fourth. Time—5:00 2-5.

220 yard dash—Wolfe, South G. R., first; Fenn, Chelsea, second; Read, Galesburg, third; McFarlin, Paw Paw, fourth. Time—23 3-5.

880 yard run—Denning, Plainwell, first; Anway, Wayland, second; Salter, Three Oaks, third; Foy, Coldwater, fourth. Time—2:11 4-5.

### HALF MILE RELAY

Half mile relay—Paw Paw, first; Alma, second; Chelsea, third; Allegan, fourth. Time—1:42 3-5.

### RUNNING HIGH JUMP

Running high jump—Swain, Coldwater, first; Annis, Cedar Springs, second; Jones, Wayland, third; Crittendon, Galesburg, fourth. Distance—5 feet and 5 3-4 inches.

### SHOT PUT

Shot put—Wagner, Chelsea, first; Crull, Coldwater, second; Fuller, Plainwell, third; Rowe, Chelsea, fourth. Distance—40 feet, 3 3-4 inches.

### RUNNING BROAD JUMP

Running broad jump—Rowe, Chelsea, first; Kahnback, Chelsea, second; Read, Galesburg, third; Mumbrue, Paw Paw, fourth. Distance—21 feet, 3 inches.
out, Demond '5, Stockdale 4, French 6. Umpire, Green.
May 2, at Notre Dame.
Score by innings:—

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<th>1</th>
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<td>7</td>
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Batteries: Notre Dame, Murphy, Edgren and Allison; Western Normal, Nichols, French, Stockdale and Eggert. Strikeouts, Murphy 2, Edgren 3, Nichols 6. Umpire, Schaffer.

PHYSICAL EDUCATION

The Physical Education department has been keeping up the pace with the other departments of the school, as they have also been revising their courses in regard to subject matter and the like. It is our function to interest the girls in gymnastic exercises, athletic activities and folk dancing to make them better able to cope with the general wear of mental strain and sedentary mode of living, to inculcate better hygienic habits.

In order to maintain and increase this interest it is necessary to have systematic work so we have asked the Course of Study committee, appointed by President Waldo, to consider five consecutive courses in Physical Education. Heretofore these courses have not been given consecutively.

The nature of these classes is to be somewhat changed, in that more games and folk dances are to be used and chance for free activity is to be given and stimulated. The other aims, educational and corrective, are not to be slighted however. The educational part of our work is to be summed up in the fifth course, as one period of the three is to be taken up in the class room. Note book material will be required only with this course, and at this time material for athletic activities and rules for games will be discussed and differentiated according to ages. Those persons needing more corrective exercises than the general class work affords will have special prescribed work with individual supervision.

The athletic field is available for girls and is to be used when weather permits. Interclass contests in volley ball, baseball and other games of more organized nature are to be encouraged.

Enrollment for 1916-1917

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<tr>
<td>Swimming</td>
<td>271</td>
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<tr>
<td>Basket ball (optional)</td>
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CLUBS

THE CLASSICAL CLUB

At the April meeting of the Classical Club a very interesting and instructive program on Roman buildings was presented by the committee, Miss Margaret Burrell being the chairman.

For several months we had been planning to have a Roman banquet for our June meeting. Committees had been appointed and had started their work. With the organization of the Normal students for relief work, however, it was felt by the club that our spare time and money would best be spent in furthering the plans of the school to help our country. Therefore the banquet has been postponed indefinitely. Miss Webster was in charge of the May meeting, May meeting.

Each member of the club is looking forward with pleasure to a day in June when the club is invited to Dr. Ballou's home for an informal afternoon. A very short business session will be held to elect the officers for the Fall term of the next school year.

MANUAL ARTS CLUB

The aim of the club this term, as before, has been to further the interests of the department along the lines which most interest the members.

The first meeting of the term the program was carried on by the members, Messrs. Mullin, Smith and Holland spoke on the subjects of history and manual training, Smith-Hughes bill and trade schools.

Mr. Wenzell of Central high school gave us a talk at our next meeting on the continuation schools.

The program for the rest of the term consists of a talk on parent-teacher work
by Mr. Hockje at the next meeting; the following meeting, talks by members, and the last meeting the election of officers.

The members of the club adopted a pin designed by Mr. Sharmack as the official emblem of the society. The pins are ordered and are expected any time.

**KINDERGARTEN KLUB**

The Kindergarten Klub has taken for its specific work this spring the support of a French orphan for one year and each girl either earned her share of the money or sacrificed for this cause something which she wanted or needed. The girls have also been actively at work conducting a campaign for the Red Cross membership and thirty-seven per cent of the members of the department have joined the Red Cross. The girls also have entered classes in first aid, canning, and sewing hospital supplies.

**RURAL SOCIOLOGY SEMINAR**

The work of the Rural Seminar has been well officered this term by Beulah Henderson, president; Myrtle Pearson, secretary and treasurer, and Anna Sima, chairman of the program committee. Floyd Smith of Cedar Springs, Chester Spaulding and Miss Anna Cowles of M. A. C., are the guests who have given addresses. A social evening is planned for May 29.

**HICKEY DEBATING CLUB**

The Hickey Debating Club opened its official spring term with the meeting held April 11th, 1917. Work of the society has been hampered considerably by the participation of many of its members in the Western State Normal food brigade movement. Notwithstanding this, a number of debates have been held where-in questions of current interest were discussed informally.

Officers for the spring term are: C. Edwin Burkland, president; Emil Howe, secretary; Dale Brown, chairman of program committee.

Officers for the past term were: Ray P. Grabo, president; Wm. Bien, C. E. Burkland, secretary; Roy Mesick, chairman of program committee.

**ASSOCIATIONS**

**YOUNG WOMEN'S CHRISTIAN ASSOCIATION**

The spring term is a busy one for everybody, but we are very happy to announce that interest and enthusiasm in the Y. W. C. A. has not suffered thereby. One factor which will go far in proving this is that twelve of our members have pledged themselves to organize “Eight Week Clubs” in their respective home towns or rural communities during the ensuing summer months. The object of these clubs is to impart some of the good things which we have access to, to girls who have not been able to enjoy the opportunities which have been ours. It is expected that these clubs will evolve into Y. W. C. A’s, so it is impossible to estimate the valuable results which will culminate from the efforts of these of our members who are going to take up this work.

Our Y. W. C. A. has the distinction of being the first Normal Y. W. C. A. ever to have had “Eight Week Clubs.”

May the Heavenly Father give the increase to the seed which will in this way be planted.

April 12th the Y. W. C. A. and the Y. M. C. A. were successful in presenting their Easter entertainment. The proceeds will help toward sending delegates to the Geneva Conference.

The Association members are very enthusiastic about the summer conference, and are planning on sending as many delegates as possible.

May 26th there will be a conference at M. A. C. for Y. W. C. A. cabinet officers. Five of the cabinet members are planning to attend this conference and expect to get many helpful ideas from the workings of other associations. We are, in fact, striving to avail ourselves of every opportunity presented which will make for a real, live organization, built on the excellent foundation laid by the last year’s president and cabinet officers.

We wish to remind you that the high-
est degree of efficiency attainable for the Y. W. C. A. is dependent largely on the co-operation and enthusiasm of the women of the school. To the juniors especially, we would appeal, to get in line with our work for the remainder of the term, so that we may resume it to the best possible advantage next fall. Help us make the Y. W. C. A. the pride of our school.

YOUNG MEN'S CHRISTIAN ASSOCIATION

The Y has stood the test and made good. We have a foundation upon which to build. The former officers: Reuben Ryding, president; Henry Mulder, vice-president; Herbert Neil, secretary; Roy Mesic, treasurer; John Paton, chairman of Bible study; Warren Allen, chairman of mission study; C. Kien, chairman of membership; Stanley Miller, chairman of publicity; and Roy Toonder, chairman of social service have made the Association what is should be.

NORMAL LITERARY SOCIETY

The Normal Literary Society began this term's program with a meeting spent in practicing songs and yells preparatory for the oratorical contest. Mr. Ponitz had charge of this meeting which contained a great deal of enthusiasm and pep. The subject of the next meeting was "Preparedness." Miss Avis Towers was chairman for the evening. Miss Gray and Mr. Tenhave gave an instrumental duet. Miss Ferris and Miss Storms each read a very interesting paper. "Extravagance" and "Musical Artists" are the subjects for the next two meetings. The last session will be taken up with election of officers and a social hour.

The officers for the spring term are: Henry Ponitz, president; Walter Hirsch, vice-president; Florence Storms, secretary and Cora De Witt, treasurer. There are over seventy paid-up members of the society this year.

THE PHILATELIC SOCIETY

Our work has been more or less irregular during the past few weeks, yet vitally interesting. Through the efforts of members Mac Lagan and Shelvin a number of postmarks have been obtained, and a great addition to the work of classifying American marks made. This monumental task is under the supervision of Archie H. Pike of Buffalo, N. Y., president of the Postmark Society. Philatelic Gossip is the organ of publication.

Twice we have been favored with an approval selection of bankrupt stock, affording us an opportunity to obtain many rare stamps at exceedingly low prices. It will be to the advantage of any inactive collector to sell through the society. Either the president or secretary will give further particulars.

The new officers are: Emil Howe, president; Lewis Crawford, vice-president; Roy Toonder, secretary; Howard Cook, treasurer; W. Hirsch, Bible study chairman; H. Cook, missionary chairman; L. Crawford, program chairman; E. Burkland, publicity chairman; J. Worboys, membership chairman.

Our aim is to "clean up the campus." When the fall term opens up next year we are going to have Bible and mission study classes. Our Sunday afternoon meetings have been well attended despite the fact that a number of the boys are out on the farms. These meetings are open to all the boys of the school and their chums. Our membership has grown to about seventy. We are planning to send four members to the Y. M. C. A. Conference to be held at Lake Geneva, June 15-24. Three of our men have signed up to take Y. M. C. A. work with the army this summer.

"We owe to every man, everywhere, everything Jesus Christ is to us."
THE CLOSE OF DAY

Softly the music of silver bells
Steals o'er the hills at the close of day.
Slowly and sadly the man of toil
Pauses with thoughts that are far away.

Pauses to think of the plans he'd made,
Things that he'd meant to do, everyone.
"But," mused he, "swiftly the day has flown,
Sunset has come ere my work is done."

Haste then good folks ere your life is o'er,
Quickly your kindnesses do, and now.
Wait not. The sunset of life will come
Casting its shadows upon your brow.
Then like the toiler you'll sadly say,
"Quickly, too quickly life's passed away."

OLIVE MAE ELLIOTT, '18.

OUR OBLIGATION TO OUR SCHOOL.

Obligations,—not always a pleasant word, but one which every sincere and conscientious person faces sooner or later, and faces to some purpose. And surely, we who have been enrolled in Western State Normal, a grand school in a grand state, are under heavy obligations to that same school.

Among the greatest of these obligations we will at once list loyalty and character. What a comprehensive word loyalty is! To square ourselves on the score of loyalty means, among other things, that we must not fail to give our support to every activity connected with school life here. To avail ourselves of only such privileges as those from which we expect to reap benefit in the way of marks on a report card, and to neglect athletic, musical, social or other activities provided for our culture and development savors strongly of the cheat. And surely no one will deny that we owe loyalty to our teachers and to our fellow-students. It would, indeed, be but a poor-spirited person who could be conscious of no obligations to the institution which has served us so well, and to the teachers who have inspired and encouraged our oft-times but too feeble aspirations.

And too, we dare not ignore the debt of character we owe to our school. It is quite as much the aim and function of the school to develop fine character as it is to turn out intellectual prodigies. As students we are under obligations to exhibit such character and to cultivate such attainments as shall reflect nothing but credit upon the teachers who have put forth their sincerest effort in our behalf, and nothing but honor upon the school which has offered these wonderful opportunities.

BESSIE GIBSON, '18.

OUR INVENTORS AND THEIR PART IN THE WAR

The inventors of the United States may play a very important part in the present war with the imperial government of Germany.

When America as a nation sums up its actual fighting strength in time of war, little does it realize the possibilities of these great men, many of whom are now secretly at work on great machines or submarine destroyers which may so revolutionize warfare as to enable the flag of democracy to reign over the world unmolested. It is a known fact that Thomas Edison, America's greatest inventor, is spending three fourths of his time in his laboratories in East Orange, New Jersey, and is already turning out plans for the construction of the most marvelous implements of warfare. And yet Edison is but one of the factors of this phase of our protection.

Now it will be interesting to see what results the present declaration of war with Germany may bring about in this line. In any event Uncle Sam may depend upon something worth while from these true sons of his.

EDWARD KLINE, '18.

ENGLISH CLASSICS IN THE HIGH SCHOOL.

Too often the attitude of the high school student toward the English classics is one of indifference. He laughs at the stately prose and the rhythmic poetry, and calls his schoolmates by the names of the characters in the literature. One
teacher, who loved Shakespeare and had put her best efforts into the teaching of Hamlet, was well satisfied with the class results. Imagine her dismay when she heard the good-night call of one of her students to a classmate, “Good-bye, Hamlet,” and the answer wafted across the campus, “Good-bye, Ophelia.”

Why should not the high school student be interested in the classics? Surely they are worth while or they would never have survived the centuries since their production. Some writers rise into prominence and then decline, but such men as Shakespeare, Wordsworth, Chaucer, and Browning, never.

The man or the woman, who is unacquainted with the masters of English Literature, lacks the fineness which goes to make up a thoroughly educated individual. And the high school student who devotes himself to an intensive study of the classics will have his labors rewarded and will never have reason to regret the time and energy spent in the effort.

Lucille Sanders, ’18.

CAUSES OF LAWLESSNESS AMONG AMERICAN YOUTH

Scarcely a day passes that there is not brought to our notice some act of lawlessness perpetrated by our American youth. Therefore, we can but ask ourselves what are the causes that have brought about this serious state of affairs.

The development of this lawless spirit must be due largely to inefficient training in the home and in our educational institutions.

The training, which would prevent lawlessness, must begin in the home, but how many parents neglect to teach their children obedience and self-restraint. Desirous of granting to the child all the freedom necessary for the development of his individuality, they go too far and fail to exercise sufficient restraint upon him. They seem to lose sight of the fact that they are training the child for life, and that what will afford him pleasure for the moment may cause him much bitterness in his later life.

The school should continue this train-

ing against lawlessness, but here, as in the home, radical changes have taken place in the last twenty-five years. Following the introduction of child study came the conclusion that children were formerly disciplined too rigidly. In attempting to correct this, we have gone to the opposite extreme, until now our schools oftentimes fail to teach self-restraint and respect for authority.

There are other factors as well which tend to inculcate in our young people a disrespect for law and order. Chief among these are strikes, lynchings, repeated violations of law without punishment, bribery of public officials, and the prominence given to acts of lawlessness by the glaring headlines of the newspaper.

Let us, then, urge upon parents, teachers, and public officials their responsibilities in this matter of suppressing lawlessness.

Grace Overhiser, ’18.

GUESS! FACULTY PICTURES

When you first see this member of the faculty you feel at once that “all’s right with the world,” or at least with his part of it. From the top of his curly head to the tip of his chin, his face is one big smile. Of course the corners of his mouth turn up like the one you carved on the jack-o’-lantern last Hallowe’en. He has a very high forehead, below which his eyes are always twinkling. He usually wears a gray suit which is often covered with the popular garb of a machinist.

Fannie Aldrich, ’20.

Prof. —— is a man whom to know is to admire. He is a little below medium height with no superfluous weight. His actions are very businesslike and speak of energy and intensity of purpose. His sincerity gains the respect of everyone who knows him. A distinctly individual characteristic is a sideward tilt of the head. The hair is tinged with gray, while the eyes are deep-set, piercing and the kindliest eyes in the world, I am told, if one is honestly trying and the most accusing if one is not. The jaw is set ex-
ceedingly firm, which gives one the impression that here is a man who means business. His dress is always neat, giving a favorable appearance at first sight.

Rolland Maybee, '20.

Tall and erect he stands before his classes, looking over his glasses in an odd manner when he speaks. His hair is a light brown, almost like a dull gold. His nose is of the Roman type. His lips are thin but firmly set. His age is somewhere in the forties, but Society Brand clothes, a most fetching cane, and a jaunty gait give him a youthful air.

Leone Hart, '20.

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12. 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.

   Summer term begins June 2, 1917.
   Fall term begins September 24, 1917.
   For catalog address Secretary.

WESTERN STATE NORMAL SCHOOL.
Kalamazoo, Mich.

CORRECTION.

   Summer term begins June 25, 1917.
   Fall term begins October 1, 1917.